



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

THE ELLIOTT HUDSON COLLEGE

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SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

| | |
|---|---|
| Pre-registration reference number | 6623 |
| Name of proposed school: | The Elliott Hudson College |
| Is this a route one application or a route two application? | Route two |
| Name of lead applicant: | <REDACTED> |
| Address of lead applicant: | The GORSE Academies Trust C/O The Morley Academy Fountain Street Leeds LS27 0PD |
| Email address of lead applicant: | <REDACTED> |
| Telephone number of lead applicant: | <REDACTED> |
| How you would describe your group? | A chain of academies or free schools |
| If 'Something else' please describe your group: | NA |
| Have you applied before for this school, whether under the current name or something else? | No |
| If 'Yes' and the name of the school was different, please say what the original name was: | NA |
| If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. | Please select |

About the company

| | |
|---|--|
| Have you established your trust in accordance with the DfE model articles of association? | Yes |
| Company name: | The GORSE Academies Trust |
| Company address: | Fountain Street Leeds LS27 0PD |
| Company registration number: | 7465701 |
| Date when company was incorporated: | 09/12/2010 for MHS Education. Name was changed 6/9/12. |
| Please confirm the total number of company members (must be a minimum of 3): | 3 |
| Please give the names of all company members: | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
| | |
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| | |
|---|--|
| Please give the names of all company members: | |
| | |
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| Please list all company directors, providing their name and the position they will hold when the school is open: | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
| | <REDACTED> |
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| Please provide the name of the proposed chair of the governing body, if known: | <REDACTED> |
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Further details about the group

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| Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. | No |
|--|----|

| | |
|--------------------------------------|-----|
| Are you an approved academy sponsor? | Yes |
|--------------------------------------|-----|

| | |
|--|---|
| How many existing free schools or academies are run by your group? | 3 |
|--|---|

| | |
|--|---------------------------|
| If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company: | The GORSE Academies Trust |
|--|---------------------------|

| | |
|--|----|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number: | NA |
|--|----|

| | |
|---|----|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection: | NA |
|---|----|

| | |
|--|----|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report: | NA |
|--|----|

| | |
|--|----|
| If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years: | NA |
|--|----|

| | |
|--|---|
| How many free schools are you seeking to open in this application round? | 1 |
|--|---|

Links to other organisations

| | |
|--|---------------|
| Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations. | Please select |
|--|---------------|

| | |
|---|---------------|
| <p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. | |
| <p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> | |
| <p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p> | |
| <p>Have you received help and support from the New Schools Network (NSN)?</p> | Please select |
| <p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> | Please select |
| <p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p> | |



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2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

| | |
|--|--|
| <p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p> | |
|--|--|

| | |
|--|-------|
| In which local authority is your preferred location? | Leeds |
|--|-------|

| | |
|------------------------|------|
| Proposed opening year: | 2015 |
|------------------------|------|

| | |
|------------|-------|
| Age Range: | 16-19 |
|------------|-------|

| | |
|---------------------------|--|
| If 'other' please specify | |
|---------------------------|--|

| | |
|------------------------------------|---------------|
| Will the school have a sixth form? | Please select |
|------------------------------------|---------------|

| | |
|---|----------------|
| Will your school be co-educational or single sex? | Co-educational |
|---|----------------|

| | |
|-------------------------------|---------------|
| Is your school a hybrid type? | Please select |
|-------------------------------|---------------|

| | |
|---|----|
| Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation: | No |
|---|----|

| | |
|--|----|
| Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? | No |
|--|----|

| | |
|---|---------------|
| If you answered yes to either of the above questions, please say which faith: | Please select |
|---|---------------|

| | |
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| If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify: | |
|--|--|

| | |
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| Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori? | None |
|--|------|

| | |
|--------------------------|--|
| If other, please specify | |
|--------------------------|--|

