

Harpenden Secondary Free School

A modern school
with traditional
core values.

An exciting,
dynamic and
inspiring
environment.

The highest
quality teaching
and learning.

Working in
partnership with
the local
community.

A strong
student voice.

An inclusive
curriculum
designed around
each child.



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**Section A: Applicant Details &
Section B: Outline of the School**

Please see attached Excel document.



SECTION A: APPLICANT DETAILS

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83230
Name of proposed school:	Harpenden Secondary Free School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	Sir John Lawes School, Manland Way, Harpenden, Herts AL5 4QP
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	01582 760043
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	A Free School Trust
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Harpenden Secondary Education Trust
Company address:	Sir John Lawes School, Manland Way, Harpenden, Herts AL5 4QP
Company registration number:	9238879
Date when company was incorporated:	29th September 2014
Please confirm the total number of company members (must be a minimum of 3):	5
	Sir John Lawes Secondary School Trust
	Roundwood Park Secondary School Trust

Please give the names of all company members:	St George's Secondary School Trust
	University of Hertfordshire
	Rothamsted Research

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

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>Sir John Lawes Secondary School Trust (Company Number 7697132), Roundwood Park Secondary School Trust (Company Number 07695458), St George's Secondary School Trust (Company Number 08092358). (All three schools will provide capacity-building and support through the headteachers, senior leadership teams and governors to open the new school in September 2017 and sustain its future development.) Opportunities to enrich, extend and accelerate students' learning, attainment and progress will be provided through the University of Hertfordshire and Rothamsted Research. Each will offer access to their facilities, bespoke school-based projects, mentoring and research expertise.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>The University of Hertfordshire sponsors two UTCs in Elstree and Watford. Sir John Lawes Secondary School Trust is a multi-academy trust.</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>Hertfordshire Community Free School Company Ltd (HCFSCo) has provided advice, guidance and expertise in structuring the Core Group coordinating the application. HCFSCo has a good track record in supporting the successful opening of free schools. Three schools operated by the West Herts Community Free School Trust opened in Watford and Hemel Hempstead in September 2014. The Hatfield Community Free School opened in September 2012 and was assessed as outstanding by OFSTED in an inspection in May 2014.</p>



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
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In which local authority is your preferred location?	Hertfordshire
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Proposed opening year:	2017
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	Please select
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1150
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	11-16: 900; Post-16: 250
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Please say which year groups the school will have in first year and the PAN for each	Year 7: 150
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Date proposed school will reach expected capacity in all year groups:	2024
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	NA
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	11-15
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	
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Section C: Vision and Ethos

The new Harpenden Secondary Free School is being promoted by the Harpenden Secondary Education Trust (HSET). It will be a modern school with traditional core values. Central to our vision for the school is the shared belief that young people have the right to a transformational educational experience that will enable them to fulfil their potential and realise their ambitions. Our school will establish a culture that fosters and rewards success and engenders a shared belief amongst all members of the school community that nothing is impossible if it will improve learners' life chances. We aim to provide the highest quality teaching and learning to meet the needs and expectations of the Harpenden community. We want our students to be fully fledged members and leaders of our democratic society – ready, when they leave us as adults, to make their mark on the world.

The Harpenden Secondary Education Trust consists of the three existing secondary schools in Harpenden: Roundwood Park School, St George's School and Sir John Lawes School, all of which are currently graded Outstanding by Ofsted. Other partners in the Trust are the University of Hertfordshire and Rothamsted Research. Although this is the first free school project for the Trust, there is a huge amount of educational expertise amongst its members and successful experience of supporting other schools to improve and flourish. All the promoters of the school have been part of the Harpenden community for many years. Our proposals are based on a good understanding of the needs of the local population and the expectations of Harpenden parents in terms of high quality educational provision. We are determined to achieve our aim of ensuring that all students of the Harpenden Secondary Free School cultivate a passion for learning and make outstanding progress.

Rationale

Harpenden Secondary Free School will be a fully comprehensive, non-selective, non-denominational, 6 form entry secondary school that will open for year 7 students in September 2017. When full it will cater for 1150 students aged 11-18. Students starting in 2017 will have the opportunity to progress their education all the way through to academic post-16 learning and beyond. Our school will be part of the highly successful consortium at post-16 level between the three existing schools which will enable our students to access an even wider range of opportunities.

We expect our school be at the heart of its community working closely with its neighbours to improve the educational outcomes for all Harpenden young people. It will work in partnership with local Harpenden primary schools alongside the three existing Harpenden Secondary schools. It will be part of the St Albans and Harpenden Secondary Heads' Association (STASSH) and the Hertfordshire Secondary Heads' Association (HASSH). As part of the Alban Teaching School Alliance it will be able to access high quality CPD and support for staff and through the Alban Federation will be able to train and develop its own teachers. Through

forming strong links with these groups and others, the Free School will be able to quickly establish itself as a centre of educational excellence and a school of choice for the local community.

The school will meet the increasing need for additional secondary school places in Harpenden over the next years. From 2016 onwards there is a significant year on year increase in the requirement for secondary school places which cannot be met by expanding the size of the existing three secondary schools. A projected shortfall of 120 places (4 forms of entry) in 2017/18 increases to 248 places (8.3 forms of entry) in 2021/22. Local parents strongly support our proposals and have confidence in the Trust to deliver the high quality education they expect.

Our school will serve the town of Harpenden and surrounding villages, with a site on the urban edge of Harpenden. In our consultations parents have emphasised not only the importance of the school's location but also a concern that the first students at the school are housed in appropriate accommodation. Hertfordshire County Council (HCC) is taking the lead in identifying and securing a site for the school. The process is well advanced. A robust site evaluation and Town Planning Appraisal are due to be completed in January 2015, at which point a preferred site will be identified. HCC has made financial provision for the acquisition of new secondary school sites and will secure all necessary cabinet approvals following the site selection process.

Our School in Outline

The ethos of our school will focus on enabling every student to make outstanding progress whatever their starting point and will be achieved by:

- a relentless focus on improving standards of teaching and learning;
- an innovative and flexible curriculum which enables learners to follow individualised pathways stretching the most able and also providing more appropriate opportunities (such as work-related learning and college placements) for those who prefer a more vocational route;
- developing a strong student voice so that learners are involved in the transformational process;
- developing the Inclusion agenda by providing a high quality provision for learners who struggle to access a mainstream curriculum;
- a high quality and creative programme of CPD for staff which will improve learner experience and also contribute to staff recruitment and retention;
- creating a staffing structure that allows senior leaders to focus their time on strategic issues;
- drawing on the expertise of the proposers to support the new school as it grows and to broaden the opportunities available to all students in the early years of the school;
- working in partnership with all members of the local community, both educational and wider.

Leadership and Staffing

We will appoint a Principal with a proven track record of excellence in leading school success, and with the drive and innovation to develop our new school. Our expectation is that they will be recruited from one of the secondary schools in the Trust and will be supported by an Executive Headteacher from the Trust. They will draw on the excellence and expertise in leadership and management already firmly established in the existing three Harpenden secondary schools.

Equally important will be the recruitment of suitably qualified high-calibre teaching and support staff who share the highest aspirations for their students. We will recruit and develop the best staff to build an excellent teaching team, dedicated to ensuring every student realises their potential, no matter what their starting point. Our school will be a member of the Alban Teaching School Alliance, an alliance of 12 local secondary schools working together to improve staff recruitment and development, from the outset.

Our school will be designed to provide an exciting, dynamic, and inspiring environment that will utilise the latest technology to drive teaching and learning. The school environment will foster a collaborative and caring community of learners, who are proud of their school, and know the pride their school has in them.

Curriculum and Assessment

Within the framework of the national curriculum our school will develop an inclusive and personalised school curriculum that is designed around each student. This curriculum will be based upon the traditional academic values and best practice of the Trust's schools. This wealth of expertise will be shared and built upon to provide the best possible inclusive education for each student. It will be a curriculum of learning that will enable them to attain and to progress through the school and beyond. The involvement of the University of Hertfordshire and Rothamsted Research Institute will enrich and underpin the curriculum offered by the new school, by providing close links with higher education and the professional research community.

The curriculum will improve attainment and progress by:

- allowing learners to find the most appropriate pathway through which to fulfil their potential;
- introducing a 'stage not age' approach;
- setting challenging targets but providing a regime of supportive monitoring to enable progress;
- using state-of-the-art technology to develop the personalised learning curriculum.

Special Educational Needs and Disabilities

From the outset, our school will commit to providing high quality special needs education and resources for those with disabilities to enable them to fully access and benefit from being part of our learning community.

Behaviour

Our school will set the highest standards and expectations for behaviour for adults and students alike. We will not compromise on a fundamental belief that good behaviour is essential for productive learning and in developing young people to become responsible and valued members of the local and wider community. The school will focus on developing positive learner dispositions to support achievement. Underpinning this will be a traditional school uniform that students will wear with pride as it will identify them as part of the new school. All staff will work tirelessly to help our young people become well-rounded, positive and responsible members of society.

Personal and Social Development

There will be a continuous programme of Personal, Social and Health Education (PSHE) throughout a student's time at our school, linked in with a fully developed and effective pastoral care system. As a priority, we will aim to develop emotional resilience in students and their families so that they all know they can succeed, even in the face of adversity. A proactive and professional career support programme, designed to prepare students for their next steps, will be provided, with specialist advice for all students at key stages in their development.

Pastoral Care

The extensive experience and best practice of the existing three schools will be fully utilised to ensure every student at the new school is part of a caring and supportive community. No student will be left out or left behind. All staff will have pastoral responsibilities, and tutor teams will work closely with senior leadership and support specialists to provide a continual and pro-active pastoral care system that values every student and builds strong supportive links with families.

House System

Our school will develop a House system that provides an element of friendly competition and collective pride in achievement and success. The new school recognises that competition is an essential part of a student's development, and the House system will provide a wide range of opportunities and activities from sports to academic and creative arenas designed to encourage all students to stretch and challenge themselves as part of a larger team.

Pupil Premium

Where students are entitled to additional financial support the school will work to ensure that they receive it, and benefit directly from the targeted funds available.

Enrichment

The new school will offer an exciting and broad range of enrichment opportunities across all areas of study and school life. These activities will encompass trips, residential, lunchtime and after school clubs, sporting events and teams, community work, music, drama and much more, to ensure that all students get the chance to try new experiences and to make memories and discover interests that will last a lifetime.

