



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

ARK WEMBLEY PRIMARY ACADEMY

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

| Name of task | Yes | No |
|---|-------------------------------------|-------------------------------------|
| 1. Have you completed the pre-application registration form by 5pm on Friday 4 April? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2. Have you established a company limited by guarantee? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. Have you provided information on all of the following areas: | | |
| Section A: Applicant details | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section B: Outline of the school | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section C: Education vision | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section D: Education plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section E: Evidence of need | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section F: Capacity and capability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section G: Budget planning and affordability | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Section H: Premises | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you fully completed the budget plans? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|-------------------------------------|--------------------------|
| <p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| <p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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

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

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

Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: [REDACTED], ARK Schools

Print name: [REDACTED]

Date: 9 May 2014

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

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



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

About ARK Wembley Primary Academy

Age range

ARK Wembley Primary Academy will be a new three form entry primary school providing places for 90 primary pupils each year from 2016. When it is full there will be 630 pupils aged 4-11 on site. In addition we are proposing that the school includes a nursery, providing places for 60 full-time children aged between 2 and 3. This would make the overall age range of the academy 2-11.

Location

Our proposal is for the Free School to open in Wembley in the west of the borough. Brent Council strongly supports ARK School's application to open ARK Wembley Primary Academy due to the urgent need for additional primary places both in the borough generally and in Wembley specifically.

Summary of the Proposal

ARK Wembley Primary Academy will have high academic aspirations for, and expectations of, all its pupils regardless of their background or prior attainment. Our aim is to ensure that all pupils leave the academy ready to meet the educational and social demands of secondary school and that at age 18 all pupils are able to go on to the university or pursue the career of their choice. The school will be part of the ARK network of schools: ARK Schools is a multi-academy sponsor running 27 schools across London, Birmingham, Portsmouth and Hastings, with a proven track record in delivering excellent educational outcomes to its pupils.

The school will have particularly strong links with Ark Academy and ARK Elvin Academy (due to open in September 2014) – both located in Wembley – as well as the wider ARK west London hub of schools including ARK Franklin Primary located in east Brent. The London Borough of Brent has significant need for new, high quality primary school places. This is particularly true in Wembley, the area where the new academy is proposed to open (**see section E1**).

The preferred location for ARK Wembley Primary is in the Wembley Central ward of Brent. This ward is 40% most deprived in London on the IDACI scale. The London Borough of Brent is ranked as the 24th most deprived (of 326 boroughs) – making the borough in the 8% most deprived when measuring income deprivation affecting children nationally.

In Brent, on average 26.5% of primary school children are eligible for Free School Meals (FSM) which is higher than the national figure of 19.2%. The number of primary age children for whom English is an additional language is also high at 66.7%, compared to 18.1% nationally. Brent is classified as the most diverse borough in the country and has over 140 home languages recorded among its school age population. ARK is experienced in serving similar intakes and delivering outstanding educational results (across the primary network, 38% are entitled to free school meals and 49% have English as an additional language.)

Need for places in Brent

According to the Office for National Statistics (ONS), between 2002 and 2010, Brent had the eighth highest birth rate in London. It also has the sixth largest population of 0 – 5 year olds in London comprising 8% of its total population– this is well above the London average of 5.9%. According to the Census, between 2001 and 2011, the under 5 population in the borough increased by 37.7%.

Since 2006, 4,653 additional primary school places have been created in the borough however, continued migration and residential development plus high birth rates mean the Reception age population continues to grow and there remains a continued pressure on school places in this area.

Brent Council projects that by 2019 it will require at least 11 additional forms of entry at primary level, of which three forms of entry will be needed by 2016. One of the principal causes for this growth is the wider redevelopment programme of which Wembley is the focal area – by 2026 over 11,000 new homes are planned for the area.

ARK Wembley Primary would be the first primary free school, and the third standalone primary academy in the borough, and would provide a distinct offer to local parents.

Parent Demand

ARK Schools already operates two schools in Brent: ARK Franklin Primary (which opened in September 2013) and Ark Academy. ARK opened Ark Academy as the first all-through school in the borough in 2008 in response to the urgent need for school places. In 2010 it was judged to be Outstanding by Ofsted and is now the most oversubscribed school in Brent. For admission in 2013, there were eight applicants for each place and 588 first choice preferences (for a PAN of 240 – 180 in the secondary and 60 in the primary).

There is also strong parent demand for the ARK model of education more generally. A 2012 phone survey of 3,200 parents in London, including parents from Brent, showed that, after being told the key features of our schools, 75% of parents stated that they were likely to send their child to an ARK school (**for further information see section E1**).

The demand for the ARK model is reflected in the admissions data for ARK schools, particularly where the ARK brand is recognised locally. In Ealing for example, ARK Priory, a new start sponsored academy, received 72 first choice applications and 175 applications in total for its 60 founding reception places in 2013.

ARK Schools

ARK Schools is an education charity and successful academy sponsor with a track record of providing high quality education at both primary and secondary level in areas of disadvantage and/or historic educational underachievement. ARK Schools' vision is to create a group of excellent schools that radically improve our pupils' life chances. We aim to ensure that every pupil at an ARK academy will do well enough by the age of 11 to be prepared for success at secondary school and by 18 to go on to university or pursue the career of their choice.

ARK Schools currently operates the following schools (also shown are details of the relevant local authority and year of opening):

Academies

- Burlington Danes Academy – Hammersmith and Fulham, 2006
- King Solomon Academy – Westminster, 2007

- Walworth Academy – Southwark, 2007
- Ark Academy – Brent, 2008
- Globe Academy – Southwark, 2008
- Evelyn Grace Academy – Lambeth, 2008
- Charter Academy – Portsmouth, 2009
- St Alban’s Academy – Birmingham, 2009
- ARK Oval Primary Academy – Croydon, 2011
- ARK Kings Academy – Birmingham, 2012
- ARK Tindal Primary Academy, Birmingham 2012
- ARK Rose Primary Academy, Birmingham 2012
- ARK Putney Academy – Wandsworth, 2012
- Isaac Newton Academy – Redbridge, 2012
- ARK Bentworth Primary Academy, Hammersmith and Fulham, 2012
- ARK Priory Primary Academy – Ealing, 2013
- ARK All Saints Academy – Southwark, 2013
- ARK Ayrton Primary Academy – Portsmouth, 2013
- ARK Brunel Primary Academy – Kensington & Chelsea, 2013
- ARK Franklin Primary Academy – Brent, 2013
- ARK Swift Primary Academy – Hammersmith & Fulham, 2013
- Helenswood Academy – Hastings, 2013
- ARK William Parker Academy– Hastings, 2013

Free schools

- ARK Atwood Primary Academy – Westminster, 2011
- ARK Conway Primary Academy – Hammersmith and Fulham, 2011
- Bolingbroke Academy – Wandsworth, 2012
- ARK John Keats Academy – Enfield, 2013

Schools proposed to open in 2014 and beyond

- Isaac Newton Primary Academy– Redbridge, 2014 (Free School)
- Burlington Danes Primary Academy – Hammersmith and Fulham, 2015 (Free School)
- ARK Elvin Academy – Brent, 2014 (Academy)
- ARK Little Ridge Primary Academy – Hastings, 2014 (Academy)
- ARK Dickens Primary Academy –Portsmouth, 2014 (Academy)
- ARK Byron Primary Academy – Ealing, 2015 (Free School)
- ARK Pioneer Academy – Barnet, 2016 (Free School)
- ARK North Enfield Academy – Enfield, 2016 (Free School)
- ARK Croydon Primary Academy – Croydon, 2015 (Free School, application being determined)
- ARK Croydon Academy – Croydon, 2016 (Free School, application being determined)

Further expansion strategy

ARK Schools currently operates 27 schools, including 11 primary schools, and aims to run a network of 50 schools. Our planned expansion is focused on building clusters of schools in London, Birmingham, Portsmouth and Hastings and to create virtual all-through schools wherever possible. Our central team has been structured to deliver this level of growth while ensuring every school receives high quality educational and operational support to enable it to deliver outstanding education and exceptional results (**see Section F for more detail**).

ARK Schools: a proven track record

- Of ARK's thirteen schools which have had Ofsted inspections, all have been rated Good or Outstanding. This includes many schools that were previously in Special Measures. For full details of the network Ofsted results please see the table below.
- ARK's primary schools achieved an average Year 1 Phonics pass rate of 86% in 2013 - compared to 69% nationally. This was an improvement of 11 percentage points since 2012. The average for schools that had been part of the ARK network for more than a year was even higher at 97%.
- At key stage 1, our primary pupils are achieving results far above the national average. For full details please see table below. Many of our schools have not yet recorded key stage 2 results (as they opened as new schools). However, ARK Globe Academy which has been part of the network since 2007, has achieved results far above the national average at level 4 in reading, writing and maths combined: 92% compared to 75% nationally.
- In 2013 the network percentage of students achieving 5 A* - C grades including English and maths was 58%. For those schools which have been part of the network for over a year, the average GCSE pass rate was 62%. Further detail on the GCSE improvements in our schools is shown below.
- Last year, at Burlington Danes Academy, which has been in the ARK network since 2006, 77% of students achieved 5 A*-C including English and maths. This is an improvement of 46 percentage points since it became an ARK school. In addition, 37% of students achieved the English Baccalaureate compared to 23% of students nationally.
- ARK Schools' value added scores, which measure student progress between key stage 2 and GCSE, are the best of the major academy groups in all the EBacc subjects. (2012 data).

| Subject | ARK network average (2A) | National average (2A) |
|----------------|---------------------------------|------------------------------|
| Reading | 66 | 55 |
| Writing | 54 | 37 |
| Maths | 65 | 51 |

| Academy | GCSE attainment 5 A*-C including English and maths (2013) | Predecessor school results |
|------------------------|--|-----------------------------------|
| Burlington Danes | 77 | 31 |
| Walworth | 60 | 27 |
| Globe | 52 | 26 |
| Evelyn Grace | 58 | NA |
| Charter | 68 | 21 |
| St Alban's | 56 | 31 |
| ARK Kings | 24 | 41 |
| ARK Putney | 58 | 62 |
| Network average | 58 | |

| Academy | Borough | Age range | Year opened | OFSTED | |
|---------------------------|-------------|-----------|-------------|--------------------|----------------------------------|
| | | | | Predecessor school | Most recent Section 5 inspection |
| Burlington Danes | Hammersmith | 2006 | 11-18 | Special measures | Outstanding |
| King Solomon | Westminster | 2007 | 3-18 | New school N/A | Outstanding |
| Walworth | Southwark | 2007 | 11-18 | Satisfactory | Good |
| Globe | Southwark | 2008 | 3-18 | Special measures | Good |
| Evelyn Grace | Lambeth | 2008 | 11-18 | New school N/A | Good |
| Ark | Brent | 2008 | 3-18 | New school N/A | Outstanding |
| Charter | Portsmouth | 2009 | 11-18 | Notice to improve | Good |
| St Alban's | Birmingham | 2009 | 11-18 | Good | Outstanding |
| ARK Atwood Primary | Westminster | 2011 | 3 – 11 | New school N/A | Outstanding |
| ARK Conway Primary | Hammersmith | 2011 | 4 – 11 | New school N/A | Outstanding |
| ARK Oval Primary | Croydon | 2011 | 3 – 11 | Special Measures | Good |
| ARK Putney | Wandsworth | 2012 | 11-18 | Satisfactory | Good |
| Bolingbroke | Wandsworth | 2012 | 11-18 | New school N/A | Good |

Key features of the school

Vision and ethos

As laid out above, ARK Wembley Primary Academy will aim to ensure that every pupil will leave primary school equipped with the academic and social skills to prepare them for the challenges of secondary education.