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|---|-------|
| Maximum capacity of proposed free school: | 1,000 |
|---|-------|

| | |
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| Please say which year groups the school will have in first year and the PAN for each | Year 1 (September 2015) will open to Year 12 students only. PAN 520. |
|--|--|

| | |
|---|------|
| Date proposed school will reach expected capacity in all year groups: | 2016 |
|---|------|

| | |
|--|----|
| Will your proposed school include residential provision? | No |
|--|----|

| | |
|---------------------------------------|--|
| If 'Yes', please give further detail: | |
|---------------------------------------|--|

| | |
|--|-------|
| For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school: | 11-18 |
|--|-------|

| | |
|---|----|
| Are you planning to contract the management of your school to another organisation? | No |
|---|----|

| | |
|--|----|
| Have you already identified a principal? | No |
|--|----|

| | |
|---|--|
| If yes please say when you propose the principal would start: | |
|---|--|

| | |
|---|-------|
| Please say how many people will sit on your governing body: | 16-20 |
|---|-------|

Use of freedoms

| | |
|---|-----|
| Will you operate a non-standard school day? | Yes |
|---|-----|

| | |
|--|-----|
| Will you operate a non-standard school year? | Yes |
|--|-----|

| | |
|---|----|
| Will you adopt the national curriculum? | No |
|---|----|

| | |
|--|----|
| Will you adopt non-standard terms and conditions for teachers? | No |
|--|----|

| | |
|--|-----|
| Do you plan to make employ teachers without QTS? | Yes |
|--|-----|

| | |
|--|--|
| Please list any other freedoms you intend to use | Performance related pay for all staff. Enhanced paternity leave. |
|--|--|

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 22 November ? | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you established a company limited by guarantee? | <input type="checkbox"/> <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"/> | <input type="checkbox"/> |
| Section B: Outline of the school | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| Section C: Education vision | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| Section D: Education plan | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| Section E: Evidence of need | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| Section F: Capacity and capability | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| Section G: Budget planning and affordability | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| Section H: Premises | <input checked="" type="checkbox"/> <input 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"/> | <input type="checkbox"/> |
| 5. Have you fully completed the budget plans? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| | | |
|--|---|--------------------------|
| | <input type="checkbox"/> | |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below? <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). | <input checked="" type="checkbox"/> <input 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 | | |
| 11. Have you sent: <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who | <input checked="" type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|---|--|--|
| <p>have submitted Section I forms within the past 365 days</p> <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> | | |
|---|--|--|

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

Print name: 

Date: 8 January 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

The Elliott Hudson College will, as its central mission, focus on ensuring that young people currently living in the south and west of the Leeds city region enjoy access to truly inspirational Post-16 education. This application is being submitted after lengthy and detailed discussion with the two key providers of further education in Leeds: Leeds City College and Leeds College of Building. As a consequence of those discussions The Elliott Hudson College will focus almost entirely on highly aspirational A' Level programmes which will, through the success of the delivery of those programmes, lead all students on to university or to higher level modern apprenticeships. Working directly adjacent to The Elliott Hudson College will be the facilities of Leeds City College and Leeds College of Building. Those colleges will focus on delivering vocational and applied learning to Post-16 students which is of the very highest standard.

The college will be one of the largest Post-16 free schools in the country with a full capacity of 1,000 learners. Students will choose to attend the college because of its reputation as a part of the nationally renowned GORSE Academies Trust. This application is submitted following extensive discussions between three 11 – 18 schools and one 11-16 school across the south and west of the city. Three schools, The Morley Academy, The Farnley Academy and Bruntcliffe High School will become 11 – 16 schools in a phased process which will commence in September 2015 and will be completed by September 2016. Currently, The Morley Academy has over 300 Post-16 students on roll and The Farnley Academy has approximately 100 students in its Post-16 provision. Both Bruntcliffe High School and Cockburn High School have Key Stage 3 & 4 year groups of 240 and though the former has a small 6th form provision currently, it recognises that its 6th form is not tenable for the future with regard to standards of achievement and financial robustness. Cockburn High School is keen to enter in to a formal partnership arrangement which would see it supporting and promoting The Elliott Hudson College to all of its students who are wishing to continue with A' Level study. From the four schools alone we would anticipate in a typical year a minimum of 400 applications to The Elliott Hudson College. This would leave approximately 120 places for students from other schools.