Parents and Wider Community

The Trust's schools have outstanding links with parents, carers and the local community. Learning from this good practice we will facilitate a positive programme of engagement with all stakeholders from the school's inception, giving them the opportunity to help shape the direction of the school. We know that a successful school builds partnerships and trust with families and carers, and the school will work continually with all families and members of the community to ensure all students achieve the best they possibly can. We will have high expectations of the support and commitment of families to the ethos and values of the school.

Admissions

The new school will be fully comprehensive, non-selective and non-denominational. Admissions will be based on the Hertfordshire County Council (HCC) admissions criteria. All admissions will be managed by Hertfordshire County Council under their own policies and procedures. The school will not be directly involved in this process.

Proposed Outcomes

In line with our vision for the school the Trust's proposed key outcomes are as follows:

- the school ranks amongst the highest performing schools in Hertfordshire and nationally in terms of attainment, progress and attendance;
- no students are permanently excluded from school;
- all students develop a sense of physical, social, spiritual, cultural and emotional well-being;
- all students leave the school ready to move to the next stage of education, employment or training;
- the school is fully subscribed;
- parents demonstrate a high degree of satisfaction with the school as judged by parental feedback and formal surveys;

- the school has a positive impact on the community as monitored by feedback and surveys;
- the school is judged outstanding by Ofsted and other external reviews;
- the school has a balanced budget and is providing good value for money.

Section D: Education Plan

D1 Curriculum Plan

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7				150	180	180	180	180
Year 8					150	180	180	180
Year 9						150	180	180
Year 10							150	180
Year 11								150
Year 12								
Year 13								
Totals				150	330	510	690	870

A curriculum matched to our community

Evidence from our community consultation suggests that the profile of students likely to attend HSFS will be very similar to that found in the current secondary schools. That intake is characterised by a high proportion of students with high and middle attainment at primary school, reflected in Key Stage 2 point scores above the national average. The data for the Year 7 intake at the three schools is shown in the tables below:

Sir John Lawes School

	2012-13	2013-14	2014-15
Year 7 Cohort	194	199	200
Male	103	97	99
Female	91	102	101
Average KS2 points	29.32	30.4	tbc
High attainers %	54.5	59.4	tbc
Middle attainers %	34.5	35.4	tbc
Low attainers %	11	5.2	tbc
SEN Statement	11	3	3
SEN School Action +	16	13	13
SEN School Action	15 (62 inc G&T)	27 (53 inc G&T)	21
SEN Total (Register)	42 (89 inc G&T)	43 (69 inc G&T)	37
Pupil Premium	19	23	29
Looked after Children	0	0	0
EAL	16	9	15

Roundwood Park School

	2012-13	2013-14	2014-15
Year 7 Cohort	197	199	199
Male	112	105	102
Female	85	94	97
Average KS2 points	30.4	30.1	tbc
High attainers %	57.5	54.2	tbc
Middle attainers %	36.8	41.1	tbc
Low attainers %	5.7	4.7	tbc
SEN Statement	2	2	2
SEN School Action +	9	10	12
SEN School Action	14	13	17
SEN Total (Register)	25	25	31
Pupil Premium	25	23	23
Looked after Children	0	0	0
EAL	6	10	5

St George's School Harpenden

	2012-13	2013-14	2014-15
Year 7 Cohort	182	178	183
Male	97	90	84
Female	85	88	99

Average KS2 points	30.5	31.3	tbc
High attainers %	62.3	70.9	tbc
Middle attainers %	35.4	24.8	tbc
Low attainers %	2.3	4.3	tbc
SEN Statement	2	1	8*
SEN School Action +	3	5	2*
SEN School Action	64	44	27*
SEN Total (Register)	69	50	37
Pupil Premium	3	3	3
Looked after Children	0	0	2
EAL	8	6	8

The data suggests that our intention to offer a traditional academic curriculum will be well matched to the needs of students. We will apply the learning from the three existing Harpenden secondary schools about the way in which they enable students to build on their prior learning and make outstanding progress.

Rationale for the Curriculum

HSFS will offer a rigorous and comprehensive school curriculum of which the national curriculum will form a part. The organisation of the curriculum and our approach to teaching and learning will enable every child to have a personalised learning programme that builds on their prior attainment and responds to their needs. We will promote expectations for attainment and progress in the context of the highest attainment in Hertfordshire, nationally and in other jurisdictions.

Our core belief - that young people have the right to a transformational educational experience that enables them, no matter what their starting point, to fulfil their potential and realise their ambitions – provides the rationale for the proposed curriculum which:

- promotes a commitment to lifelong learning and learning for life;
- promotes and supports 'Inclusion' at all Key Stages;
- is perceived by the students to be challenging, inspiring and relevant to their preparation for adult life;
- is broad, balanced and develops knowledge and understanding regardless of ability, gender, ethnic origin or social background;
- fosters scientific, technological, sporting, aesthetic and cultural achievement;
- gives the students a sense of success through their achievements;
- encourages students to appreciate and admire the achievement of others, both in the school community and in the wider world;

- provides active and full cooperation between home, school and the community;
- provides a wealth of cross curricular activities in terms of clubs, trips, events and performances, which are open to all students;
- promotes a sense of British values.

The Curriculum

The tables below set out the details of our proposed curriculum at Key Stage 3 (Years 7-9), Key Stage 4 (Years 10 and 11) and Key Stage 5 (Years 12-13). They meet the requirements of the national curriculum as set out in statutory guidance in July 2014. Our proposed staffing structure (see Section D3) and financial plans (see sections G1-G3) are aligned with the curriculum models below. We have prepared model staff deployment plans to reflect the curriculum models at each stage and the planned contact ratio for teachers.

The school year will be 39 weeks divided into three terms. There will be 25 hours of taught time in each key stage, with lessons in 1 hour periods. A range of enrichment activities will be available for students beyond taught time. Our timetable each day will be based on 5 lessons of 1 hour duration, with an hour lunch, a morning break of 20 minutes, and two registration periods of 15 minutes in the morning and afternoon.

Key Stage 3 (Years 7, 8 and 9)

Subject	Year 7		Year 8		Year 9	
	Taught Time	M V	Taught Time	M V	Taught Time	M V
English	4	M	3	M	3	M
Mathematics	4	M	4	M	4	M
Science	3	M	3	M	3	M
Modern foreign language (French or German)	3	M	3	M	4	M
History	1	M	2	M	1	M
Geography	1	M	1	M	2	M
Religious education (RE)	1	M	1	M	1	M
Design and technology	1	M	1	M	2	M
Art	1	M	1	M	1	M
Drama	1	M	1	M	1	M
Physical education (PE)	2	M	2	M	2	M
ICT	1	M	1	M	1	M
Music	1	M	1	M	1	M
Health and relationships education	-	M	-		1	M
Tutorial	1	M	1	M	-	M

Key Stage 4 (Years 10 and 11)

This is set out for illustrative planning purposes. It meets the entitlement requirements in the national curriculum for students at Key Stage 4. The principal and other professional staff will keep the proposed Key Stage 4 curriculum under review and will modify it in line with national policy requirements and the school's underpinning principles for the curriculum. The views of parents, students and the wider community will be sought.

E Bacc Pathway	Taught Time	Wider Choices Pathway	Taught Time
English Language and Literature (2 GCSEs)	4	English Language and Literature (2 GCSEs)	4
mathematics GCSE	3	mathematics GCSE	3
science double award	3	science double award	3
RE (short or full course GCSE)	1	RE (short or full course GCSE)	1
PE	1	PE	1
French or German GCSE	3	GCSE/Level 2 course option	3
History or Geography GCSE	3	GCSE/Level 2 course option	3
GCSE/Level 2 course option	3	GCSE/Level 2 course option	3
GCSE/Level 2 course option	3	GCSE/Level 2 course option	3
Key Stage 4 Optional Subjects			
<ul style="list-style-type: none"> • Art & Design • Art & Design (Textiles) • Business Studies • Computing • Design & Technology (Food Technology) • Design & Technology (Graphic Products) • Design & Technology (Product Design) • Drama 		<ul style="list-style-type: none"> • Economics • French • Geography • German • History • Music • PE • Separate Sciences (Biology, Chemistry & Physics) 	
Level 2 / Level 1 courses <ul style="list-style-type: none"> • BTEC First Award in Health & Social Care (equivalent to 1 GCSE) • BTEC Unit Qualification in Home Cooking Skills (equivalent to ½ GCSE) • OCR National Award (equivalent to 2 GCSEs) in ICT • BTEC Level 1 Award in Vocational Studies (equivalent to 1 GCSE) 		Choice from other course lists (Entry Level / Level 1) delivered externally, according to interests and abilities (e.g. Hair & Beauty / Construction Skills). Non-GCSE Courses Curriculum Support	

Key Stage 5 (Years 12 and 13)

Local parents particularly welcome that HSFS is planned as an 11-18 school. Their expectation is that the school's sixth form will offer academic programmes leading to AS and A2. Our school's curriculum offer at Key Stage 5 will be enhanced through its participation in the Harpenden Consortium, which enables students to take a subject at another school in the partnership if it is not offered at their 'home' school. The curriculum model below is for illustrative planning purposes only.

Key Stage 5		
AS/A2 Subjects		Delivered through Harpenden Consortium
Art & Design	History	Accounting
Biology	ICT (applied)	Computing
Business Studies	Mathematics	Classics
Chemistry	Music	Italian
Drama & Theatre Studies	Photography	Law
Economics	PE	Philosophy of Religion and Ethics
English Literature	Physics	Psychology
Extended Project Qualification	Product Design	Media Studies
French	Sociology	
Further Mathematics	Textiles	
General Studies		
Geography		
German		
Government and Politics		
Health and Social Care (BTEC)		
Pastoral Support Programme and Tutorials		
Enrichment Programme (including sport or community activities)		
Taught Time	Either 5 x 1 hour lessons or 4 x 1 hour with supported self-study	

Cross-Curricular Aspects

Numeracy and Literacy

We expect that every subject in our curriculum will provide opportunities to develop our students' mathematical fluency. We want our students to be confident in their application of numeracy and other mathematical skills to enhance their learning across all areas of the curriculum, particularly in problem solving, the analysis of data, and in applied understanding of risk and uncertainty.

At our school the development of students' spoken language, reading, writing and vocabulary will be integral to the teaching of every subject, with a consistent whole-school approach that emphasises confident use of Standard English and correct usage of grammar, spelling and punctuation. We want our students to build their understanding across all subjects through questioning, exploratory talk and discussion as underpinning for clarifying their thinking and organising their writing.

Our teachers will develop students' reading and writing through all subjects. We will encourage students to read widely and in depth. Students will be encouraged to write at length in a range of styles and registers appropriate to audience and purpose.