The new academy will be non-selective and non-denominational and will develop high aspirations, high motivation and high achievement in and for all its pupils, regardless of their background or prior attainment.

The new academy's education plan will reflect this vision through its shared commitment to ARK's six pillars:

1. High Expectations

ARK believes that every child can reach their potential with the right teaching and support. We set exceptionally high expectations for pupil attainment, which we reinforce constantly as they go through school. These expectations are reflected in the academy and individual targets (see below) as well as in the headteacher and staff performance management structures.

2. Excellent teaching

Nothing is more important than excellent leaders and teachers. ARK's recruitment team ensure that our schools attract and retain outstanding staff. ARK's teacher training team also recruit and train outstanding candidates to our exceptionally high standards. At the same time, we prioritise learning and development and ensure that all leaders, teachers and support staff have access to high quality CPD opportunities throughout their career. These are provided through high quality in-school training programmes; bespoke training programmes such as 'Aspiring to Headship' and the 'Lead Teacher Programme'; the ARK training menu – an online CPD tool; and through network wide events throughout the year, including the annual ARK Summit, which brings together all staff in the network.

3. Exemplary behaviour

Our schools are characterised by a friendly and orderly environment, where teachers can teach and pupils can learn.

4. Depth before breadth: the curriculum

A strong command of the core subjects of English and maths is vital to access the whole curriculum. This is all the more true if pupils arrive at school with lower than average attainment. We therefore prioritise depth before breadth so that pupils secure firm foundations in these core subjects as quickly as possible. At primary, this means we spend up to 10 hours a week on discrete literacy classes (including phonics, handwriting and reading) and up to 8 hours a week on mathematics.

5. More time for learning

To enable us to spend time on the core subjects, as well as ensure that pupils experience a range of creative and enrichment activities, ARK academies operate a longer school day (as allowed by academy freedoms). Typically at primary, the day will run from 8.30am to 4pm, with optional breakfast clubs and after school sessions from 7.45am running until 6pm.

6. Knowing every child

Positive relationships between pupils and staff reinforce a culture of excellent behaviour and commitment to learning. We make sure every pupil knows and is known by every adult in the school. We also make sure that all families are involved in school life.

Aspirations and targets

ARK is committed to delivering exceptionally high outcomes for its students. To achieve our aim of ensuring that all students have the skills and qualifications necessary for higher education, we set extremely high targets for our pupils, which are higher than national expectations. This includes minimum targets for all students, at all our schools, irrespective of their starting point.

We aim that at least 80% of our pupils achieve a Good Level of Development by the end of Reception; at least 90% achieve a level 2a or higher at key stage 1; and at least 90% of pupils leave primary school with a level 4a.

ARK has substantial experience and expertise in running excellent, inner city comprehensive schools serving communities similar to that of Brent and our curriculum and assessment model is specifically designed to achieve the targets laid out above. **(See Section D2 for further information).**

An inclusive academy

Admissions

ARK academies are non-selective, community schools for local children. ARK Wembley Primary Academy will welcome all local children regardless of ability or background. After admitting those with statements of special educational need, places will be offered in the following order of priority: children in care, those with a sibling attending the academy and straight line distance lived from the school.

Inclusion

ARK is fully committed to inclusion. The ARK education model particularly supports those pupils with special educational needs or English as an additional language. It is likely that ARK Wembley will have a high proportion of pupils for whom English is an additional language – the borough is classified as the most diverse in the country with over 140 home languages spoken.

We have a central SEN team which works across the network to help identify, assess and plan high quality provision. The team includes two full time speech and language therapists, one of whom focuses specifically on the early identification of language difficulties. We have also introduced 'Drive for Literacy' – a programme to identify and accelerate progress of pupils with literacy difficulties. ARK will work with the Local Authority and other agencies to ensure that effective and high quality SEN provision is in place.

Religious education

ARK Schools is a non-denominational organisation, providing education for children of all faiths and none. All our schools are non-denominational except where they replace a predecessor school with a faith ethos.

ARK Wembley Primary Academy will follow the locally agreed religious education curriculum. Parents will have a right to withdraw their children from religious education if they wish.

Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

| | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------|--|------|------|------|------|------|------|------|------|
| Reception | | | 90 | 90 | 90 | 90 | 90 | 90 | 90 |
| Year 1 | | | | 90 | 90 | 90 | 90 | 90 | 90 |
| Year 2 | | | | | 90 | 90 | 90 | 90 | 90 |
| Year 3 | | | | | | 90 | 90 | 90 | 90 |
| Year 4 | | | | | | | 90 | 90 | 90 |
| Year 5 | | | | | | | | 90 | 90 |
| Year 6 | | | | | | | | | 90 |
| Year 7 | | | | | | | | | |
| Year 8 | | | | | | | | | |
| Year 9 | | | | | | | | | |
| Year 10 | | | | | | | | | |
| Year 11 | | | | | | | | | |
| Year 12 | | | | | | | | | |
| Year 13 | | | | | | | | | |
| Totals | | | 90 | 180 | 270 | 360 | 450 | 540 | 630 |

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

| Subject/ other activity (e.g. enrichment) | Hours per week | Mandatory/ voluntary | Comments |
|---|--------------------------------|----------------------|--|
| English | Early Years: 12 KS1 & 2: 10 | Mandatory | |
| Mathematics | Early Years: 7.5 KS1 & 2: 6 | Mandatory | |
| Science | KS1 & 2: 2 | Mandatory | |
| Music | KS1 & 2: 1.5 | Mandatory | |
| IT | | | In Key stages 1 and 2 information technology will be embedded in the curriculum and delivered through all curriculum subjects, rather than taught in discrete lessons. |
| MFL | KS1 & 2: 0.5 | Mandatory | |
| History | KS1 & 2: 1 | Mandatory | |
| Geography | KS1 & 2: 1 | Mandatory | |
| Religious Education | KS1 & 2: 1 | Mandatory | |
| Art and DT | KS1 & 2: 1.5 | Mandatory | |
| PE | KS1 & 2: 3 | Mandatory | |
| PSHE | KS1 & 2: 1.5 | Mandatory | |
| Total | KS1 & 2: 29* | | |

*During the Early Years, in addition to the core subjects of maths and English, we provide a stimulating indoor and outdoor learning environment where children will be motivated to communicate, explore and learn independently. As we run a longer school day there is ample time for child initiated learning, physical activities and creative opportunities in our Early Years curriculum.

The times shown above are ARK's standard model. As far as possible, teaching in the Foundation Stage and at Key Stages 1 and 2 will be in mixed ability groups. However, all pupils working below the academy's minimum expectations, or who have recognised gaps in English or mathematics, will spend additional main curriculum time on these subjects. The typical additional time allocations per subject for pupils below level will be:

- Early Years: up to 1 hour per week
- Key Stage 1 and 2: 1-2 hours per week.

If necessary there may be some reduction in other subject time, for a limited period, to accelerate a pupil in English and/or mathematics. A solid grounding in English and mathematics is essential in order to more fully engage with an expanded subject base.

Section D1:

Curriculum

The ARK primary curriculum is being delivered across our 15 standalone and primary phase all through schools including at the three ARK primary free schools. All four of our new start primary schools (including two free schools) which have been inspected by Ofsted have been judged to be delivering an Outstanding education to their pupils and performance data shows that students in new ARK primary schools outperform their peers (**see Section C for more details**).

The ARK primary curriculum reflects the belief that well-structured knowledge is the foundation for broad intellectual development, and that skills development should build on the knowledge acquired by pupils. The ARK network focuses on achieving mastery in the core subjects of English and maths before tackling the wider curriculum; however the academy will ensure that a broad and balanced curriculum is delivered for all pupils over the course of their school career.

As outlined in previous free school applications the ARK primary model uses a structured approach to literacy, using the Read, Write, Inc. programme for the delivery of phonics from Year Reception and the Language and Literacy programme in key stage 2. This is achieving great results in our schools: ARK Conway, a wave 1 Free School, achieved 100% in its first Year 1 phonics test and the average in the phonics test among those schools that have been in the network for more than a year is 97%.

For the teaching of maths our primary schools use the Mathematics Mastery programme. This programme was been developed by ARK Schools and is based on the Singapore approach to mathematics. Mathematics Mastery adopts a cumulative approach to the teaching of maths so that pupils continually build on the knowledge they have already mastered, focusing heavily on solving problems to deepen and reinforce their understanding. The programme was piloted in ARK primary schools and has since received funding from the Education Endowment Fund and been rolled out to over 100 schools.

As ARK Wembley Primary would run a longer school day enrichment opportunities can be delivered as part of the compulsory teaching week, but we will also extend beyond the teaching week to weekends and school holidays. Our enrichment programme might include master classes, residential trips, summer schools and revision classes as well as day visits and in-school experiences.

Once in post, the leadership team will develop the detailed curriculum offer including the enrichment programme, with support from ARK's education team.

Section D2

Assessment is critical to the ARK education model and a key factor in our ability to achieve the ambitious targets laid out in **Section C** and to ensure that all students are progressing as far and as fast as possible.