All students, including those from The Morley and Farnley Academies, will be required to apply formally for a place at the college. Strong applicants will be subject to interview with 2 detailed academic references also being required. The admissions process will offer equality of opportunity to all applicants from across the city region though priority will be given to students who have received support through the Pupil Premium and those with any form of a disability. It will be The GORSE Academies Trust's intention to ensure that a minimum of 50% of students come from backgrounds which entitle them to Pupil Premium support.

We are determined to show through the establishment of this Post-16 free school that poverty and deprivation should in no way limit either the quality of a young person's educational experience or the levels of achievement to which those students are able to rise. As a strategic partner in The Leeds Teaching School Alliance The Elliott Hudson College will establish professional standards and expectations which are exemplary. It will also benefit from a recruitment profile which has a national reputation. Indeed, our mission statement stands as the cornerstone of this application: 'Dare to achieve beyond what you are today'. Central to this application is a recognition on the part of the trust that the financial and academic future of very high quality post-16 provision will be 'specialist' in nature. Such an approach allows much greater concentration on the skills required to succeed in the teaching and learning of A Level programmes and in the organisation's ability to establish and then foster links with some of the best universities in the world. Critically it allows the college to form a true centre of excellence, bringing together many of the brightest and most ambitious students from across the city region. At least 50% of those students will be from significantly disadvantaged backgrounds.

As a city Leeds continues to underperform regarding the educational achievement of communities in areas of greatest deprivation. The GORSE Academies Trust has already displayed its determination to use the free schools initiative to challenge this unacceptable situation. In September 2014, for example, the trust will open one of the largest free schools in the country in Leeds city centre. In addition to this the trust has also shown clearly its ability to bring about outstanding educational provision in areas of significant deprivation. As an example, our intervention at The Farnley Academy commenced in September 2009 at a time when the school was in chaos; its Headteacher had died suddenly during the summer holiday and its performance placed it in the 99 percentile for progress at Key Stage 4. As an inner city school only 32% of students secured 5 A*-C grades including English and Mathematics. Despite the doubts of many, performance at the academy has been transformed. As an example, 73% of students secured 5 A*-C including English and Mathematics in 2013 and, in an inspection which took place on 11 and 12 December 2013, the school was judged to be Outstanding overall. This is in an academy in which young people arrive significantly below national average performance in all year groups and which was placed in an Inadequate category by Ofsted in June 2010.

We believe that this application will provide compelling evidence of the need and demand for this kind of provision in Leeds. Analysis of Post-16 performance in the city reveals that, of 33 secondary schools with 6th form provision, only 3 offer Outstanding provision which has been ratified by Ofsted. One of those is The Morley Academy. Of the remainder 19 schools have 6th forms which have been classified as Good. One third of 11 – 18 schools in the city have 6th forms which are less than Good. Further evidence presented within this application reveals the extent to which the city is 'punching well below its weight' with regard to the performance of 6th formers and their destinations at 18 years of age. Leeds continues to experience extreme challenge regarding youth unemployment at 18, including young people who have completed A Level programmes. In 2012 more students went on to Oxbridge from one independent school in London than from the

whole of the Leeds city region's state funded Post-16 provision. Overall academic performance at A Level lags well behind the performance of similar students across the country.

Critically, the college will also ensure that Outstanding provision is developed for students who have not secured robust literacy and numeracy levels of competence. We adhere to the government's aspiration to ensure that all students have a level of competence in English and Mathematics which is in line with a grade C at GCSE by the time they are 18. Currently, thousands of students emerge each year at the age of 18 in our city who do not have those skills. Those programmes, taught by the very best teachers in our partnership, will ensure that students are brought up to that key standard rapidly. That provision will be flexible and will support those who are in employment or who are engaged in vocational and applied training at other colleges.

Though the college's curriculum will be traditional with students studying 4 A Levels in Year 12 through to the full completion of 3 A Levels over a two year course, the curriculum structure will be exciting, dynamic and highly challenging. The structure of learning will be based around extensive research undertaken with the University of Cambridge. Students will be assigned a professional tutor who will follow them through on their learning journey in their time at the college. As well as attending normal lessons students will also be required to attend weekly lectures which will extend their knowledge and understanding of a range of concepts, theories and critical view points which will challenge their thinking and complement their learning. Subjects covered during those lectures will be addressed during seminars and tutorials led by their professional tutor who will also require of them evidence of reading and research which will be a prerequisite for success at the very highest level. The Elliott Hudson College will be a research and innovation centred establishment with students trained to be confident in utilising undergraduate and postgraduate level research papers and international documents which are of the highest calibre. All students will be required to complete the Extended Project Qualification between the end of their Year 11 GCSE studies and the November of Year 12 under the direction of their professional tutor and a subject advisor. We would expect all students to secure an A*, A or B grade in the Extended Project.