Our proposed staffing structure makes provision for the coordination of numeracy and literacy across the school.

Information and Communications Technology (ICT)

In addition to discrete ICT lessons in Key Stage 3, we plan for ICT capability to be developed across all subject areas. The specification for the school building will include provision for a Learning Resources Centre (including library), interactive whiteboards in all classrooms, and smaller suites of computers in a number of networked ICT hubs.

Personal, Social and Health Education (PSHE)

Our school will offer a coordinated and cohesive programme of PSHE that covers personal development, resilience, health education, and citizenship. It will be based on the framework for the social, moral, cultural and spiritual development of students set out in the Independent School Standards 2013, and will promote British values. This will be delivered through the tutorial programme in Years 7 and 8 and as a discrete subject in Year 9. In Years 10 and 11 PSHE will be delivered through whole-day or half-day sessions covering key themes such as community development, enterprise and citizenship.

Careers Education (including Information, Advice and Guidance)

In addition to PSHE, our students will have access to information, advice and guidance from the school's Careers Coordinator and a visiting Careers Officer. Aspects of work-related learning will be integrated across the curriculum. We plan to offer work shadowing in Year 8 and work experience in Year 10.

Opportunities for Enrichment

Our school will offer a wide range of opportunities for enrichment through participation in sport, art and drama, community service, Duke of Edinburgh's Award scheme, work experience, and projects with Rothamsted Research and the University of Hertfordshire.

Teaching and Learning

To ensure that our curriculum fully engages students and promotes high achievement there will be a requirement for excellent teaching and learning. In order to ensure this our school will nurture and develop teachers so that students have a high quality learning experience. We will foster an environment that values research. Teachers will be encouraged to reflect on and improve their practice.

Teachers will plan meticulously, identifying clear learning objectives, specifying learning outcomes and providing a range of activities differentiated to meet the needs of specified groups of learners, with resources to match. Teaching strategies and resources will be varied, catering for a range of learning styles. Children will be taught as a whole class, in groups and, where appropriate, individually. Strong relationships, engagement and participation will set the context for learning in our school.

Teaching will be characterised by:

- strong subject knowledge;
- very high expectations and a relentless focus on good learning habits;
- good learning relationships and a broad and engaging range of teaching styles and strategies;
- teachers knowing really well the individual students in their class so that they can provide the right opportunities to promote outstanding progress in lessons and the right follow-on with homework and out-of-school learning;
- regular assessment and good feedback which will enable students to know how well they are doing and what they need to do to improve.
- personalised learning programmes which will be designed to accelerate progress particularly for: students from low income backgrounds; students who are gifted and talented; students with special educational needs and disabilities; students with English as an additional language; children in care, and those with social, emotional and behavioural difficulties;
- integrated and creative use of learning resources, including ICT, to support and extend learning.

Student learning will be characterised by:

- positive attitudes to learning, strong relationships and exemplary behaviour;
- the ability to work independently and in collaboration with others;
- the ability to identify and use a range of resources to support and enhance their learning, including ICT;
- creativity and problem solving;
- a reflective and evaluative approach that will help them and others to improve;
- global awareness – students will be resilient and ready to face the challenges of a changing world.

Student Voice

- Establishing a valued and constructive Student Voice scheme will also be a priority in the new school and a Junior Leadership Team (JLT) will work with JLTs from the three existing Harpenden schools.

Meeting the needs of all students

Our organisation of learning will be planned to ensure access to the subjects of the curriculum for all students. At Key Stage 3 we expect all students will study the same subjects. The pace of work and depth of content will vary according to differing individual needs and the ability group in which they are taught. Students will be taught in mixed ability groups for most subjects but we expect broader ability sets to be established for subjects such as mathematics and modern foreign languages. Provision will be made for a small number of students to work in small withdrawal groups for intensive support in language, literacy and numeracy. At Key Stage 4 we have planned for students to be taught in ability sets in English, mathematics and science. Curriculum support will be offered to students for whom a full programme of GCSEs may be too daunting or where additional support may be required in English, mathematics and science.

Inclusion

The principles of inclusion are central to our vision for the school and its ethos. The culture, practice, management and deployment of the school's resources will ensure that the needs of all students are met. The key elements of our policy for inclusion are:

- we value all students equally regardless of race, disability, sex, religion or belief, and sexual orientation in line with equal opportunities legislation;
- we recognise that inclusion in education at our school is one aspect of inclusion in our society;
- we will identify and assess learning needs at an early stage for students with special educational needs and disabilities (SEND), students for whom English is an additional language, and students with low levels of attainment;
- we will create suitable and stretching challenges for high ability students;
- we will make particular provision to meet the needs of students from disadvantaged backgrounds (including children in care);
- we will encourage and support teachers to plan lessons that enable all students to study the full range of subjects in our curriculum and make expected progress;
- we will work in close partnership with parents and carers in assessing learning needs and keeping track of progress;
- we will monitor, review and challenge the effectiveness of the implementation of our policies on inclusion

Learning Challenges

Our approach to inclusion will recognise the range of learning challenges in response to which students may need support. These are:

- a cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers;
- a specific Learning Difficulty which may or may not be linked to a cognitive disability;
- a speech and language impairment affecting their ability to comprehend;
- a behavioural impairment affecting their ability to concentrate and therefore to learn effectively;
- a sensory impairment;
- a physical disability;
- an emotional disability which can affect their ability to learn;
- an extended period of absence;
- family difficulties such as mental health problems, substance misuse, bereavement;
- being a young carer;
- being in the care of the local authority;
- having a child protection order because of being at risk of abuse or neglect;
- learning English as an additional language;
- being a highly able student.

Leadership and Management for Inclusion

We will establish a strong framework of leadership and management for inclusion with roles and responsibilities as follows:

Principal	Responsible person under legislation
Link Governor	Links with Head of Inclusion and Education Support and Development (ESD) Department
Head of Inclusion	Oversight and coordination of HSFS provision for inclusion
Teachers	Differentiate and plan programmes of work for individual students with pace, learning approach, challenge and content according to each student's identified learning need
Teaching Assistants	Provide planned programmes of learning support
Outside agencies	Work in partnership with the school to advise about approaches to teaching and learning and behaviour management with students with additional needs. Identify, assess and review the learning needs for individual students
Other schools	We will work in partnership with other schools as part of Hertfordshire's 'Developing Special Provision Locally'

A pivotal role in our approach to inclusion will be played by the Head of Inclusion. Key requirements of that role will be to:

- oversee and coordinate the school's policy and provision for inclusion;

- manage processes for identifying, assessing and reviewing SEND, including statutory assessment;
- coordinate provision for students with SEND, EAL, low prior attainment, from disadvantaged backgrounds, and those in the care of the local authority;
- manage a team of learning support staff;
- liaise with and advise teaching and support staff about approaches to teaching and learning and behaviour management more generally to support inclusion;
- oversee the progress and records for all students with SEND, EAL, children in care and vulnerable students more generally;
- liaise with parents and carers, particularly in respect of SEND students;
- develop and lead training for teaching and other staff;
- liaise with a wide range of professional services including educational psychology, learning support, health, social care and voluntary agencies;
- report progress as part of the school's self-evaluation and review arrangements.

Features of our planned provision for inclusion

Key features of our planned provision for inclusion are set out below:

Special Educational Needs and Disabilities (SEND)

We will welcome students with SEND and will make sure that everyone has high expectations for their social and academic achievement. Our school will be housed in a new building that will be fully compliant with the requirements of the Disability Discrimination Act. The site and building will be carefully designed to remove any barriers and ensure the best possible access for students with disabilities. We will work on the principle that wherever possible students' needs are met within the classroom alongside their peers. Where this is not the most effective strategy, they will be taught in small groups or individually.

Full use will be made of specialist equipment, adapted materials and ICT to ensure access to the curriculum. This will mainly be the responsibility of class teachers with support from the Head of Inclusion and teaching assistants.

English as an additional language (EAL)

We will endeavour to meet the full range of needs for students for whom English is an additional language. For those at an early stage of learning English we will provide intensive support with the intention for students to learn alongside their peers as soon as possible. In most cases we expect the learning needs of students with EAL to be met in mainstream classes, supplemented where necessary by small group tuition.

Children in the care of the local authority

We recognise that children in care have particular support needs. Our Head of Inclusion will ensure that all such students have an up-to-date Personal Education Plan (PEP) with ambitious targets for their learning, and personal development. We will work closely with their allocated social worker to ensure that the PEP takes account of wider aspects of their care plan. We will build strong and positive relationships with foster carers, ensuring that they are well-placed to support learning.

Highly Able Students

The principles of good teaching and learning for all students provide a foundation for effective provision for highly able students. In order to ensure that students who are identified as highly able make good progress our school will:

- engage in the wider programme of extended learning for highly able students across the Harpenden secondary schools, working with experts from Rothamsted Research and the University of Hertfordshire;
- ensure that there is a named member of staff responsible for specific work with highly able students;
- ensure that our teachers explicitly plan for working with highly able pupils, in particular developing tasks that accelerate progress through enhanced application of conceptual understanding and knowledge.

Students from disadvantaged backgrounds

We will assign pupil premium funding to work with individual students or groups of students from disadvantaged backgrounds for specific interventions to support their attainment and progress.

Successful transition

From primary to secondary school

We recognise the importance of transition practices which will ensure that all our students make the social and emotional adjustment to life at secondary school. We will plan arrangements for transition in close collaboration with our partner primary schools. We will ensure that parents are closely involved in all aspects of transition. Our transition practice will include:

- transition information sessions for students and their parents;
- planned opportunities for teachers to collaborate with primary school colleagues to support continuity of learning and progression;
- teachers sharing information and records about individual students;
- familiarisation and orientation programmes for students, including visits to meet new teachers and the new school building;
- targeted transition support for vulnerable students, including those with SEND.

Post-16 Transition

All students will have access to Information, Advice and Guidance (IAG) about the full range of options post-16. We will hold an Information Evening towards the end of the Autumn Term, with attendance from school staff, representatives from local further education colleges (Oaklands, West Herts) and careers officers. We will encourage students to follow the most appropriate route to meet their needs, including vocational courses and work-based learning. We will ensure that there is targeted support for transition for students with SEND, care leavers, and any students we identify as being at risk of becoming NEET (not in education, employment or training).

In line with the trends at the three existing Harpenden secondary schools we expect a very high proportion of our students to continue into the sixth form, subject to them meeting entry criteria that show they would benefit from following our curriculum at Key Stage 5. There will be a full programme of induction, including study support.