The curriculum for ARK Wembley Primary Academy has been designed to achieve ARK's vision that at least 90% of pupils leave primary school ready for the academic and social demands of secondary school, with a level 4a in English and mathematics.

Target Setting

Targets will reflect the high expectations of the academy; we set targets which are higher than the national expectations. The minimum attainment targets for pupils in all ARK primary schools at each key stage, irrespective of entry point are:

- Early Years: 80% to achieve a Good Level of Development
- Key stage 1: 100% in Year 1 Phonics Test
- Key Stage 1: 90% to achieve a level 2a in reading, writing and mathematics
- Key Stage 2: 90% to achieve a level 4a in reading, writing and mathematics.

As well as the floor target, the minimum expected progress in each key stage is:

- KS1: at least 6 sublevels in English and mathematics
- KS2: at least 7 sublevels in English and mathematics

For children with special educational needs, the minimum expectations will be tailored if necessary in discussion with the SENCO. A SENCO will be appointed in the first year of the school opening.

The ARK network minimum expectation for attendance is 95%.

Assessment and monitoring

All ARK schools share the same assessment system and cycle:

- Half termly assessments in core subjects.
- Termly assessments in all other subjects.

Teachers will review and discuss the results of these assessments promptly and thoroughly with their line manager and feedback to pupils and parents, with face to face parent meetings taking place at least twice a year. Where a child is at risk of underachieving, clear and coordinated strategies will be implemented and monitored.

The ARK assessment model is underpinned by our in- house designed assessment tool – Click, Click, Report! (CCR!). This interprets the data input through the academy MIS system and allows all staff to easily and regularly review the progress of individual pupils.

The attainment reports are also analysed to ensure that particular groups of pupils are not underperforming (for example those eligible for the pupil premium) and that all pupils are receiving the support they need from different staff across the academy, in order to achieve their predicted targets.

Each term, the ARK central team also analyses the data available and provides the Headteacher, [REDACTED] and the Local Governing Body with a detailed report. This report informs the

monitoring visits undertaken by the [REDACTED] which focus on the key areas of behaviour and ethos, pupil progress and attainment, quality of teaching and leadership and management. This enables both ARK and the governors to identify any issues early on and provide appropriate challenge and support. **(see section F1 for more detail)**

Section D3

ARK Wembley Primary Academy staff structure

The proposed staff structure has been structured to deliver the ARK primary curriculum and is based on experience to date in similar sized schools serving a similar pupil profile. As laid out in **section G**, the staff structure is affordable.

The staffing models for years R – 6 as the academy builds up its roll are shown in the financial model table in **section G** and on the next seven pages.

Leadership responsibilities

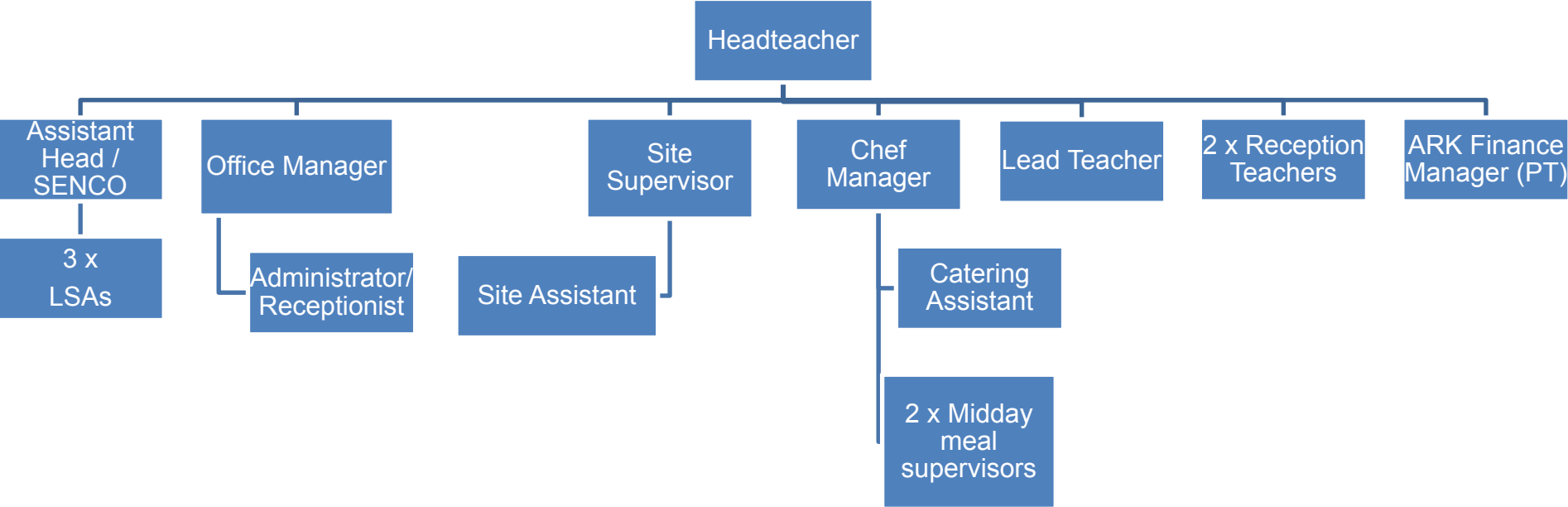
The Headteacher will have responsibility for the overall vision and strategic direction of the academy as well as the academic and pastoral welfare of each pupil at each key stage. They will be responsible for the progress and outcomes of the pupils in their school as well as creating and embedding a stage appropriate ethos and rewards

The business manager will lead the operational team and be responsible for the school budget. All senior leaders at the school will be expected to take on some teaching responsibilities when first appointed. This will then reduce as the pupil cohort increases.

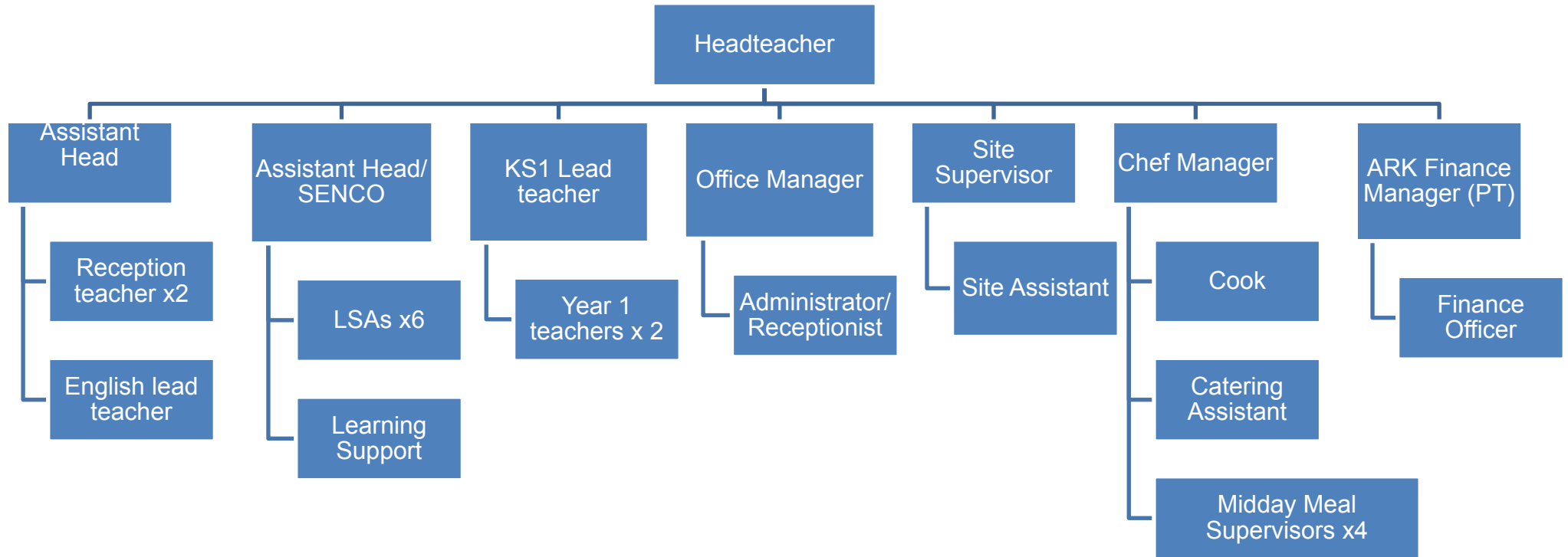
Existing ARK Staff

Where appropriate, ARK Wembley Primary Academy will be able to draw on the skills and experience of outstanding staff in other ARK schools, as well as the ARK Schools' Education team, for training and mentoring opportunities.

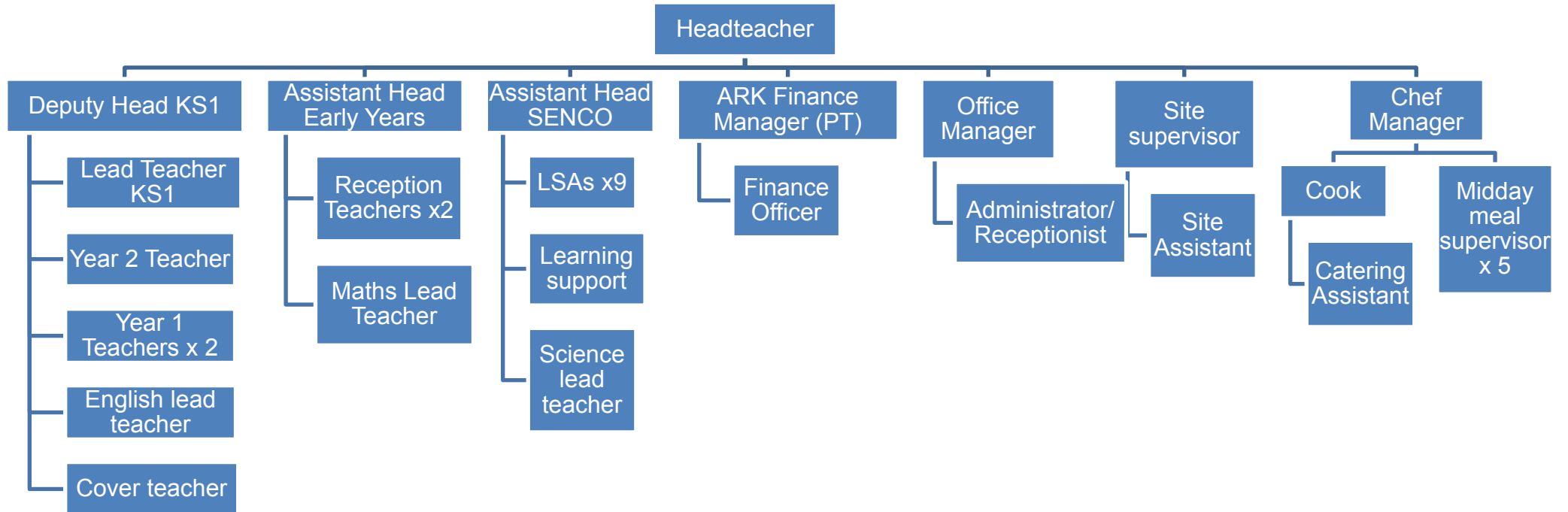
ARK Wembley staffing structure (year one)