Through the college's approach to the Extended Project Qualification and the focus of seminars and tutorials great emphasis will be placed on the development of all students' public speaking skills. This is recognised as a key barrier for many students in the Leeds city region, particularly in their aspirations to be successful in application to the top universities in the country and around the world. Public speaking development will be a key feature of the curriculum.

Regardless of their A Level choice all students will be required to continue with the study of a Modern Foreign Language, at least to A or A* level at GCSE. The college will also offer enormous diversity and opportunity through its enrichment opportunities. This will include a diverse sporting menu, exciting opportunities in the arts and a debating and political forum which explores historical and contemporary issues of citizenship.

We confidently expect The Elliott Hudson College to be significantly over subscribed and rapidly so. This will afford us the opportunity to select students who show greatest passion for their subjects and the greatest determination to go on to the best universities in the world. We have already established great interest from leading partner universities who wish to work in close collaboration with the college. These include the University of Cambridge, Harvard University, Paris-Sorbonne University and the National University of Singapore. Our greatest passion is to ensure that all students in the Leeds city region, including those from some of the most disadvantaged backgrounds in the country, are taken to a level of performance which sees them graduating from the best universities in the world.

Critically, The Elliott Hudson College will also be of great importance in supporting the LA in meeting its basic need challenge in 2015 and beyond. Evidence within this application shows clearly that Leeds as an authority faces a shortage of places in September 2015 of approximately 200 places. This development would facilitate an expansion of year group size at both The Morley and Farnley Academies of 90 students, 180 students in total. Importantly, as well as providing additional basic need those 180 places would be available in two Outstanding academies which are heavily oversubscribed. Making more places available in Outstanding schools remains a key priority of the DfE and TGAT.

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 |
|------------------|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Reception | | | | | | | | |
| Year 1 | | | | | | | | |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | | 520 | 520 | 520 | 520 | 520 | 520 | 520 |
| Year 13 | | | 480 | 480 | 480 | 480 | 480 | 480 |
| Totals | | 520 | 1000 | 1000 | 1000 | 1000 | 1000 | 1000 |

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 |
|---|-----------------------|-----------------------------|--|
| Ancient Greek | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Applied Science | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Art | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Biology | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Business | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Chemistry | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Classical Civilisations | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Computer Science | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Economics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| English Language | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| English Lit | 5 | Voluntary | A Level option as a combination of |

| | | | |
|---------------------|---|-----------|--|
| | | | 4 subjects. |
| Ethics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Film | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| French | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Further Mathematics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Geography | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Geology | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| German | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Graphics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| H & S | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| H & S Double | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| History | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Human Biology | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Latin | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Law | 5 | Voluntary | A Level option as a combination of 4 subjects. |

| | | | |
|-----------------|---|-----------|--|
| Mathematics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Media | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Music | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Music Tech | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Performance | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Photography | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Physics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Politics | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Product Design | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Psychology | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Sociology | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Spanish | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Sports Studies | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Textiles | 5 | Voluntary | A Level option as a combination of 4 subjects. |
| Theatre Studies | 5 | Voluntary | A Level option as a combination of 4 subjects. |

| | | | |
|----------------------------------|--|-----------|---|
| English GCSE | 4 | Mandatory | GCSE retake for any student who has not secured a minimum of C grade at GCSE. |
| Mathematics GCSE | 4 | Mandatory | GCSE retake for any student who has not secured a minimum of C grade at GCSE. |
| Extended Project Qualification | 60 hours of compulsory study between July and September at the end of Year 11 study. | Mandatory | Requirement for all students, the qualification is the equivalent of a full AS qualification. |
| Modern and Ancient Language GCSE | Qualification under taken in student's own time and as a part of the Enrichment Programme. | Mandatory | All students other than those involved in the study of languages at Advanced Level required to secure A*, A or B in a language at GCSE before the completion of their time at the college. Students who already have an A*, A or B in a language at the end of Year 11 will not need to continue with a language. |
| | | | |

Section D1:

Enrichment at The Elliott Hudson College

The list of enrichment opportunities below emerges from discussions with staff and Year 9 and Year 10 students across The Morley and Farnley Academies and Bruntcliffe and Cockburn High Schools. Many would be led by students themselves but a number are passionate areas of interest for professionals who are interested in working at the college.