D2 Measuring Performance Effectively and Setting Challenging Targets

Overview

In keeping with the Trust's ambitious vision for the school, we will set appropriately stretching targets and an extensive range of quantitative and qualitative success measures related to individual students, groups of students, and the performance of the school as a whole. Rigorous self-evaluation processes within the Trust's approach to school improvement, including regular departmental reviews, robust performance management systems, and regular parental and stakeholder consultation will ensure that our school is a learning organisation with outstanding capacity to deliver transformational results.

Key Outcomes

The Trust has set the following key outcomes for our school, which include realistic and ambitious outcomes for our students in terms of attainment, behaviour and attendance:

- the school ranks amongst the highest performing schools in Hertfordshire and nationally in terms of attainment, progress and attendance;
- no students are permanently excluded from school;
- all students develop a sense of physical, social, spiritual, cultural and emotional well-being;
- all students leave the school ready to move to the next stage of education, employment or training;
- the school is fully subscribed;
- parents demonstrate a high degree of satisfaction with the school as judged by parental feedback and formal surveys;
- the school has a positive impact on the community as monitored by feedback and surveys;
- the school is judged outstanding by Ofsted and other external reviews;
- the school has a balanced budget and is providing good value for money.

These proposed outcomes strongly match the vision for our school and the ethos we want to promote – a school that fosters traditional academic values and equips our students to make outstanding progress whatever their starting point. The outcomes are strongly endorsed by local parents. The outcomes themselves are appropriately ambitious given the track record of the three existing secondary schools and the profile of prior attainment for the likely intake of students in the priority area for our school.

Delivering the Outcomes – Our Strategic Approach

A pre-requisite for delivering the school's key outcomes is the positive engagement of students in their learning. We have set out our approach to developing good

learner dispositions in the preceding section on our curriculum. In addition, our strategy to support the achievement of the key outcomes for the school concentrate on three other key aspects:

- support to improve the quality of teaching and learning;
- support to improve leadership and management;
- promoting parental and community engagement to support learning.

(i) Support to improve the quality of teaching and learning

This will be a key focus right from the moment the school becomes operational. Support from the existing schools will play a part in immediately establishing an ethos of continuous improvement through learning walks, lesson observations, lesson drop-ins, faculty reviews, mentoring and coaching, School Improvement Groups (SIGs), and other new and established means of driving improvement in teaching and learning. There will be staff exchanges between the new school and the established schools and the instigation of a subject-based support network.

A regular and robust Performance Management programme will inform personalised Continuing Professional Development (CPD) and In-Service Education and Training (INSET) and set challenging targets for teachers. It is proposed that it is tracked by a relevant information management system such as *Blue Sky*.

As a member of the Teaching School Alliance, the new school will have ready access to local and regional CPD opportunities and professional development programmes. Further, there will be opportunities to participate in, and take leadership in INSET activities across the four Harpenden Schools, as it is anticipated that most if not all INSET days will be harmonised. There will also be opportunities to engage with the successful and growing *Challenge Partners* programme providing an external review of teaching and learning, and other school systems. Membership of *Challenge Partners* will encourage perceptive reflection amongst all staff on a continuous basis.

(ii) Support to improve leadership and management

The new school will benefit from the established success of the existing three secondary schools, and where need is identified the Senior Team Leaders linked to the new school will work with HSFS staff and leaders to support, mentor and coach. Peer challenge and the establishment of a critical friends programme supported by the existing schools will be integral to the early successful development of HSFS. It is expected that Governors across the trust and those specific to the new school will also participate in this process, engaging directly with the senior and extended leadership teams.

Rothamsted Research and the University of Hertfordshire have pledged to provide targeted and more general support for improving leadership and management and the quality of teaching and learning.

(iii) Promoting parental and community engagement to support learning

Parental involvement and support plays a critical role in the success of students and the whole school community. All students and parents will sign a Home/School Agreement when joining the school. Drawing on best practice, we will promote 'at-home good parenting' as a whole-school approach.

Parents or carers will receive regular and timely reports about the progress of their child both in written format and through parents' evenings. Reports will include comments on progress in each of the core subjects and other areas of the curriculum, with details of strengths, weaknesses and ways to improve. The report will comply with statutory guidance in all respects, including National Curriculum attainment, information about attendance and details of arrangements for meeting a teacher to discuss the report at a timely parent's evening. Translations of reports and support in face-to-face meetings will be available for parents for whom English is an additional language.

Assessment and Data Tracking Systems

Assessment will be fully integrated into teaching and learning processes, ensuring that student work is consistently and accurately assessed and progress recorded.

In lessons, learning objectives will be made explicit and shared with students. Teachers will look to recognise a wide range of evidence from student's day-to-day work, including self and peer assessment, and will give feedback to aid students in understanding their own learning. Students will be clear on at what level they are currently working, and what they need to do to improve.

Periodic assessment will take place every term. Teachers will consider and capture a broad range of evidence and examples of students' work, including where students have demonstrated independence in their learning. They will review examples of each pupil's work against assessment criteria in schemes of work and linked to national standards, enabling them to establish a profile of learning for each student which is then tracked over their time in the school. Teachers will use the information about student's strengths and weaknesses to make appropriate changes in medium term curriculum planning or modify schemes of work if there is insufficient evidence for teachers to be secure in their judgements about our students' achievements. There will be clear evidence of differentiation in the classroom and in assessment. Periodic assessment will also give a clear picture of student achievements across a whole subject or over a more extended period, and as they progress through Key Stages.

Teachers will be supported to make secure judgements about progress, particularly through robust moderation processes which will include the sharing and discussing of samples of student's work across the Trust and with the other local secondary schools. The judgements will be used to formally recognise and report student achievements every term. These reports will support pupil tracking and curriculum planning and will be used to discuss progress with parents and, where appropriate, other professionals. The rewards and sanctions systems will also be considered and reflected upon in forming judgements on student progress.

All staff will make regular use of relevant data sets, including *RAISE on-line*, and Fisher Family Trust. There will be regular In-Service Education and Training (INSET) and Continuing Professional Development (CPD) in the effective use of data systems to provide essential clear progress tracking for all students throughout their time at the school. Specialist data expertise and support will be provided initially by the three existing schools as required.

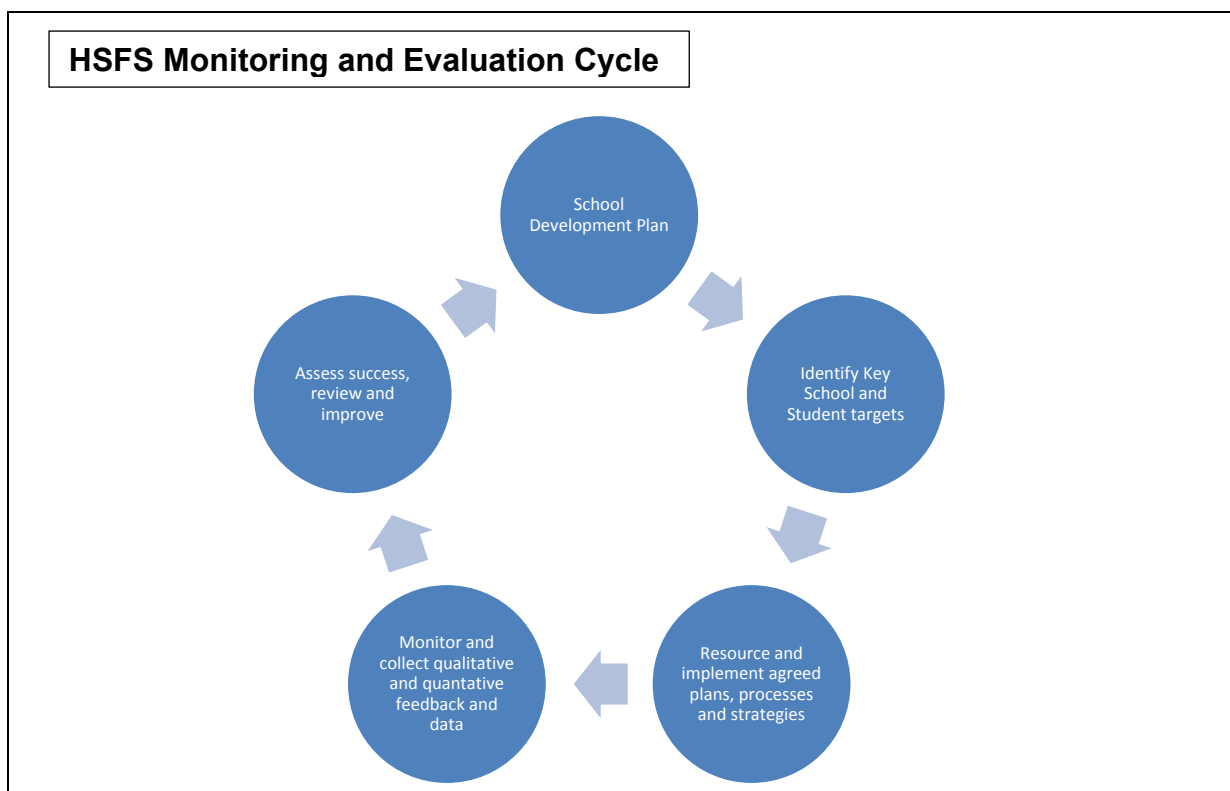
Promoting Good Behaviour and Attendance

Our targets are to consistently attain above national average attendance levels and no permanent exclusions. Heads Of Year (HoYs) and Student Services Managers (SSMS - non-teaching) will play a key role in the continual monitoring and intervention required to maintain the highest standards of behaviour and engagement. We will make use of an established and highly successful Attendance Liaison Officer to work with hard to reach families and families causing concern.

School Self – Evaluation

Our school will establish robust self-evaluation processes, brought together in a School Self-Evaluation (SEF) form that is reviewed and updated twice a year. The process will be based on a formal cycle of monitoring and evaluation, involving governors, parents, students and staff. The operation of the monitoring and evaluation cycle will be underpinned by a strong culture of accountability at all levels established by the Trust.

Key areas for development arising from self-evaluation will be incorporated into the School Development Plan. All departments/subject areas will prepare and be accountable for their development plans and will use the same method for assessing progress and evaluating success. A rolling programme of departmental reviews every 7 terms (involving governors, parents and students), annual pastoral reviews, regular questionnaires to students and parents, and a variety of focus groups will provide invaluable data on the development of the school as an institution of academic excellence and an integral part of the local community.



Accountability

All staff will be held to account through a robust clear line and performance management system which focuses on outcomes for students, the quality of provision, areas of specific responsibility and on CPD. It will be as an outcome of the annual performance management that decisions are taken about progress against targets and any staff salary increases on the incremental scale.