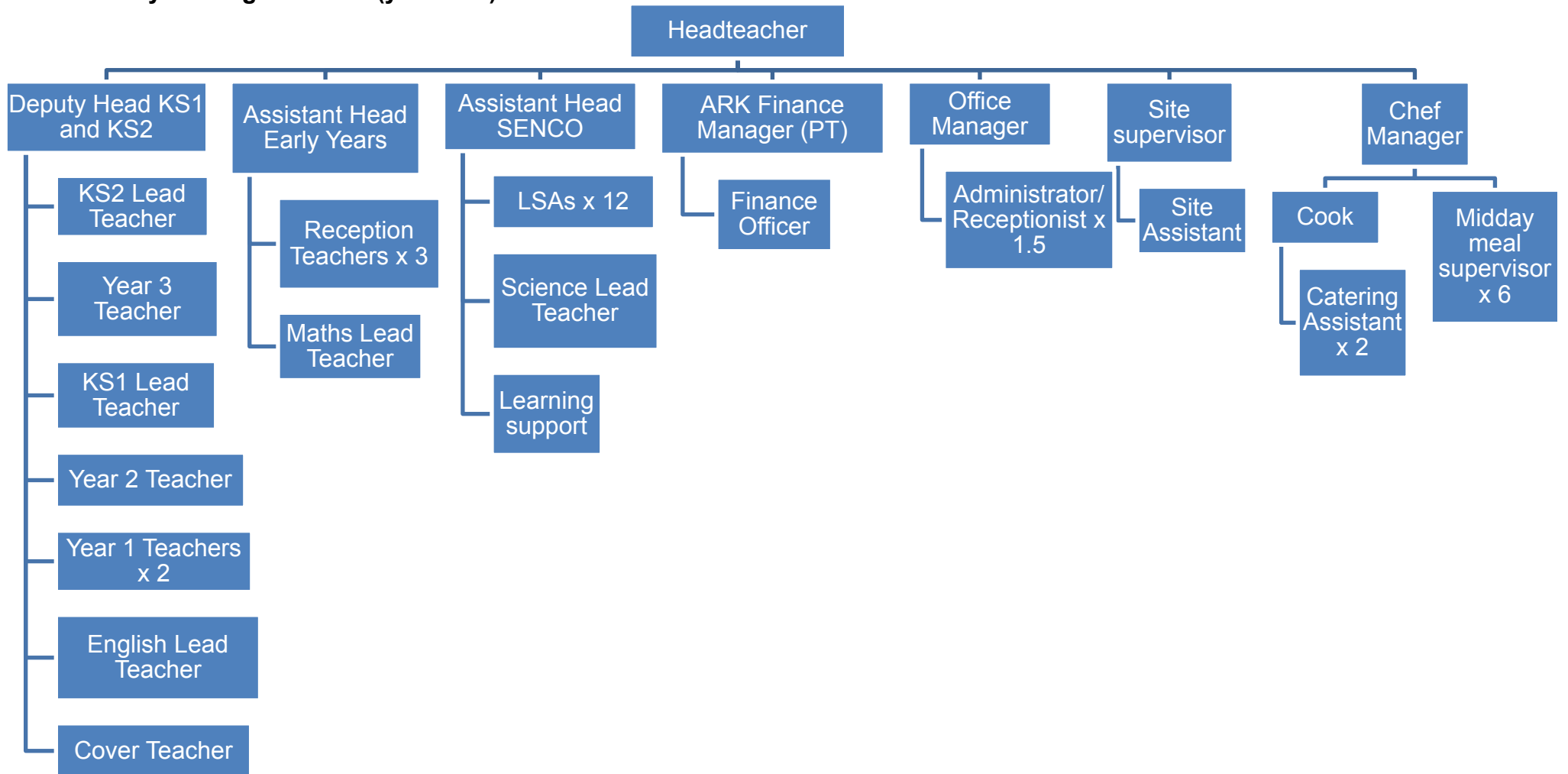
ARK Wembley staffing structure (year two)



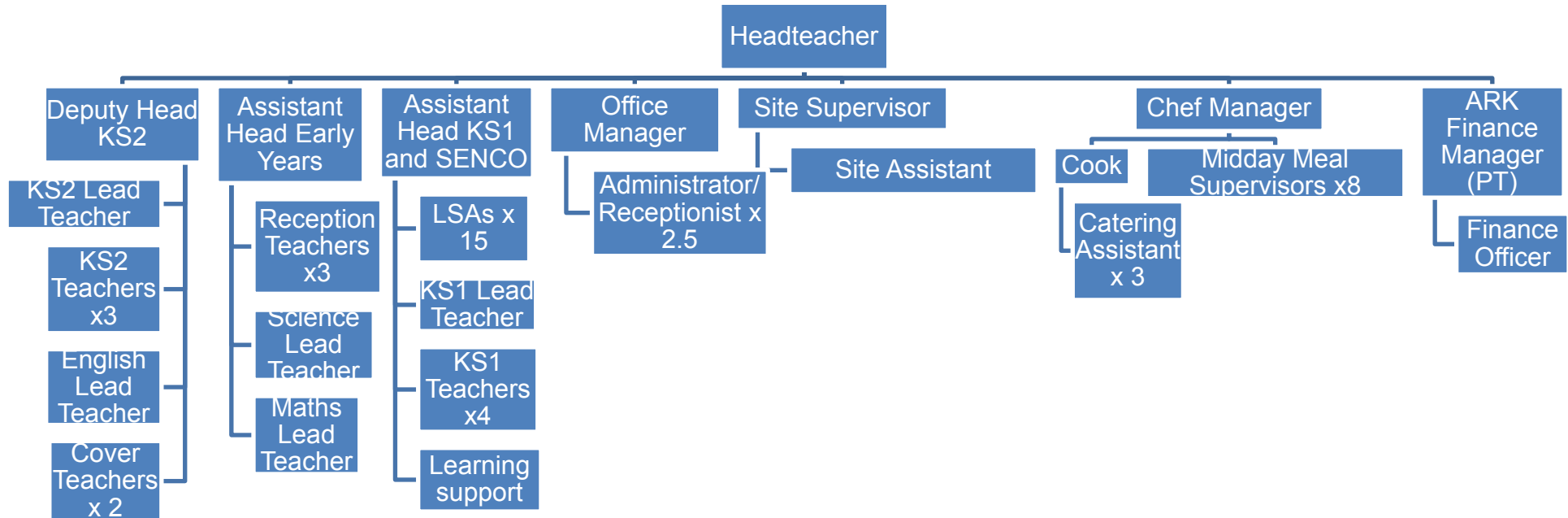
ARK Wembley staffing structure (year three)



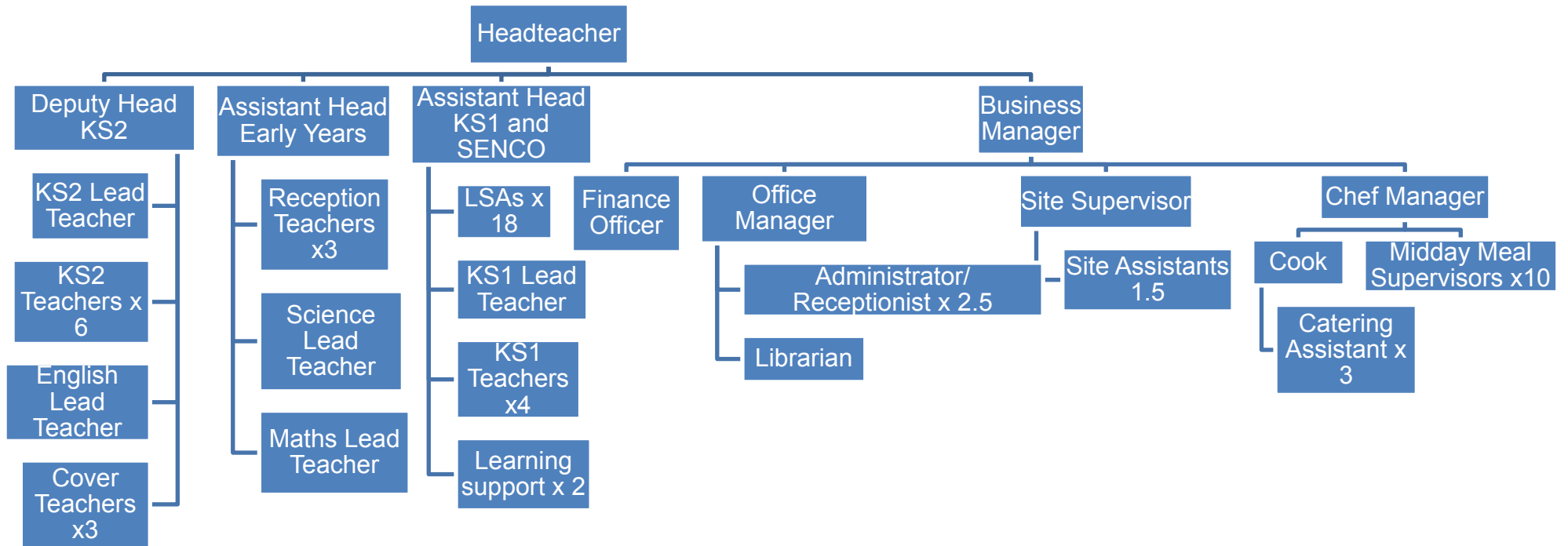
ARK Wembley staffing structure (year four)



ARK Wembley staffing structure (year five)



ARK Wembley staffing structure (year six)



ARK Wembley staffing structure (at full capacity)

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

NA

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

| | 2015 | | | | 2016 | | | |
|------------------|------|---|---|---|------|----|----|----|
| | A | B | C | D | A | B | C | D |
| Reception | | | | | 90 | NA | NA | NA |
| Year 1 | | | | | | | | |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | | | | | | | |
| Year 13 | | | | | | | | |
| Totals | | | | | 90 | NA | NA | NA |

Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

Section E1

Introduction

In order to demonstrate evidence of demand for ARK Wembley Primary Academy by pupils of all backgrounds and abilities, we have undertaken a wide range of activities:

- **Parent demand surveys.** We undertook a statistically robust phone survey of 3202 homes across London and 200 homes in Brent specifically, to test the demand for the ARK model among parents with children of appropriate age. Following the submission of the application we will also survey local parents pupils to demonstrate the continued demand for a further ARK school in the area and as part of the continued stakeholder engagement process (see *Parent Demand* below).
- **Place need analysis.** We analysed the severe local basic need with assistance from the local authority (see *Place Need* below).
- **Existing provision analysis.** We analysed the quality and accessibility of other local primary schools (see *Existing Provision* below).
- **Local stakeholder engagement.** We met with the local authority to discuss the Free School proposal (see *Stakeholder Engagement* below).
- **Community engagement.** We raised awareness of the school locally and planned for future awareness raising (see *Section E2* below).
- **Comparative analysis.** We looked at our experiences at our comparable open schools to assess likely demand (see *ARK Experience* below).