A Rough Guide to Teaching

Abnormality of the Mind

Amnesty International Student Group

An Introduction to Classical Music

Archery

Backgammon

Badminton (Recreational)

Badminton Team

Bank of England Target 2.0 Competition

Basketball Team

Battle of the Somme Project

Book Making

Brass Band

Card Making & Decorations

Cheerleading

Chess Club

Christian Union

Circuit Training

Classic Comedy

Climbing

College Choir

College December Production

Commercial Street Dance

Creative Photography

Criminology

Debating Society

Dodgeball

Duke of Edinburgh's Award (Gold)

Economics

Engineering Education Scheme

Exploring Voluntary Work Overseas

Fantasy Football League

Fencing for Beginners

Fitness Room

Five-A-Side Football League (Recreational)

Football (Female)

Football (Recreational)

Football Team

Elliott Hudson Voluntary Service

Guitar Club

Hands on Economics

Heavy Books
Historical Controversies
Hockey (Training)
Hockey Team
Improvisational Skills
Investigating Christianity
Journalism
Judo
Knitting & Crochet
Law Mock Trial Competition
Law Society
Learn to Bhangra Dance
Life Drawing
Medical Ethics
Medical Society
Mini Tennis
Music Appreciation Society
Music Technology
Netball Team
Photography
Psychology and Everyday Life
Rugby League Team
Running Club
Salsa and Latin Dancing

Sci-Fi and Fantasy Appreciation Society

Scrabble

Squash (Recreational)

St. John Ambulance Young First Aider

String Ensemble

Sudoku and Cryptic Crosswords

Swimming

Swing Band

Table Tennis (Recreational)

Tennis (Recreational)

Tennis Team

Textiles

The Bible and Literature

The Forum

Touch Rugby

Touch Typing

Trampolining

Viking Empires

Volleyball (Recreational)

Wind Band

Yoga

Young Enterprise

Zumba Dance Workout

Project and Work

Placement Scheme (PaWS)

One of the highlights of the College Year will be the PaWS week held in June for all Year 12 students. They will have the opportunity to participate in either a wide range of projects, designed for both enjoyment and for academic and personal development, or to spend a week shadowing and working with professionals in their possible future career areas.

The Elliott Hudson College will operate one of the most extensive work placement schemes in the country. By 2016, 1000 students will be gaining first-hand experience of the world of work across the UK and abroad. Students may organise their own placements or we will offer a wide range of placements that students can apply for. We will employ a Placement Manager who will oversee the development of placement opportunities. We anticipate many students' career paths being heavily influenced by the strength of their work placement experience.

The Curriculum

The extensive range of A Level subjects gives some indication of the aspirations of this new 16-19 free school. The range of qualifications emerges from analysis of the current curriculum provision in the four named applicant schools as well as further discussions with potential students across the city region.

We are determined to take 16 – 19 year olds in the Leeds city region on to new levels of academic performance. We are totally open in our determination to attract and recruit many of the most able students across the city and, as a consequence, we are entirely focused on academic excellence. Our close partnerships with Leeds City College and Leeds College of Building are the key to the inclusivity of this bid. Students across the city who wish to follow vocational and applied learning opportunities will do so at these colleges. The Elliott Hudson College is almost entirely focused on A Level programmes which will take students on to top universities across the world.