The Executive Headteacher, Principal and members of the leadership team will be held to account by the governing body and Trust for the success of the school and particularly the outcomes for students. This will happen through regular meetings with the chair of governors, meetings of the governing body and, for the Executive Headteacher and Principal, as part of the formal annual performance management process.

Senior leaders will be held to account through regular line management meetings and periodic performance management. Senior leaders will be expected to take collective responsibility for the performance of the school and the outcomes for students as well as their specific areas of responsibility.

A clearly communicated system will be in place for dealing with situations where performance is not good enough. Initially improvement targets will be set and the member of staff will be supported to meet these. Where there is not sufficient improvement, or persistent resistance to development, there will be a process of escalation which might eventually result in capability proceedings and dismissal.

D3 Staffing Structure

Harpenden Secondary Free School is planned as an 11-18 school with six forms of entry (PAN 180) and a sixth form with 250 students. We will open in September 2017 with five forms of entry (reflecting the demand for places in the area at that time) and will operate at the full PAN from September 2018. Our school will reach its full capacity of 1150 in 2023. Details of our staffing structure are set out below, showing how it will build over time as the school moves to full capacity.

HSFS STAFFING STRUCTURE – BUILDING THE MODEL 2017 - 2023							
	2017	2018	2019	2020	2021	2022	2023
Principal		1	1	1	1	1	1
Principal (fixed term secondment)	1						
Executive Headteacher	1						
Vice-Principal						1	1
Assistant Principals		0.5	0.7	1.5	2	2.7	3
Business Manager	0.2	0.5	0.7	1	1	1	1
Head of Inclusion	0.5	1	1	1	1	1	1
Class teachers (inc TLR)	6.9	14.3	23	33	45	52	64
Separate TLRs (average £2500)	4	6	8	14	16	20	20
Student Support	0.3	1.2	2.2	2.7	3.7	3.7	3.7
Careers	0	0	0	0.2	0.4	0.5	0.5
Cover	0	0.5	0.8	1.2	1.6	1.6	1.6
Administration (incl. receptionist and librarian)	2.5	3.6	4.8	5.3	6.4	6.5	6.7
Finance	0.3	0.9	1.3	1.4	1.6	1.6	1.6
HR	0	0	0	0	0.5	0.6	0.8
IT	0.5	0.8	0.8	1.2	1.3	1.6	1.6
Facilities	0.5	0.8	1.8	2.1	2.3	2.8	2.8
Cleaners	0.5	0.8	0.8	1.1	1.7	2	2
Lettings Manager	0.5	0.5	0.8	1	1	1	1
Catering							

The staffing structure for 2023 shows a range of posts that cover leadership, curriculum, teaching and learning for the school when it is full and also a range of posts to manage the support systems and functions needed to operate effectively. The principles underpinning the staffing structure are consistent with our proposed curriculum and approach to teaching and learning outlined in section D1 above.

The financial model in Section G demonstrates that this structure is affordable. If only 70% of places were filled in 2017 the school would run 4 forms of 26 students. In those circumstances the school would be run and managed by an Executive Headteacher from one of the three secondary schools in HSET. The Trust has modelled a contingent staffing structure and deployment plan to enable the school to continue to retain its ethos and curriculum. (See further details in section G3)

Building the model over time

In the lead up to opening, and for its first academic year, the role of Principal will be undertaken by a senior leader from one of the current Harpenden secondary schools, to be appointed by the Trust on the basis of a fixed-term secondment. For that period, one of the headteachers from the three Harpenden secondary schools will be designated as Executive Headteacher, with oversight for the school on behalf of the Trust. Further details are set out in section F4.

During the opening years of the school all appointed staff will be required to be flexible in their tasks and duties. The Principal will not have a Vice-Principal for the first 5 years and will be expected to engage with some classroom teaching. As the school expands, the roles will become more defined, allowing staff to excel in their specialist areas. Heads of English, Maths, Science, Modern Foreign Languages and Physical Education are in position from the start as is a Head of Inclusion. The specialist teaching ability of the SLT and Head of Inclusion as well as the second subject ability of other teaching staff is anticipated to be able to support the teaching of History, Geography, Drama, RE, Art and Music. Full teacher contact time has been anticipated as 20 teaching periods a week, along with registration and duties. This is a generous reduction in teacher contact time to reflect the need to develop processes and systems in a new school.

Within the teaching staff, depending on their experience and expertise, there will be a range of additional responsibilities awarded to enhance their classroom duties. These would cover for example numeracy and literacy specialism; teaching and learning lead; 'highly able' supervisor; after school 'homework' club; student leadership coordinator etc. For these roles, there is a Teaching and Learning Responsibility (TLR) budget provided.

The Trust plans that HSFS will become part of the Alban Teaching and Learning Alliance in order to develop staff and train and recruit teachers. The Trust will support the appointment of less experienced teachers who will grow and develop in support of the school's vision. There is intended to be a balance between experienced subject leaders and newly qualified teachers. The projected pay structure reflects this approach. The Trust will also support the development and training of support staff and will seek to support shared expertise across the secondary schools in Harpenden.

The respective roles within our proposed staffing structure are summarised below.

The Senior Leadership Team

- Principal: overall responsibility for leadership and management of the school; the quality of education; curriculum, standards, achievement and community engagement.
- Other SLT: whole school leadership, curriculum, timetable and management responsibility; 6th form provision; support to the Head.
- Business Manager: oversee the business function including budget and value for money, driving additional income and management of operations; support to the Head.

Head of Inclusion: SEND, learning support, accelerated learning provision and manage other pupil support professionals.

Heads of Department: Responsible for subject leadership, planning and quality assurance in their respective areas of the curriculum.

Classroom Teachers

- Classroom teachers are responsible for planning, preparing and delivering lessons to meet the needs of all students, assessment, recording and reporting and achieving all teaching standards required. All SLT, with the possible exception of the School Business Manager will teach in the classroom. Support staff will cover short term absences for training etc. where 'Rarely Cover' provisions are not possible. Long term absence is covered in the budget with a provision for supply teaching.

Student Support professionals

- Student support professionals help teachers in and outside the classroom with additional pupil engagement where required. Under a teachers direction and managed by the Head of Inclusion, they often provide specialist support to students with special needs and/or disabilities and can support students where English is an additional language.

Careers

- They will drive and support the understanding of students regarding the different pathways and options available to them post school. They will report to a member of SLT.

Facilities

- The staff are responsible for all aspects of facilities management, security and health and safety, reporting to the School Business Manager.

Admin, Finance, Reception staff

- These administration staff will oversee the running of the Heads office, support SLT and study area leaders, act as school receptionist and first aid provider and manage the finance function of the school. They will report to the School Business Manager.

Cleaners

- They will be responsible for the cleanliness and hygiene of the school and report to the Premises manager.

Librarians

- The librarians will operate the school library and manage the provision of engaging reading materials for the students and run a welcoming study environment.

Lettings Manager

- The Lettings manager will leverage all aspects of the school facilities when not in school use to enhance community engagement and maximise additional income for the school.

Catering

- The staff will provide a wide range to hot and cold nutritional foods and beverages, often cooked on the premises to aid and support healthy eating for students and staff. They will report to the School Business Manager.

IT

- IT technicians will aid and support the IT function of the school and within the classroom, helping teaching staff fully utilise IT provisions in a newly built school. They will report to the School Business Manager or another member of the SLT.

Section E: Evidence of Need

E1 Provide Valid Evidence that there is a need for a school in this area

There is a very strong case for the Trust's proposal to establish a secondary school in Harpenden. There is a significant and increasing shortage of secondary school places in the area. The three secondary schools serving the area are all oversubscribed. They are unable to expand to meet the shortfall of places. Confirmed interest in the Trust's proposed secondary school from parents in the area exceeds the proposed number of places as is shown in the table below.

HARPENDEN SECONDARY FREE SCHOOL: DEMAND FOR PLACES

	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	150	219		146%	180	188		106%
Year 8					150	217		146%
Totals	150				330	405		123%

A = proposed number of places in each year group

B = the number of children of the relevant ages whose parents have indicated that they will choose Harpenden Secondary Free School as their first choice.

D = the demand (column B) as a percentage of the places available (column A).

Gauging Interest from Parents

In order to gauge the level of support from parents for the Harpenden Secondary Free School, the following wording was used in both the registration of interest form and on the website (<http://www.harpendensecondaryfreeschool.org/>).

In 2016 and beyond there will not be enough secondary school places in Harpenden. To meet the demand for extra places the Harpenden Secondary School Trust is proposing to open a new secondary school in the town.

This will be an academy state funded school in line with the three existing high performing Harpenden secondary schools. The proposal is fully supported by these schools, Rothamsted Research and the University of Hertfordshire.

We are currently collecting information to measure support for the new school. To register your support please complete the form below. We may share this information with the Department for Education as part of our application to open the school but we will not pass on your personal information to any third parties. This information will not be used for any other purpose and it is not legally binding. We will not keep your personal information for longer than is necessary for our purposes.

See our FAQs [here](#)

I would select the new school as first preference for my child/children:

Yes No

In which year would your child need a place?

2017 2018 2019 or beyond

Name:

Address:

Town:

Postcode:

Email address:

Evidence of demand

Collated from the parental sign-up form shown above, the following lists and maps represent the postcodes for each individual pupil whose parent supports the proposal.

Parental demand for 2017 entry

Postcodes plotted to show geographical spread of demand for places at Harpenden Secondary Free School 2017. There is a preponderance of parents from within the Harpenden secondary place planning area, which is co-terminus with the Harpenden priority area for secondary school admissions.



Postcodes of all parental sign-ups for 2017. Duplicate postcodes are neighbours or twins.

SG4	LU2	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU2	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU2	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	LU1	AL5	AL5	AL5	AL5	AL4	AL3
SG4	HP2	AL5	AL5	AL5	AL5	AL4	AL3
SG4	AL5	AL5	AL5	AL5	AL5	AL4	AL3
SG4	AL5	AL5	AL5	AL5	AL5	AL4	AL3

SG4	AL5	AL5	AL5	AL5	AL5	AL4	AL3
SG4	AL5	AL5	AL5	AL5	AL5	AL4	AL3
SG4	AL5	AL5	AL5	AL5	AL5	AL4	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL4	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL3	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL3	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL3	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL3	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL3	AL3
SG4	AL5	AL5	AL5	AL5	AL4	AL3	AL2
SG4	AL5	AL5	AL5	AL5	AL4	AL3	
SG4	AL5	AL5	AL5	AL5	AL4	AL3	
SG4	AL5	AL5	AL5	AL5	AL4	AL3	
LU6	AL5	AL5	AL5	AL5	AL4	AL3	
LU4	AL5	AL5	AL5	AL5	AL4	AL3	

Parental demand for 2018 entry

Postcodes plotted to show geographical spread of demand for 2018.
As in 2017, there is a very high preponderance from within the Harpenden priority area for secondary school admissions.