We took this approach to ensure that all members of the local community are aware of the proposal and all stakeholders are included in the consultation. The particular demographics of the community and high basic need meant that we felt this approach would offer the best way of proving demand.

Parent Demand

In November 2012 ARK commissioned an independent research company to do a phone survey of parents with potential primary (0-4) and secondary (5-9) aged children to establish whether they were familiar with ARK Schools, whether they believe there is a need for new schools in their area, and if they would be likely to send their child to an ARK school if one was set up in their community. The survey was conducted over a three week period.

Full phone interviews were conducted with 3,202 parents living across 16 local authorities in London including: Brent, Camden, Croydon, Ealing, Enfield, Hackney, Hammersmith & Fulham, Haringey, Hounslow, Lambeth, Merton, Redbridge, Southwark, Waltham Forest, Wandsworth and

Westminster. 1,916 parents had children aged between 0 and 4 and 2,257 had children aged between 5 and 9.

After explaining who ARK Schools is, and what the key features of an ARK school are, parents were asked whether they were likely to send their child to an ARK school. They were told: “In case you don’t already know, I’m now going to tell you a bit more about what ARK Schools are about.

ARK Schools is a charity which runs a network of academies. We currently run a network of academies in London, Birmingham and Portsmouth for children from the ages of 3–18. They are free to attend and open to all children in a local area.

The key features of an ARK School are:

- High expectations are set for achievement for all students, without exception
- A focus on getting top grades in English and maths
- A slightly longer school day than other schools, from 8:30am-4:30pm
- More time for extra-curricular activities to develop students’ social and personal skills
- A focus on high quality teaching and learning opportunities
- That every child is known to all staff.”

The results of the parent survey showed that there is a very strong demand for ARK Schools:

- Across London, 75% of parents were likely to send their children to an ARK school.
- This figure was even higher in Brent, where 82% of parents said they were likely to send their children to an ARK school.

The survey also showed that parents overwhelmingly supported the key aspects of ARK’s educational model. Specifically:

- 97% thought that developing English and mathematics skills is important: 100% of Brent parents.
- 97% would like their child to attend a school which encourages them to progress academically: among Brent parents this rose to 100%.
- 96% would like to send their child to a school which offers a wide range of extracurricular activities: 98% of Brent parents surveyed.
- 77% agreed that they would be happy for their child to attend a longer school day: 86% of Brent parents.
- In Brent specifically, 19% of parents with children of primary age (0-4) felt that there were not enough primary places available in the borough.

These statistics show that there is a high demand for the ARK Schools model across London and specifically in Brent, even amongst parents who currently do not have children at an ARK school.

Place Need

Brent has seen significant population growth over the last ten years and this is projected to continue. Since 2006, 4,653 additional primary school places have been created in the borough however, continued migration, residential development and high birth rates mean the Reception age population continues to grow and there remains a continued pressure on school places.

ONS data shows that between 2001 and 2010 Brent had the eighth highest birth rate in London, peaking at 5,050 births in 2010. The Wembley Central ward, the proposed location for ARK

Wembley Primary, specifically experienced high birth rates: in 2012 it had the second highest birth rate in the whole borough. According to the ONS, across London, Brent has the fourth largest population of 0 – 5 year olds which comprises 8% of its population – well above the London average of 5.9%.

Brent Council utilises GLA projections to plan for pupil growth in the borough. According to these, between 2014 – 2016, the Reception cohort in the borough will increase by 4%: by 2018 the number of Reception pupils will have increased by 6% from the 2014 figure of 4,146 pupils.

Brent Council projects that by 2019 it will require at least 11 forms of entry at primary level, of which three forms of entry will be needed in 2016 alone. One of the principal causes for this growth is the wider borough redevelopment programme of which Wembley is a focal area. By 2026 over 11,000 new homes are planned for the area; 25% of these are targeted to be family homes which will further increase the number of school age children in the borough.

Existing Provision

In addition to basic place need at primary level that is projected in Brent and in Wembley specifically, there is also a need for more high quality comprehensive schools in the borough. The addition of an ARK primary academy in Wembley would offer additional choice for local parents. As evidenced below, Ark Academy is already significantly oversubscribed showing a strong local demand for the ARK model.

Of the 59 primary schools in the borough there are no primary free schools and only two standalone academies (one of which is ARK's school in south Brent, ARK Franklin). Of the 59 schools, 22% are rated as Requiring Improvement or below by Ofsted. This represents a significant number of local children attending provision that is underperforming.

Of the Ofsted Outstanding rated primary provision in the borough, only three have comprehensive admissions. The remainder (75% of the Outstanding rated provision) have either admission based on religious ethos or are infant or junior schools only. Children from a non-faith background that live in this area are therefore disadvantaged in their chances of attending high quality, continuous primary provision. We would hope that ARK Wembley Primary would increase the diversity of high quality provision in an area of high place need.

ARK Wembley Primary Academy would operate an inclusive admissions policy, providing places for all local children regardless of their background or ability.

Local Stakeholder Engagement

As part of the stakeholder engagement we met with the local authority to discuss the proposal. A letter from the Chief Executive of Brent Council in support of this application has been received.

Following the submission of the Free School application we will also be surveying local parents to demonstrate the demand for an ARK primary school in the Wembley area.

ARK Experience

Since building a successful network of schools, we have seen the admissions numbers in our new schools, including our Free Schools, increase significantly. For example:

- ARK Conway, a Wave 1 Free School, received 63 applications for 30 places in 2011 (prior to opening) and 122 applications for 30 places in 2012, of which 43 (35%) were first choice

applications. For entry in 2013 the school received 142 applications and was again oversubscribed on first choice preferences.

- Applications to ARK Atwood, one of ARK's Wave 1 Free Schools, have increased by 59% since 2012. For entry in September 2014 the school received 78 first choice applications for its 60 places – an increase from 42 in 2012.
- In its first year of opening, Isaac Newton Academy received 525 applications for 180 places. This number rose to 753 in 2013. Isaac Newton Primary (a Free School due to open in September 2014) received 165 applications for its 90 places in its first year.
- In its first year of opening, Bolingbroke Academy, a Wave 1 Free School, received almost 600 applications for 120 places. In its second year the number of applications to the academy rose to 670.
- King Solomon Academy in Westminster, which was undersubscribed when it first opened, received 270 applications for 60 primary places for entry in 2013, of which 92 were first choice.

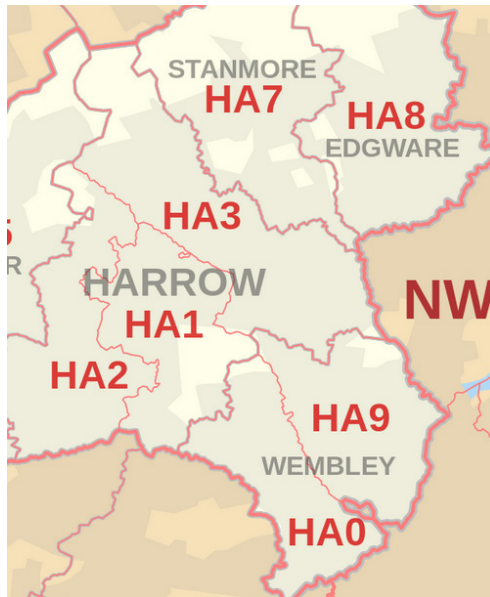
In Brent, ARK provision is similarly proving highly popular. Ark Academy, an all-through school, which was undersubscribed when it opened in 2008, received 612 applications for 60 primary places for entry in September 2014, of which 203 were first choice preferences. In the same year, the secondary phase of Ark Academy received 1388 applications, of which 385 (28%) were first choice preferences. For the primary phase the application figure for 2014 entry is 4% higher than 2012: in the same period there was a 25% increase in the number of applications to the secondary phase of the academy.

In 2014, Ark Academy was the most oversubscribed school in Brent.

This data reflects the strong demand for the ARK education model both in London generally and in Brent specifically – based on the six pillars laid out in section C – and that this demand increases rather than decreases once our academies have opened.

Our experience from other schools and the specific pupil place need by Brent Council lead us to expect that pupils will come from a relatively small catchment area. We would expect ARK Wembley Primary to have a small catchment area, drawing largely from the HA0 postcode which is shown in the map below.

Map showing expected catchment area for ARK Wembley Primary Academy



Conclusion

In light of the acute basic need in the borough, the reputation of Ark Academy and the huge demand for places at the schools plus ARK's experience to date of marketing and filling new start schools (including its Free Schools), we are confident that ARK Wembley Primary would be full from year 1, and would be oversubscribed on first preferences within two years of opening.

Section E2

Community Engagement

As outlined in Section E1, we have engaged with stakeholders in the local community to make them aware of our proposal and to collect their feedback.

To ensure that ARK Wembley Primary Academy is full upon opening ARK will continue to develop strong relationships with the local community. In particular, we will work with the local authority and a variety of voluntary organisations and local nurseries to ensure that the new academy is viewed as a school of choice by all local parents.