Postcodes of all parental sign-ups for 2018. Duplicate postcodes are neighbours or twins.

AL1	AL3	AL4	AL5	AL5	AL5	AL5	LU6
AL3	AL3	AL4	AL5	AL5	AL5	AL5	SG4
AL3	AL3	AL4	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL4	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL4	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL4	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL4	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4

AL3	AL4	AL5	AL5	AL5	AL5	AL5	SG4
AL3	AL4	AL5	AL5	AL5	AL5	HP2	SG4
AL3	AL4	AL5	AL5	AL5	AL5	HP3	SG4
AL3	AL4	AL5	AL5	AL5	AL5	LU1	SG4
AL3	AL4	AL5	AL5	AL5	AL5	LU2	SG4
AL3	AL4	AL5	AL5	AL5	AL5	LU2	
AL3	AL4	AL5	AL5	AL5	AL5	LU2	
AL3	AL4	AL5	AL5	AL5	AL5	LU2	
AL3	AL4	AL5	AL5	AL5	AL5	LU4	

Parental demand for 2019 entry - 103



Parental demand for 2020 entry - 128



Parental demand for 2021 entry - 136



Parental demand for 2022 and beyond - 193

Performance of schools in the local area

The secondary schools in the local area are listed below with their most recent Ofsted inspection rating. All three schools are members of the Harpenden Secondary Education Trust.

Inspection

School	Year of inspection	Rating	Note
Roundwood Park School	May 2009	Outstanding	Academy conversion Feb 2012
St George's School	Sept 2014	Outstanding	Academy conversion Aug 2012
Sir John Lawes School	Feb 2008	Outstanding	Academy conversion Feb 2012

Student Attainment and progress data

	KS4 5 A* to C Overall	KS4 A* to C English	KS4 A* to C Mathematics	Progress English	Progress Mathematics	Attendance
Roundwood Park School	76%	81%	85%	81%	83%	95.6%
St George's School	90%	96%	97%	88%	98%	94.4%
Sir John Lawes School	83%	89%	89%	89%	88%	95.1%

Student attainment and progress are significantly above the national average.

Above national average

Below national average

School places in the local area

Hertfordshire County Council produces a regular forecast of the requirement for secondary school places, which is taken from existing pupil data in primary schools, and a forecast from live births on GP registers. The annual forecast reflects the demographic situation in all areas of the county and the section for the local area is shown below. The data shows there is a significant and increasing shortfall of secondary places in the Harpenden area from September 2015 and beyond. The pressure on supply of secondary school places in Harpenden is even greater when out of county applications from parents resident in Central Bedfordshire and Luton are taken into account.

Harpenden secondary school places 2014/15 – 2024/25

	2014 /15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021 /22	2022 /23	2023/ 24	2024/ 25
Number of year 7 places available	572	572	572	572	572	572	572	572	572	572	572
Hertfordshire Demand	606	656	649	692	737	820	796	819	788	728	700
Surplus/Shortage	-34	-84	-77	-120	-165	-248	-224	-247	-216	-156	-128
% Surplus/Shortage	5.9%	14.7%	13.5%	21.0%	28.8%	43.4%	39.2%	43.2%	37.8%	27.3%	22.4%
No. of forms of entry Out of county demand (average)	-1.1	-2.8	-2.6	-4.0	-5.5	-8.3	-7.5	-8.2	-7.2	-5.2	-4.3
Surplus/shortage	120	120	120	120	120	120	120	120	120	120	120
Surplus/shortage	-154	-204	-197	-240	-285	-368	-344	-367	-336	-276	-248
% Surplus/Shortage	26.9%	35.7%	34.4%	42.0%	49.8%	64.3%	60.1%	64.2%	58.7%	48.3%	43.4%
No. of forms of entry	-5.1	-6.8	-6.6	-8.0	-9.5	-12.3	-11.5	-12.2	-11.2	-9.2	-8.3

E2 Engagement with the Local Community

Overview:

The Trust has used a range of methods and channels to promote our proposal. A key priority has been to open and maintain dialogue with local parents and other interested parties. The publicity has been managed in collaboration with Chris Wright Systems, a local company with a long established track record of working very effectively with Sir John Lawes School.

The key marketing materials used throughout the lead up to submission of the proposal have been the Trust's brochure for Harpenden Secondary Free School and the Trust's website. All parental sign-ups were registered on the website. Please see Annex 3 for a copy of the brochure.

Marketing activities:

There have been a number of different events where prospective parents, local residents and members of the local community and politicians were given the opportunity to find out more about the Trust and their proposal. Literature was distributed at all of these events.

- February 2014 – information evening held at Rothamsted Research situated in Harpenden. The Trust presented their proposal and listened to feedback given by those in attendance. Attended by approximately 400 people from the local community.
- March 2014 – a second information event was held again at Rothamsted Research, which was again attended by approximately 400 interested local people.
- May 2014 - All parents of children in Years 3 & 4 in the Harpenden area received a letter updating them on the proposal and asking for comment and support.
- June 2014 - Inter-primary School Sports Day, where the Trust had a stand - distributing literature and reinforcing the awareness regarding the proposal.
- July 2014 – Festival on the Field, distributing literature and raising awareness.
- July 2014 – Highland Gathering, distributing literature and raising awareness.

In addition, the Trust has held formal meetings with:

- Local councillors
- Primary heads group and secondary heads group
- Harpenden Parents Group

Informal discussions have taken place with many groups and people.

Throughout the build up to submission, carefully managed press-releases have been sent to local papers and received extended and positive coverage.

Community Response:

The response of the local community has been enthusiastic with a strong groundswell of support for the new school. There is no significant opposition to the concept of a new school for the town, and the need is widely recognised.



There are, as is to be expected, some concerns over the location of the new school, with some local residents campaigning against some potential locations. It should be noted that this is a separate issue, and the question of the preferred location is being managed and resolved by Hertfordshire County Council (see Section H below).

The experience and understanding of the local community means that there has been little to alter in the proposal following feedback from the consultation meetings with parents. One important change that will provide reassurance to local parents is the Trust's intention to appoint a Principal from within the leadership teams of one of the three existing Harpenden secondary schools for a period of 3 years, as outlined in section F4 below. This will provide confidence that the new secondary free school will not be a standalone school, but part of the local family of schools. It will also mean that the Principal will be appointable early on in the process, prior to the time pupils will be applying for places.

Section F: Capacity and capability

F1(a) Pre-Opening Skills and Experience

The Core Applicant Group

Initially, primary responsibility for driving forward the development of this application has rested with the members of the Core Applicant Group noted below.

The Core Applicant Group was established to undertake the initial promotion of the proposed Harpenden Secondary Free School, but its responsibilities have now transferred to the Harpenden Secondary Education Trust Board, which has been established as a company limited by guarantee number 9238879. Most members of the Core Applicant Group are either members of the Trust or directors of the Trust. They will be joined in due course by other co-opted governors in accordance with Article 59 of the Articles of Association of the Harpenden Secondary Education Trust as further needs for governance expertise are identified once approval in principle is given by the DfE for the new free school. When a Principal designate is appointed he/she will in addition become a key member of the Trust Board.

Membership of the Core Applicant Group

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	5 hours
██████████	██████████	██████████	██████████	2 hours
██████████	██████████	██████████	██████████	5

				hour s
██████████	██████████	██████████	██████████	5 hour s
██████████	██████████	██████████	██████████	5 hour s
██████████	██████████	██████████	██████████	5 hour s
██████████	██████████	██████████	██████████	5 hour s
██████████	██████████	██████████	██████████	5 hour s
██████████	██████████	██████████	██████████	5 hour s
██████████	██████████	██████████	██████████	10 hour s

A curriculum vitae for each member of the Core Applicant Group is included in the annex to our application, demonstrating in more detail their experience and abilities. We believe that the Core Applicant Group as it stands has the necessary spectrum of skills, expertise and experience to deliver the Harpenden Secondary Free School given their broad range of skill sets in secondary school educational management and governance, local authority management, higher education management and governance coupled with substantial experience in the following areas - educational marketing, human resources, secondary school financial planning, free school

application project management including premises acquisition and development and commercial research expertise. In particular the Core Applicant Group benefits from the leadership experience and expertise of the headteachers from the three secondary schools in Harpenden, all of which are assessed by OFSTED as outstanding. Each member of the Core Applicant Group has already committed substantial amounts of time, and will continue to do so, in conjunction with the Harpenden Secondary Education Trust Board with the requisite actions noted above having been completed to ensure the Harpenden Secondary Free School opens by the date proposed in this application.

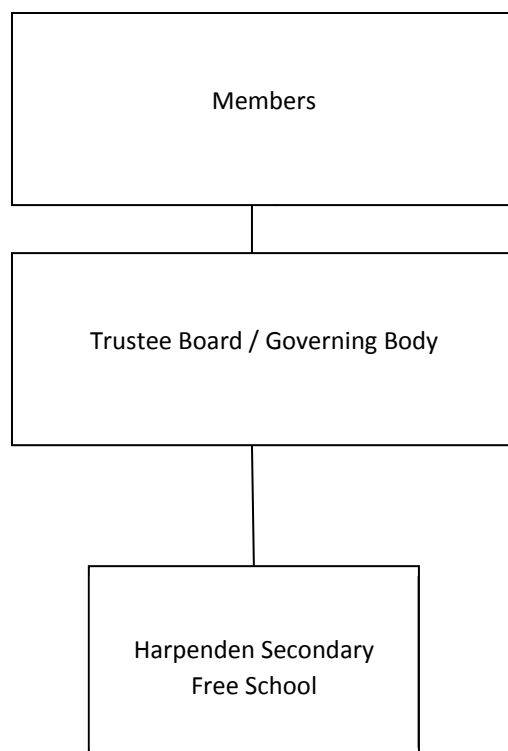
F1 (b) Skills Gap in Pre-Opening

We do not consider that the Pre-Application Group has any skills gaps for the pre-opening phase.

F2 Company and governance Structure

Harpenden Secondary Education Trust has already been established as a single academy trust and company limited by guarantee (company number 9238879) using the DfE model Articles of Association for a Single Academy Trust.