We anticipate that once the site is confirmed, parent commitment to the new school proposal will be even higher. ARK has significant experience of generating parental demand and achieving community buy-in to its schools. The approaches we use to engage with the community, when a free school proposal is successful, are as follows:

- Holding consultation meetings near the proposed site to discuss the new school with any local stakeholders.
- Hold parent sessions at local nurseries to generate interest in the new school.
- Advertising campaigns to publicise open days, increase local knowledge of the ARK brand and generate awareness of a new school opening.
- Identify and engage with local community groups: in areas where there has been significant concern regarding a Free School or new start academy proposal, ARK has established a Community Reference Group. This allows for local views to be fed into the development of the new school and to ensure that updates on the project development are communicated back to the community.
- Write to local headteachers, councillors and the MP updating them on the Free School proposal and offering them the opportunity to meet ARK representatives.
- Develop relationships with local representatives; particularly ward councillors and the local cabinet member for education.
- Attend Council-run ward forum meetings to update local residents on the Free School proposal.
- Undertake a door drop to businesses and residences within a mile of the proposed academy site, targeting between 5000-10000 properties (where no site is identified this reach might be wider).
- Maintain an up to date, clear and easy to use website for parents and the other stakeholders to find out more about the school.

Section F: Capacity and capability

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

| Type of applicant | Which sections to complete |
|--|----------------------------|
| Route 1 applicants (both single and multiple) | F1-F6* |
| Route 2 applicants applying for one free school in this round | F1-F4* |
| Route 2 applicants applying for more than one free school in this round | F1-F6* |
| Route 2 applicants applying for one free school in this round who already have an open academy | F1-F6* |
| Independent schools wishing to ‘sponsor’ a new free school | F1-F6* |
| Independent schools wishing to become free schools | F1-F4 and F7-F8 |

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department’s [Sponsor Approval team](#). In doing so please quote your free school application [unique registration number](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on

a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Member of core applicant group (Y or N) | Where live (town/city) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|---|------------------------|------------------------|-------------------------------|---------------------------------|
| ██████████ | Y | London | ██████████ | ██████████ | As needed |
| ██████████ | Y | Middlesex | ██████████ | ██████████ | As needed |
| ██████████ | Y | San Francisco | ██████████ | ██████████ | As needed |
| ██████████ | Y | Buckinghamshire | ██████████ | ██████████ | As needed |
| ██████████ | Y | London | ██████████ | ██████████ | As needed |
| ██████████ | Y | London | ██████████ | ██████████ | As needed |
| ██████████ | Y | London | ██████████ | ██████████ | As needed |
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| | | | | | |
|--|---|-------------|--|--|-----------|
| | | | | | |
| | Y | Hampshire | | | As needed |
| | Y | Kent | | | As needed |
| | Y | London | | | As needed |
| | Y | St Alban's | | | As needed |
| | Y | Brighton | | | As needed |
| | Y | London | | | As needed |
| | Y | St. Alban's | | | As needed |

ARK Schools' central resources and expertise

ARK Schools has a successful track record of opening and operating new schools at both primary and secondary level.

ARK Schools will use the staff on its central team to support the opening and running of ARK Wembley Primary Academy. The central team's role is to support the academy by:

- Providing effective support services
- Creating a collaborative network which facilitates the sharing of good practice and resources among staff
- Holding schools accountable for performance through regular monitoring and rigorous performance management.

The ARK central team is currently structured to provide services for around 50 schools. ARK currently has 16 open secondary or all through schools and four in development, as well as 15 primaries either open or in development.

This means that the central team can commit as much time as is needed from individuals from the education, financial and operational teams for the new academy to ensure its success.

The individuals who will lead on the key areas of educational, financial, operational and governance support are listed in the table above. Details of the roles they play, as well as the teams they oversee, are outlined below.

Education expertise and capacity

The ARK education team, led by [REDACTED], [REDACTED] and [REDACTED], comprises former teachers, school leaders and educationalists that support the principals and senior leadership teams of each school, both in their planning before a school opens and the delivery of their educational vision once the school is open. At least three times a year (and every half term for schools new to the network), the [REDACTED], [REDACTED] ([REDACTED]), [REDACTED]. This report is shared with the [REDACTED] and the [REDACTED] of the academy and enables ARK and the local governing body (LGB) to work together to provide support and intervention to the academy wherever necessary.

The ARK education team provides expertise in the following key areas to support each academy:

| | |
|------------|--|
| [REDACTED] | [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and |
| [REDACTED] | and [REDACTED] |
| [REDACTED] | [REDACTED], [REDACTED] and [REDACTED] |
| [REDACTED] | [REDACTED], [REDACTED], [REDACTED] and [REDACTED] |

[REDACTED] - [REDACTED] and [REDACTED]
[REDACTED] - [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED]
[REDACTED] - [REDACTED], [REDACTED] and [REDACTED].

We attach particular importance to the training and development of all our staff, offering 10 INSET days at each school every year. All staff attend three full-network training days every year, as well as having access to a wide range of courses and opportunities at all stages in their careers through ARK’s online training menu, supported by the training and development team.

ARK Schools also works closely with Future Leaders and Teaching Leaders to maximise development opportunities for staff within the network.

Operations capacity

Operations at ARK Schools is overseen by [REDACTED], [REDACTED].

Finance capacity

The Responsible Officer role at ARK’s academies is held by the ARK Schools Audit Committee which delegates this function to [REDACTED]. They provide oversight of each academy’s financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained. The Accounting Officer role is held by [REDACTED], [REDACTED].

The central finance team provides strategic direction, support and training to the finance teams at each academy. The finance team also performs a procurement function for some of the operational contracts across the ARK network to make best use of economies of scale and other benefits. A network facilities manager supports the finance and resources staff at each academy with small scale building projects, FM and other facilities and premises related aspects such as catering and cleaning, both during the planning stage and once the schools are open.

Financial support during the pre-opening stage is provided by the [REDACTED], [REDACTED].

HR and recruitment

ARK is a single employer with over 2,000 staff and takes its commitment to managing and developing its staff seriously. The network has a single set of HR policies, including the diversity and equality policy, which is monitored centrally. The HR team works closely with the Principals and academy Finance and Resources Directors to ensure the implementation of these policies is consistent and well managed.

ARK has a specialist recruitment team including a lead for Principal Recruitment. The recruitment team is responsible for working with individual schools to meet their recruitment needs and developing network approaches to recruitment and retention.

ARK has also developed its own teacher training programme where staff are recruited and placed in our schools on an accredited teaching programme for one year. We identify strong candidates early in their career and support them as they progress through each stage of their professional development from NQT to headteacher.

Operations capacity – IT

ARK runs network wide management information systems to support school improvement, HR and finance. Both CMIS and SIMS are used for pupil data and assessment; HR information uses Snowdrop and HR Direct, both specialist HR systems and PSF, is used as the finance system including purchase order approval and reporting. Implementation of and training on these systems is managed centrally and delivered to schools both before they open and at regular intervals. ARK's IT managed service function is currently being outsourced.

Project management

The projects team, led by [REDACTED], is responsible for coordinating the opening of new schools and the management of the academy building projects.

ARK will provide an in-house project director, head of project delivery, project manager, head of construction and a finance manager to plan and coordinate the opening of ARK Wembley Primary Academy. The only functions we contract out of house relate to architectural, technical advice and client design advice (buildings) and legal advice across the projects.

F1 (b) Skills gap in pre-opening

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

| Skills/experience missing | How you plan to fill the gap |
|---------------------------|---|
| Headteacher designate | Recruitment plan for the Headteacher Designate is laid in section F4. |

F2 Governance

ARK's governance arrangements (as outlined below) are laid out in our Master Funding Agreement. Through the success of ARK's existing schools, the governance structure has been demonstrated to be effective in delivering challenge to those with executive functions in our schools.

ARK Schools governance arrangements

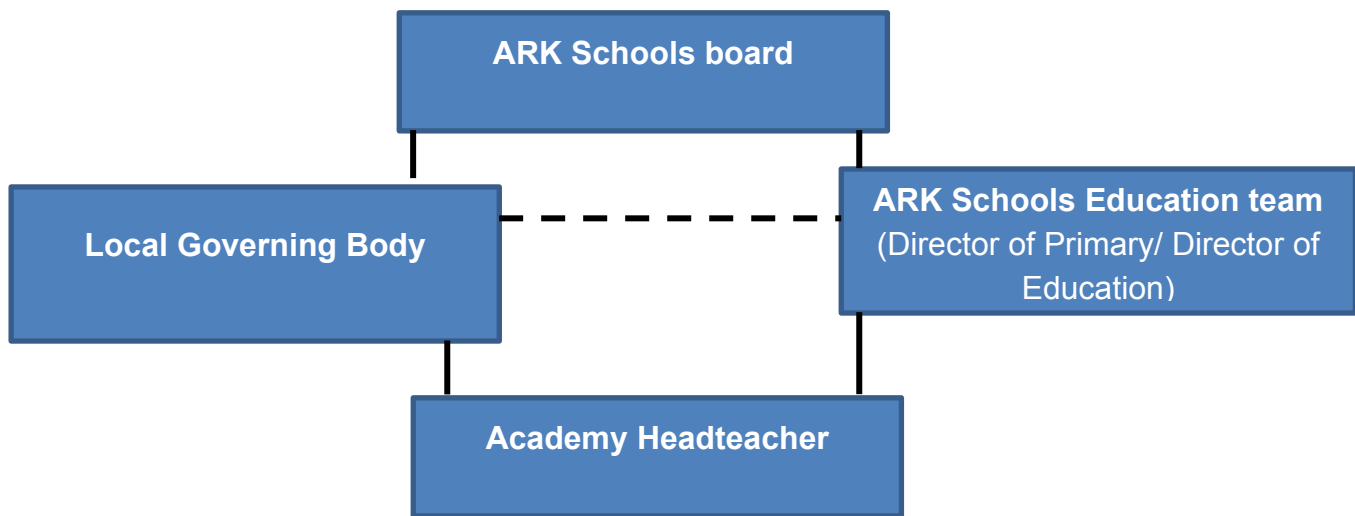
Under its funding agreement, the legal governing body for all ARK academies is the board of directors of ARK Schools. However, the ARK Schools Board delegates the majority of its powers to each academy's Local Governing Body (LGB) which operates with delegated powers as a committee of the ARK Schools Board.

The following table details the division of responsibilities between ARK Schools Board and the Local Governing Bodies.

| Local governing body (LGB) responsibilities | ARK Schools (AS) responsibilities |
|---|---|
| <p>Monitoring: Implementation of ARK mission/values/aspirations Educational offering (in line with AS model) Attainment and progress reports School development plan implementation Budget management Special needs provision Statutory compliance and risk management (health & safety, equality etc) Pupil admissions and marketing Pupil discipline and exclusions</p> <p>Oversee staff matters and performance management: Review staffing structure for efficiency and affordability Evaluate performance management systems and scrutinise any bonus requests Other staff matters (with AS on staff disciplinary or grievance issues/ dismissals where necessary)</p> <p>Help with relationships and marketing: Parent relations (including liaison with any parent council) Pupil recruitment Community activities and relationships</p> | <p>Governance: Development of core AS vision and principles Determining level of delegation to each LGB</p> <p>Strategic management: Recruitment of principal (jointly with individual sponsor and LGB Chair) Involvement in recruitment of Small School Heads and Finance and Resources Director Performance management of principal (with LGB chair) School target setting and development plan sign-off School budget approval AS staff contracts and policies</p> <p>Network management: Financial and administrative policies Planning, budgeting and reporting procedures Statutory compliance and risk management IT network strategy Major procurement policies</p> <p>Education: Development of overall ARK educational model Curriculum and assessment provision and support in core subject areas</p> |

| | |
|--|--|
| <p>Other locally co-ordinated activities: admissions forums, governor forums, other groups School marketing and PR (jointly with AS where required)</p> <p>Establish and review policies: Establish and review academy policies and procedures, reflecting AS key criteria. Provide feedback to AS on the effectiveness of AS policies.</p> <p>Possible sub-committees to deal with: Education (attainment, curriculum, assessment, teaching etc) Finance, premises and staffing matters (including liaison with any staff council) Statutory matters: discipline/ exclusions/appeals (ad hoc)</p> | <p>(literacy, mathematics) and certain specialisms (music, possibly others in future) Support for school improvement and development plan implementation School monitoring</p> <p>Other services to be offered: Educational programmes: extended school funding, leadership training, others as required Co-ordination of sharing of curriculum and practice through ARK networks Administrative and support services as required by schools.</p> |
|--|--|

ARK Schools’ governance model



LGB composition

The LGB composition for ARK Wembley Primary Academy will be:

- The headteacher, one elected member of the teaching staff and one elected representative from the non-teaching staff
- 1 elected parent representative
- 1 local authority nominee
- Up to 7 other nominations (from which a chair is chosen).

Local governing bodies will normally meet six times a year. Where appropriate, the chair may decide to hold part of the meeting without academy staff governors or officers present.

Where appropriate and necessary, finance and curriculum subcommittees may be established by the LGB. Otherwise the oversight of these areas is carried out by the full LGB.

The Responsible Officer role at ARK's academies is held by the ARK Schools Audit Committee who delegates its function to [REDACTED]. They provide oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained. **(see section F1 for more information)**

Each year the individual members of the LGB are asked to complete a declaration of interests form confirming that they will not benefit personally from any decision made by the LGB. Governors must comply with standards of accountability and ARK keeps a register of any business or pecuniary interest a Governor has thus ensuring that any potential conflicts of interest are highlighted and addressed.

Headteacher performance management

The headteacher of ARK Wembley will be line managed by ARK's [REDACTED] and [REDACTED]. At least once a term, [REDACTED] will lead a monitoring visit to ARK Wembley Primary Academy and prepare a report on the school's progress. The outcome of the monitoring visit also informs the central education team's termly support plan and highlights if specific intervention is needed.

As well as the monitoring report, the academy is monitored against termly attainment reports and a termly finance report, shared with the ARK Schools team and the local governing body. These monitoring processes ensure that any support required by the academy is identified early and allows ARK and the LGB to intervene into the school as necessary.

Parent council

ARK Schools will work with the LGB and headteacher to establish a parent council. It is advised that the parent council meet at least twice per term. Although it varies for each academy, the parent council usually has responsibility for:

- The promotion of strong community relations
- The development of suitable fundraising strategies
- Communicating any parental concerns to the chair of the parent council.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Where live (town/city) | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|------------------------|------------------------|------------------------|-------------------------------|---------------------------------|
| ██████████ | London | ██████████ | ██████████ | ██████████. | As needed |
| ██████████ | Middlesex | ██████████ | ██████████ | ██████████. | As needed |
| ██████████ | San Francisco | ██████████ | ██████████ | ██████████. | As needed |
| ██████████ | Buckinghamshire | ██████████ | ██████████ | ██████████. | As needed |
| ██████████ | London | ██████████ | ██████████ | ██████████. | As needed |
| ██████████ | London | ██████████ | ██████████ | ██████████. | As needed |
| ██████████ | London | ██████████ | ██████████ | ██████████. | As needed |

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

| Skills/experience missing | How you plan to fill the gap |
|---|--|
| <p>A Local Governing Body for the school will be appointed prior to the opening of the academy.</p> | <p>Our [REDACTED], [REDACTED], will lead the recruitment of LGB members for ARK Wembley Primary Academy and will ensure that all relevant skills are in place. We carry out a needs analysis for each specific school and recruit accordingly. Below are the key attributes we expect of the chair of each LGB:</p> <ul style="list-style-type: none"> • Clear alignment with the vision and ethos of ARK Schools • Commitment to ARK Schools principles including high aspirations, closing the attainment gap, depth before breadth and knowing every child • Commitment to the school’s inclusive Church of England character • Experience of strategic direction and guidance • Strong leadership and management skills • Desire to guide their school to work collaboratively within the local cluster of ARK Schools, and across the whole ARK Schools network • Knowledge of/links to industry, commerce or higher education, ideally in the school’s local area or neighbouring areas • Board- or director-level experience (desirable) • Working knowledge of primary level education (desirable). |

F4 Headteacher designate recruitment

As referenced in section F1, ARK Schools has a dedicated recruitment team who will recruit all of the staff to ARK Wembley Primary Academy.

ARK is committed to recruiting outstanding leaders and also identifying and developing talent within its own network of schools. Across its network, ARK uses its experienced principals with outstanding track records, such as [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]) to identify potential talent through its Aspiring to Headship Programme and provide training, leadership and mentoring support to all of ARK's first time headteachers.

The recruitment team is responsible for ensuring that the recruitment process is rigorous and the very best candidate is appointed. ARK Schools is committed to safeguarding children; successful candidates will be subject to an enhanced disclosure and barring service check and the recruitment process for all roles is undertaken in line with our network safer recruiting policy.

The process and timeline for recruiting the primary headteacher is as follows:

A. Timeline (please note that this timeline allows us to re-advertise if necessary).

| Date | Activity |
|---------------------|--|
| July/August 2015 | Research/networking with potential candidates |
| 4 September 2015 | Advert in print/online |
| 28 September 2015 | Close date for applications |
| w/c 5 October 2015 | Review of applications and longlist agreed |
| w/c 12 October 2015 | Initial longlist interviews at ARK central |
| w/c 19 Oct 2015 | School based assessment centre Final interviews at ARK central office |
| January 2016 | Post taken up |

B. Attraction strategy

Networking and targeted search

Previous experience has shown us that networking and targeted search are by far the best way to find the right candidate. We will therefore begin the networking and search as soon as possible.

Though the existing ARK database/network suitable candidates will be identified and followed up. We will also undertake a review to assess the likelihood of any strong internal candidates. Meetings will also be held with partner organisations such as Future Leaders, in order to gather nominations and follow up with recommended candidates.

ARK also runs Aspiring to Headship a programme where exceptional senior leaders are identified and carefully placed in our schools to work alongside one of our inspirational school leaders. This

is an opportunity for coaching and development as well as giving aspiring leaders real and stretching responsibilities so that they are able to meet the challenges of headship.

Press advertising

The role needs to be formally advertised as per DfE guidance and good recruitment practice. The advertising serves as a good sign post/signal to gear up the process. The press advert will draw specific attention to the role, and invite interested applicants to apply.

- September 2015. Half page advert in the TES, which will also appear on their website.
- Applicants can download the application pack (via ARK or TES website) or have it sent to them.
- The application pack will contain a cover letter, information on the academy, ARK Schools, the role/job description and pay/remuneration.

PR

- PR/press releases to be sent out in conjunction with the TES advertising.
- Social media links, such as the ARK Schools Facebook and Twitter pages, to be used to share information/drive interest

C. Selection Process

Stage 1 Longlisting

Based on the applications received longlisting is undertaken by the [REDACTED] and [REDACTED]. Candidates on the longlist are then put forward for screening interviews.

Stage 2 Screening interviews

Screening interviews are normally held at ARK's central offices, although the arrangements can be flexible. These interviews are designed to assess the candidate's alignment to high expectations and the vision for the school, relevant skills and experiences. These are normally held with the Head of Principal Recruitment, other senior stakeholders, and local authority and DfE as appropriate.

Stage 3 Assessment day

The assessment day is held at one of the ARK academies for those candidates who have been successful at the longlisting and screening stages. The day usually consists of:

- Lesson observation; designed to assess the candidate's ability to observe lessons, identify and develop the teaching of outstanding lessons.
- Assembly
- Data task or desk based task. Either, a) candidates are given some of ARK's pupil data reports and asked to highlight key patterns and recommend possible interventions that will help raise attainment. This task is normally undertaken as a desk-based, written exercise which is then assessed by the [REDACTED], or b) they write a letter as the principal of a new school
- In-depth interview with [REDACTED] and another ARK headteacher that is designed to test the majority of key competencies listed below under point D.

Stage 4 School visits

We would always visit the candidates' school prior to the final round interview in order that we can see them in their own habitat/context.

Stage 5 Final panel interview and presentation

The candidates will be interviewed by the final panel (for approximately 1 hour each), and also give a formal presentation. Previous presentation questions have been along the following lines;

‘What would your vision for the ARK Wembley Primary Academy be? And how would you achieve this vision (think through implementation) within the first year?’

The presentation is designed to have the candidate think about their vision for the school and how they would achieve this. This would allow us to see whether the candidate has a shared vision and ability to think strategically but act practically. On the panel will be the ARK [REDACTED], [REDACTED] and [REDACTED] (if appointed).

A 15 minute panel discussion will take place immediately after each interview. Drawing on assessment information from the previous stage, and references, a decision will be made about the candidate’s suitability for the role and fit with the new academy.