The structure of the Trust is shown in the diagram below:



Roles and responsibilities

The company members of Harpenden Secondary Education Trust will not play a major role in the day to day running of the company but are the ultimate guardians of the Trust's educational vision with control over the company, including making important decisions such as changing the constitution of the company, appointing and removing directors of the company, and receiving the annual accounts of the company in line with the requirements set out in the model Articles of Association for a single academy trust which have been adopted in full by the Trust.

The Harpenden Secondary Education Trust is governed by the directors who, together with co-opted governors described below, will comprise the full governing body of the Harpenden Secondary Free School. The Trustees are directors of the company for the purposes of the Companies Act 2006 and trustees for the purposes of charity legislation.

The company trustees and governors will be responsible for the setting of general policy and educational vision of the free school, adopting an annual plan and budget, appointing senior staff, together with monitoring the activities of the Trust and making

major decisions about the direction of the Trust. The trustees will also be responsible for determining the constitution and membership of the full governing body. Whilst the Harpenden Secondary Free School will operate as a single academy Trust, it is proposed that, as this is a community based consortium, there will need to be a number of governors co-opted to ensure governance functions are effectively carried out, with governors having the requisite skill sets to govern the school, and at the same time ensure that there is sufficient representation from the community which the Harpenden Secondary Free School will serve.

The trustees will appoint the Principal and Vice Principals to Harpenden Secondary Free School. The Principal with the support of the governors of the school will have responsibility for the recruitment of all other staff.

The governing body of Harpenden Secondary Free School will be responsible for the monitoring of the performance of the School, the Principal and the senior leadership team. This will include the regular scrutiny of academic performance, behaviour and individual school finances. The governing body will also have primary responsibility for engagement with the local community.

The Principal will be responsible for the internal organisation and management of the school and will be accountable to the governing body, and the Trust for their management and strategic direction of the free school.

Company membership

To ensure continuity of support to Harpenden Secondary Free School, the members of the company are all institutional members from whom a representative member has been appointed.

The five institutional members of the Harpenden Secondary Education Trust are:

Sir John Lawes Secondary School Trust
Roundwood Park Secondary School Trust
St George's Secondary School Trust
University of Hertfordshire
Rothamsted Research

Further members may be added in future upon the unanimous agreements of the existing members.

Director structure

The Harpenden Secondary Education Trust Company will have up to fifteen directors; at present the company has appointed the following six directors:

Once appointed, the Principal of Harpenden Secondary Free will also be appointed as a director bringing the total number of directors to seven. Further directors will be appointed as necessary in line with the proposed governing body structure noted below.

Governing body structure

The governing body of Harpenden Secondary Free School will initially comprise:

- the Principal of the school;
- the chairman of the Governing Body;
- the three Head Teachers of the current secondary schools in Harpenden;
- at least 2 elected parent governors;
- at least 1 elected staff governor;
- up to 7 other such governors as the trustees decide, including representatives from the University of Hertfordshire and Rothamsted Research Ltd.

It is the Trust company's intention for members of the governing body of the Harpenden Secondary Free School to fulfil the high standards of governance expected of governing bodies as identified by the DfE and the National Governors Association (NGA). In proposing the structure of the governing body outlined above, the Core Applicant Group has been mindful of the governing body skills audit of NGA to be assured that the governing body of the free school will have the necessary skills, knowledge and experience to fulfil the highest standards of school governance.

In identifying the necessary skill sets for effective governance of the free school, the Core Applicant Group has sought skills and knowledge which will allow governors to be able to ask the right questions, analyse data and have focussed discussions which create robust accountability for the free School Principal and senior leadership team. In particular the Harpenden Secondary Education Trust will ensure that all governors will exhibit a strong commitment to improving education for all pupils of the free School, and will have a commitment to the school's vision and ethos. Additional skill sets that will exist across the governing body of the free school include, but are not limited to, the following: experience of professional leadership, understanding and experience of strategic planning, change management expertise, understanding of current education policy, communications skills, the ability to

analyse complex financial data, performance management experience, experience of procurement, facilities management expertise and legal expertise. Governors will also be sought who have strong links with the local community, links with local business, knowledge of the local and regional economy, together with experience of working or volunteering with young people, and knowledge or awareness of special educational needs.

Managing conflicts of interest

In setting up the Harpenden Secondary Education Trust Company we have adopted the DfE's model articles for a single academy trust in full with amendments only in line with DfE recommended guidance.

Therefore, in accordance with our articles, any trustee who has or may have a personal interest which may conflict with his/her duties as a trustee will be required to disclose that to the Trust as soon as they become aware of it. Trustees will not be permitted to take part in any Trust discussions in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the Trust and any other duty or personal interest. The same arrangements for disclosing and managing conflicts of interest will apply to the whole governing body of Harpenden Secondary Free School.

We consider a conflict of interest to be any situation in which a trustee's personal interests, or interests that they owe to another body, may (or may appear to) influence or affect the trustee's decision making. This might be when a trustee is on the Board of, or an employee of, another organisation in a related field or when a trustee obtains information as a member of the Board which he or she could exploit for other purposes.

In addition conflicts of interests may arise where the personal interests and/or loyalties of a person connected to a trustee conflict with those of the Trust. A connected person includes people who share an economic interest such as business partners and family members.

Trustees will be required to declare their interests and any gifts or hospitality received in connection with their role on the Trust. A declaration of interests form will be provided for this purpose, listing the types of interest which should be declared and at each meeting of the Board or governing body the opportunity to declare any interests will be given by the Chair.

In order for it to be effective, trustees will be asked to update this declaration annually, and also when any changes occur. Where trustees are not sure what to declare, or whether/when their declaration needs to be updated, they will be expected to err on the side of caution.

This register of interests will also be used to record all gifts of a value over £10 received by trustees in connection with their role on the Trust. Where a trustee does receive a financial benefit from a decision of the Trust, this will be reported in the annual report and accounts in accordance with the Charities Statement of Recommended Practice (SORP). And the total of all payments or benefits in kind to trustees will be reported in the Trust's accounts and annual report. Where a trustee is connected to a party involved in the supply of a service or product to the charity, this information will also be fully disclosed in the annual report and accounts.

Potential conflicts of interest already identified

The school will work closely with the other 3 secondary schools and the University and Rothamsted Research. Such collaboration is enshrined within the rationale for the application and whilst potential conflicts of interest which inevitably will arise from such close collaboration will be noted in the appropriate manner nevertheless it is important for the success of the school and the advancement of education within the Harpenden area that these conflicts of interest do not detract from the clear educational benefits of this collaboration.

In the case of the Harpenden Secondary Education Trust Company, conflicts of interest may arise where a trustee is an employee of the University of Hertfordshire, Rothamsted Research, Herts County Council, and the Trust is considering whether to subscribe to any educational or administrative support services that these institutions may be able to offer the school. In these circumstances, the relevant trustee(s) would take no part in the decision making on such matters.

Ensuring independent challenge

To ensure a clear line of accountability between members and directors, we will ensure that there is never a majority of members who are also directors of the Trust.

In the initial phase, there will be six directors but this will rise to seven as the Principal of Harpenden Secondary Free School is appointed, which will enable sufficient challenge to the operational management of the Trust. This number will rise again to fill any gaps in expertise as pupils arrive and parental and staff governors/directors are appointed.

Periodically, we will commission external reviews of standards and quality of the Trust's governance and management, and of the operation of Harpenden Secondary Free School from suitably qualified independent external advisers.

To ensure scrutiny and challenge of the Trust's affairs, an auditor will be appointed to the Trust early in the pre-opening phase and responsible officers, holding no remit

for the management of the Trust's and individual schools' finances, will be appointed to the governing body of Harpenden Secondary Free School.

F3 (a) Proposed governors

The proposed governors are listed below. CVs for all the proposed governors are included in Annex 2.

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours

				2 hour s
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F3 (b) Skills gap for governing body

As we take steps to establish the governing body we will be looking for expertise in the areas set out below.

Skills/experience missing	How you plan to fill the gap
Estates	Local advertisement and drawing governors from existing secondary schools in Harpenden
Finance and accounting	Local advertisement and drawing governors from existing secondary schools in Harpenden
Legal	Local advertisement and drawing governors from existing secondary schools in Harpenden
Community	Governors who fill relevant gaps in expertise will be drawn from the Harpenden area with an understanding of community issues

The approach to appointment of governors will be in line with the Articles of Association which are drafted to reflect the DfE Model Articles of Association. In particular the 10 governors who can be appointed by members of Harpenden Secondary Free School under Article 50 will be reflective of the broadest range of community interests within Harpenden as well as possessing the skills/experience noted as missing in the F3(b) Skills Gap above. These governors will either be working within organisations that are closely associated with the community of Harpenden or will live within the community.

F4 Recruiting the Principal

Our intention is to appoint a principal for our school who has a proven track record of excellence in leading school success and with the drive and innovation to establish and develop our new school. They must be committed to the success of the local community in Harpenden, whilst at the same time ensuring the school learns from and participates in the cultural diversity to be found in the wider region. They should have a strong affinity with the vision and ethos that we want to promote for HSFS.

We expect to appoint them to the post in good time to play a major role in the pre-opening phase of the school.

Our principal will demonstrate that they meet the current requirements set out in the *National Standards for Headteachers* which embody three key principles to which the Trust subscribes: that the work of the principal should:

- be learner centred;
- focus on leadership;
- reflect the highest professional standards.

The national standards recognise the important role that school leaders play in raising students' educational attainment and their wider personal development and align closely with the values for our school.

The national standards set out six key areas that together represent the role of the principal for HSFS:

- *Shaping the future*
- *Leading, Learning and Teaching*
- *Developing Self and Working with Others*
- *Managing the Organisation*
- *Securing Accountability*
- *Strengthening Community*

Within each of these areas, we have identified key expectations that are particularly relevant to the Trust ethos and the challenges in establishing and developing the new school:

Shaping the Future

The principal will demonstrate adaptive leadership to work with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community and to develop the ethos of the school linked to its core aims and values.

Leading Teaching and Learning

The principal will demonstrate the principles and practice of outstanding teaching and learning, and through them establish a curriculum that is personalised to meet the needs of every student.

Developing Self and Working with Others

The principal will develop effective relationships and communication which underpin a professional learning community that enables everyone in the school to achieve. The principal will collaborate and network with others beyond the school.

Managing the Organisation

The principal will have the resilience and flexibility to overcome challenges and setbacks, making the best use of people and resources to open and establish the new school.

Securing Accountability

The principal will ensure that the Trust has the information, objective advice and support to enable it to meet its responsibilities.

Strengthening Community

The principal will be proactive in engaging parents and the community in school activities, supporting students in their learning, and realising our vision for the school.