Stage 6 - Final pre-employment checks

References, certificates etc. all to be checked thoroughly prior to individual taking up post.

D. ARK Schools’ competencies and hard skills (as listed on the job specification):

Vision and strategy

- Vision aligned with the academy’s high aspirations and high expectations of self and others
- Understands how to set high aspirations and lead effective strategies across all aspects of a school, including; curriculum, learning, administration, finance and communication
- Clear understanding of the strategies to establish consistently high standards of results and behaviour in an inner city school and commitment to relentlessly instilling these strategies.

Teaching and learning

- Outstanding teaching and learning
- Effective and systematic behaviour management with clear boundaries, sanctions, rewards and praise

Leadership

- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Strong organisational skills and ability to delegate
- Genuine passion and a belief in the potential of every student
- Use of data to inform and diagnose weaknesses that need addressing

Leading external relationships

- Skilful management and political nous for maintaining effective working relationships with parents, governors and other stakeholders.

Personal characteristics

- Highly approachable
- Relishes accountability and takes personal responsibility for their own actions
- Very grounded and makes sensible judgements
- Excellent critical thinking skills; an intellectual curiosity and rigour

- Highly respectful nature; able to build trust and mutual respect between pupils, their families and the staff
- Strong interpersonal, written and oral communication skills.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

NA (ARK Schools is an approved academy sponsor).

F6 (existing providers and any new applicants seeking to open more than one free school)

NA (ARK Schools is an approved academy sponsor).

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name | Role in central service team by area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Hours per week | Cost £ |
|-------------|---|--|-----------------------|---------------|
|-------------|---|--|-----------------------|---------------|

F6 (b) Shared services

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

| Name of school | Budgeted contribution to MAT shared service | |
|----------------|---|---------|
| | 2014/15 | 2015/16 |
| | | |
| | | |

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section G: Budget planning and affordability

G1 Financial Planning and Assumptions

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

1. [Redacted]

2. [Redacted]

[Redacted]

- [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]
 - [Redacted]
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 - [Redacted]
 - [Redacted]

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

G2 Financial Viability

[REDACTED]

Section H: Premises

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

Please complete the Excel application form.

Annexes

Annex 1 – [REDACTED]

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

| | | |
|-----|---|--|
| | <p>available):</p> <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 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</p> | |

| | 3 qualifications | |
|----|--|---|
| 6. | Brief comments on why your previous experience is relevant to the new school | <p>██████████.</p> <ul style="list-style-type: none"> • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | <p>██████████</p> <p>██████████</p> |

Annex 2 – [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>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name:</p> <p>Position:</p> <p>Time period:</p> |
| | | <p>Name:</p> <p>Position:</p> <p>Time Period:</p> |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body 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, 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</p> | |

| | student for level 3 qualifications | |
|----|--|--|
| 6. | Brief comments on why your previous experience is relevant to the new school | <p>██████████.</p> <ul style="list-style-type: none"> • ██████████. • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ • ██████████ |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | <p>██████████</p> <p>██████████</p> |

Annex 3 – [REDACTED]

| | | |
|----|--|--|
| | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | <p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">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, 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</p> | |

| qualifications | | |
|----------------|--|--|
| 6. | Brief comments on why your previous experience is relevant to the new school | <p>██████████.</p> <ul style="list-style-type: none"> • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | <p>██████████</p> <p>██████████</p> |

Annex 4 – [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: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">the school's results for the years you were in post</p> | |

| | | |
|-----|--|---|
| | <p>– these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>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>██████████.</p> <ul style="list-style-type: none"> • ██████████. • ██████████. |
| 7. | <p>Optional: brief comments on how the role you played</p> | |

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

Annex 5 – [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: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name:</p> <p>Position:</p> <p>Time Period:</p> |
| | | |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">the school's results for the years you were in post</p> | |

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| | <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>██████████:</p> <ul style="list-style-type: none"> • ██████████. • ██████████. • ██████████. |

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

Annex 6 – [REDACTED]

| | | |
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| | | |
| 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: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name:</p> <p>Position:</p> <p>Time Period:</p> |
| | | |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">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 style="padding-left: 20px;">the school's results for the years you were in post</p> | |

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| | <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>██████████:</p> <ul style="list-style-type: none"> • ██████████. • ██████████. • ██████████. |

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

Annex 7 – [REDACTED]

| | | |
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| | | |
| 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: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | Name: [REDACTED] |
| | | Position: [REDACTED] |
| | | Time period: [REDACTED] |
| | | Name: [REDACTED] |
| | | Position: [REDACTED] |
| | | Time period: [REDACTED] |
| | | Name: [REDACTED] |
| | | Position: [REDACTED] |
| | | Time Period: [REDACTED] |
| 4. | For finance only: | NA |
| 5.a | For education only: | NA |
| 5.b | For education only: | NA |
| 6. | Brief comments on why your previous experience is relevant to the new school | |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | <p>[REDACTED].</p> <ul style="list-style-type: none"> • [REDACTED]. • [REDACTED]. |
| 8. | Reference names(s) and contact details | <p>[REDACTED]</p> <p>[REDACTED]</p> |

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Annex 8 – [REDACTED]

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| | |
| Name | [REDACTED] |
| Area of expertise (i.e. education or finance) | [REDACTED] |
| <p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name:</p> <p>Position:</p> <p>Time Period:</p> |
| | |
| <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">how your qualifications are maintained</p> | N/A |
| <p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">the school's results for the</p> | N/A |

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| <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> | |
| <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 |
| <p>Brief comments on why your previous experience is relevant to the new school</p> | <p>██████████.</p> |

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

Annex 9 – [REDACTED]

| | |
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| | |
| Name | [REDACTED] |
| Area of expertise (i.e. education or finance) | [REDACTED] |
| <p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">how your qualifications are maintained</p> | |
| <p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">the school's results for the years you were in post</p> | |

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| <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> | |
| <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> | |
| <p>Brief comments on why your previous experience is relevant to the new school</p> | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] |
| <p>Optional: brief comments on how the role you played</p> | |

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| | |
| helped to raise standards in any or all of your three previous roles. | |
| Reference names(s) and contact details | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> |

Annex 10 – [REDACTED]

| | | |
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| | | |
| 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: 20px;">name of school/organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>[REDACTED]</p> <p>[REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body membership number</p> <p style="padding-left: 20px;">how your qualifications are maintained</p> | <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> |
| 5.a | <p>For education only: if you are in a leadership position in your latest school (where</p> | |

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| | <p>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 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 | <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> |

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| | relevant to the new school | |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> |

Annex 11 – [REDACTED]

| | |
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| | |
| Name | [REDACTED] |
| Area of expertise (i.e. education or finance) | [REDACTED] |
| <p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| For finance only: | NA |
| <p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">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> | [REDACTED]. |

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| | |
| school's best 8 value added scores for the years you were in post, if applicable | |
| For education only: if you are in a teaching or head of department role in your latest school (where available): | NA |
| Brief comments on why your previous experience is relevant to the new school | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]. |
| Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| Reference names(s) and contact details | [REDACTED] [REDACTED] |

Annex 12 – [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: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| 4. | For finance only: | NA |
| 5.a | <p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">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> | |

| | school's best 8 value added scores for the years you were in post, if applicable | |
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| 5.b | For education only: if you are in a teaching or head of department role in your latest school (where available): | |
| 6. | Brief comments on why your previous experience is relevant to the new school | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]. |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | <ul style="list-style-type: none"> • [REDACTED]. • [REDACTED]. • [REDACTED]. |
| 8. | Reference names(s) and contact details | [REDACTED] [REDACTED] |

Annex 13 – [REDACTED]

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|---|--|
| | |
| Name | [REDACTED] |
| Area of expertise (i.e. education or finance) | [REDACTED] |
| <p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | |
| For finance only: | NA |
| <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</p> | [REDACTED] |

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| | |
| <p>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> | |
| <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> | NA |
| <p>Brief comments on why your previous experience is relevant to the new school</p> | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] |
| <p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p> | |
| <p>Reference names(s) and contact details</p> | <p>[REDACTED]</p> <p>[REDACTED]</p> |

Annex 14 – [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>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Maternity leave: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| 4. | For finance only: | NA |
| 5.a | For education only: | NA |
| 5.b | For education only: | NA |
| 6. | Brief comments on why your previous experience is relevant to the new school | <ul style="list-style-type: none"> • [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 | [REDACTED] |

| | contact details |
|--|-----------------|

Annex 15 – [REDACTED]

| | |
|--|--|
| | |
| Name | [REDACTED] |
| Area of expertise (i.e. education or finance) | [REDACTED] |
| <p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| <p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 20px;">date of qualification</p> <p style="padding-left: 20px;">professional body</p> <p style="padding-left: 20px;">membership number</p> <p style="padding-left: 20px;">how your qualifications are maintained</p> | <p>[REDACTED].</p> <p>[REDACTED]</p> <p>[REDACTED].</p> |
| <p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">the school's results for the years you were in post – these should include,</p> | |

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| <p>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> | |
| <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> | |
| <p>Brief comments on why your previous experience is relevant to the new school</p> | <p>██████████.</p> |
| <p>Optional: brief comments on how the role you played helped to raise standards in</p> | |

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| | |
| any or all of your three previous roles. | |
| Reference names(s) and contact details | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div> |

Annex 16 – [REDACTED]

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| | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | <p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p> |
| 4. | For finance only: | NA |
| 5.a | For education only: | NA |
| 5.b | For education only: | NA |
| 6. | Brief comments on why your previous experience is relevant to the new school | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] • [REDACTED] |

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

Annex 17 – [REDACTED]

| | | |
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| | | |
| 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: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p> | Name: [REDACTED] |
| | | Position: [REDACTED] |
| | | Time period: [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| | | Time period: [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| | | Time Period: [REDACTED] |
| 4. | For finance only: | NA |
| 5.a | For education only: | NA |
| 5.b | For education only: | NA |
| 6. | Brief comments on why your previous experience is relevant to the new school | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | <ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED] |
| 8. | Reference names(s) and contact details | [REDACTED] [REDACTED] |

Annex 18 – [REDACTED]

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| | | |
| 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>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p> |
| | | <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [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 membership number</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">the school's results for the</p> | |

| | | |
|-----|--|---|
| | <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. | <p>Brief comments on why your previous experience is relevant to the new school</p> | <p>██████████.</p> <ul style="list-style-type: none"> • ██████████. • ██████████. |

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