Attracting the right candidate

The quality of leadership is the single most important factor under the Trust's control in determining the success of our school. Learning from the experience of free schools elsewhere, it is clear that even with the most attractive of contexts and remuneration some Trusts have experienced difficulty and delay in recruiting a principal. As a result local communities have lost confidence owing to the uncertainty about the school's leadership and progress on the developmental work to open the school has been impaired. With these points in mind, whilst we have little doubt that the role of principal for HSFS would be attractive to external candidates, we have decided to seek an initial appointment to the role from senior leaders within the three outstanding secondary schools in Harpenden. We are confident that this is in tune with the feedback from parents in our local consultation, which highlighted the early appointment of a principal as a key confidence issue for them.

The appointment to the role will be on a fixed term secondment basis for four terms, starting in April 2017. For that period, one of the headteachers from the three Harpenden secondary schools will be designated as executive headteacher, with oversight of the school on behalf of the Trust. A permanent appointment to the role would follow in September 2018. We consider that there are significant benefits from this approach: The seconded principal will:

- apply the successful models of leadership and transformational approaches to teaching and learning found across the three Harpenden secondary schools;
- have a strong affinity with the culture and ethos that the Trust wants to establish for HSFS;
- have a good understanding of the Harpenden community and secure the confidence of local parents;
- be able to exercise visible and hands-on leadership in the pre-opening phase;
- draw on the experience and expertise of the executive headteacher, who will ensure that the wider resources of the Harpenden schools are available in the pre-opening phase and as the school develops in its opening year.

These arrangements build in a sustainable succession plan and also enable the Trust to respond with an appropriate contingency plan in the unlikely event that the school does not recruit to its full capacity. In those circumstances the roles of principal and executive headteacher can be extended for up to three years.

We are confident that our proposals are affordable. The salary for the principal in the summer term of 2017 will be supported by the pre-opening grant. The full annual salary is set at [REDACTED] with the possibility of a [REDACTED] bonus for reaching performance targets set by the Trust. The executive headteacher will receive an additional [REDACTED] to their salary with the possibility of a [REDACTED] performance bonus for meeting performance targets set by the Trust.

For the principal role starting in September 2018 the anticipated national salary scale will be Leadership Spine points 31-35. In our financial plan the salary is set at [REDACTED] with the possibility of a [REDACTED] bonus for achieving performance targets set by the Trust.

Recruitment Process

The role of principal will be advertised within the three supporting secondary schools in May 2016 as a fixed term secondment with a view to making an appointment by 1st July 2016. The principal and executive head will take up their roles in April 2017. The funding for the Summer Term 2017 will be provided from the pre-opening grant for the school. In January 2018 the position will be advertised internally and externally for an appointment by the end of February 2018. The successful candidate will take up the position in Sept 2018.

Section G Budget Planning and Affordability



Section H: Location & Premises

Please see attached Excel document.

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>The Trust proposes to set up the school in Harpenden. Hertfordshire County Council (HCC) is committed to identifying and securing a site for this new secondary free school, having identified Harpenden as one of the areas in the county where the commissioning of additional secondary school places is a priority in responding to rising demand. HCC has a good track record of securing and transferring sites to Free Schools. HCC is carrying out a robust site evaluation process for Harpenden and has commissioned specialist consultants to carry out a Town Planning Appraisal (TPA). 11 sites have been identified and a detailed analysis has been carried out for each site. The TPA is due to conclude in January 2015 at which time a preferred site will be identified. Harpenden Secondary Education Trust (HSET) will accept the outcome of this work as the method for identifying a preferred site for the Harpenden Secondary Free School. <Redacted></p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>AL5 <Redacted></p>
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<p>Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i>.</p>	<p><Redacted></p>
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<p>Any comments on your calculated building space:</p>	<p>The building space does not take into account any design implications arising from site conditions.</p>
--	--

Preferred site

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

<p>Please tell us how you found the site:</p>	
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<p>Please confirm the tenure:</p>	<p>Please select</p>
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<p>If other, please explain further:</p>	
--	--

<p>Please include information on purchase or lease price if known:</p>	
--	--

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

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

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

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

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

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

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

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

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

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

Second choice site

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

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

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

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

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

Please confirm the tenure:	Please select
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If other, please explain further:	
-----------------------------------	--

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

Please include information on purchase or lease price if known:	
---	--

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

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

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

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

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

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

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

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

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

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

Third choice site

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

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

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

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

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

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

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

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

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

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

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

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

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

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

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

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

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

Fourth choice site

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

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

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

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

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

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

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

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

ANNEX 1: Financial Spreadsheets

Please see attached spreadsheets.

ANNEX 2: CVs

CV: [REDACTED]

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

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

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

CV: [REDACTED]

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

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

[REDACTED]	
	helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

CV: [REDACTED]

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

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

CV: [REDACTED]

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

	<p>including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 			
<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications • school's best 8 	██████████	██████████	██████████
		██████████	██████████	██████████
		██████████	██████████	██████████
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		██████████	██████████	██████████
		██████████	██████████	██████████
		██████████	██████████	██████████
		██████████	██████████	██████████

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

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

CV: [REDACTED]

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

[REDACTED]		
	<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

CV: [REDACTED]

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

[REDACTED]		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's</p>	

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

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/	[REDACTED]

[REDACTED]	
	<p>organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body</p> <p>membership number</p> <p>how your qualifications are maintained</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post,</p>

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

CV: [REDACTED]

[REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	name of school/organisation [REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles [REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post

[REDACTED]	
	<p>– these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>[REDACTED]</p>

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

CV: [REDACTED]

[REDACTED]	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	name of school/organisation [REDACTED]
	position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles [REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the

	<p>years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	

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

CV: [REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	

[REDACTED]		
	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	[REDACTED]

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

CV: [REDACTED]

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body</p> <p style="padding-left: 40px;">membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 40px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	[REDACTED]

[REDACTED]	
	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three

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

CV: [REDACTED]

[REDACTED]	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	name of school/organisation
	position and responsibilities held
	length of time in position
	This should cover the last

[REDACTED]		
	four years. If not, please include additional roles	
4.	For finance only:	N/A
5. a	For education only:	N/A
5. b	For education only:	N/A
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

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

ANNEX 3: Brochure

CONTACT US

Harpenden Secondary Schools Trust
Sir John Lewis School
Marland Way
Harpenden
Herts, AL5 4QP

T: 01582 760043 - Ext: 203
E: hate@sjl.herts.sch.uk

www.harpendssecondaryfreeschool.org

Harpenden
Secondary
Free School

Part of the
Harpenden Secondary Schools Trust

Harpenden
Secondary
Free School



Welcome to our vision

Who are we?

The Harpenden Secondary Schools Trust (HSSIT) was originally formed in 2011 by Roundwood Park and St John Lawes Schools in partnership with the University of Hertfordshire and Rothamsted Research. The organisations linked by the Trust work together to share facilities, provide additional opportunities for students, combine their expertise and consult each other about how best to keep improving. In 2013 St George's School joined the Trust so that all three outstanding Harpenden secondary schools are now represented within the organisation, ensuring it has the widest possible impact for Harpenden students.

Why are we proposing this new school?

Analysis of local population growth clearly shows that there will be a need for significant numbers of new secondary school places in the Harpenden area in the next few years more than can be provided by simply expanding the existing schools. Having been approached by the Local Authority for our support, The HSSIT has agreed to develop this new school to ensure consistent quality of provision across the area.

Our Aims

We aim to provide the highest quality teaching and learning to meet the needs and expectations of the Harpenden Community.

We will achieve this through sharing the expertise and outstanding practice at Roundwood Park, St George's and St John Lawes schools and by building on the public confidence they have gained through generations of student achievement.

The Harpenden Secondary Free School will be a modern school with traditional core values. We will have an innovative approach to the curriculum firmly grounded within a framework of established success and proven achievement.

We will be the first new secondary school for Harpenden for more than fifty years. This significant investment is being made to secure a high-quality education for your child, and the generations of local children to come. We will be a purpose-built school utilising the latest technology to enhance the learning experience within a high-quality and inspirational environment.

We are determined to achieve our aim of ensuring that all students of the new school cultivate a passion for learning and make outstanding progress.

Parents and the Wider Community

The three existing schools have outstanding links with parents, carers and the local community. Learning from this good practice we will facilitate a continual and positive programme of engagement with all stakeholders from the school's inception, giving you the opportunity to help shape your child's education. We know that a successful school builds partnerships and trust with families and carers, and the school will work continually with all families and members of the community to ensure all students achieve the best they possibly can.

Leadership and Teaching

We will benefit from the excellence and expertise in leadership and management already firmly established in the existing three

Harpenden secondary schools. We will appoint a Headteacher with a proven track record of excellence in leading school success, and with the drive and innovation to develop our new school.

Equally important will be the recruitment of suitably qualified high-calibre teaching and support staff who share the highest aspirations for your child. We will ensure that we recruit the best teachers to become the leaders of learning in our exciting new learning community.

Our school will be designed to provide an exciting, dynamic, and inspiring environment that will utilise the latest technology to drive teaching and learning. The school environment will foster a collaborative and caring community of learners, who are proud of their school, and know the pride their school has in them.

Curriculum

The school will develop an inclusive and personalised curriculum that is designed around each child. This curriculum will be based upon the traditional academic values and best practice of the existing three schools.

The involvement of the University of Hertfordshire and Rothamsted Research Institute will enrich and underpin the curriculum offered by the new school, by providing close links with higher education and the professional research community.

We aim to provide the highest quality teaching and learning

The Harpenden Secondary Free School will be a modern school with traditional core values.

Special Educational Needs and Disabilities

From the outset, our school will commit to providing high quality special needs education and resources for those with disabilities to enable them to fully access and benefit from being part of our learning community.

Behaviour

As with the existing schools, the new school will set the highest standards and expectations of behaviour for adults and students alike. Underpinning this will be a traditional school uniform that students will wear with pride as it will identify them as part of the new Harpenden school.

Enrichment

The new school will offer an exciting and broad range of enrichment opportunities across all areas of study and school life. These activities will encompass trips, residential, lunchtime clubs and after school, sporting events and teams, community work, music, drama and much more, to ensure that all students get the chance to try new experiences and to make memories and discover interests that will last a lifetime.

Admissions

The new school will be fully comprehensive, non-selective and non-denominational. All admissions will be managed by Hertfordshire County Council under their own policies and procedures. The school will not be directly involved in this process.



Our school will be designed to provide an exciting, dynamic, and inspiring environment



**Harpenden
Secondary
Free School**