The only exception to that Advanced Level focus will be in our determination to offer exceptional provision for any student who has not secured a C grade in Mathematics or English at the end of Year 11. It is extremely unlikely that any of the students following A Level programmes at the college will be in this position as the selection process for places will be highly competitive and will see successful students having secured very high grades at GCSE. Exceptions might be found, however, amongs applicants who have attended inadequate schools across the city and who have underperformed at GCSE as a result of poor teaching but who also show great propensity for advanced academic study. The majority of students who will take advantage of the exceptional

provision for GCSE retake opportunities in English and Mathematics will not be full time students at the college but will be those who are undertaking programmes of study elsewhere or have secured employment and wish to improve their skill level. The Elliott Hudson College will make a sensible charge to the employer or the college being attended by the student where this is the case.

The trust is determined to ensure that all students emerging from The Elliott Hudson College are truly prepared for global citizenship. A key feature of this determination will be reflected in all students emerging from the college with at least an A grade GCSE in a Modern or Ancient Language. Again the competitive application process will see the great majority of students already operating at this level at the end of Year 11 but where that is not the case students will be required to continue their own personal study of a language under the support of a subject advisor. The student and subject advisor will meet on a weekly basis in order to develop language skills and to converse in the target language. This will always be undertaken on either an individual or small group basis.

The Extended Project Qualification will be an enormously significant part of the early curriculum experience of all students as they move in to the college. At the end of their Year 11 study in June students will formally enrol at the college and will then commence an intensive programme of study in an academic area of their choice which will result in an Extended Project Qualification. Students will have assigned to them on their enrolment at the college a professional tutor who will remain with them as they move through the college for two years. This colleague along with a specialist subject advisor will oversee the student's work on the EPQ. We expect all students to secure an A*, A or B grade on the EPQ based on a compulsory entry for all students in November of Year 12.

Our experience at The Morley and Farnley Academies suggests that this will be of great importance in preparing students for successful A Level study and for university applications. The initiative is particularly important in the successful preparation of students for Oxbridge applications.

The organisation of learning at the college will be based on a model developed in partnership between The GORSE Academies Trust and the University of Cambridge. As well as undertaking their A Level programmes of study students will be required each week to attend a series of lectures, seminars and tutorials which will challenge their thinking and require them to develop an understanding of concepts, theories and new ways of thinking which are at the forefront of global development. The content of lectures will be followed up by the professional tutor in compulsory weekly seminars which will be undertaken in small groups. Additional research on the part of the

student will be required in preparation for those seminars. Weekly tutorials will focus on the student's performance in their A Level subjects.

The College Day

Each A Level subject will be allocated 5 one hour lessons in Years 12 and 13. There will be no identified breaks for lunch or morning or afternoon breaks as these will simply be taken when staff and students are free.

Each day will commence at 8.30 am and finish at 4.30 pm for A Level study. This will provide 40 periods of teaching. Two periods will be reserved for tutorial and assembly time and three for extra curricular activities. These will take place on Wednesday afternoons. This will leave 35 periods of teaching which would accommodate 7 option blocks.

Working on 520 students in Year 12 and an average groups size of 20 students with each student following 4 subjects we would be requiring 100 teaching groups. In a model in which each member of staff teaches 20 periods then we would need 25 full time equivalent staff to deliver the required teaching.

In addition we would be seeking to offer exceptionally high quality evening sessions for Mathematics and English resit GCSEs on Tuesdays and Thursdays from 6.00 pm to 8.30 pm. Additional support will also need to be given to students who have not secured at least an A grade or higher in a Modern or Ancient Language. This support will require the services of the equivalent of a full time teacher.

Special and Additional Needs

Even though the college will be specifically catering for students of higher ability we fully recognise that some students will have a range of learning difficulties including statements of special educational needs. Consequently, one of the two Assistant Principals with oversight for inclusion will look to oversee and coordinate all aspects of SEN.

The college teaching and learning policy will clearly state that it is the responsibility of all staff to ensure that lessons are planned to meet the needs of all students in the teaching group. The college programme for Continuous Professional Development will help staff to develop their skills to a very high level in order that they can meet this requirement effectively.

Students with statements of Special Educational Needs will have their provision allocated through the Assistant Principal with regards to the college policy for special educational needs. Students who have specific learning difficulties will have their particular needs disseminated to their teachers who will prepare their lessons so that the students make the best possible progress. Subject team leaders have the responsibility of ensuring that all Schemes of Work are modified to meet the needs of students with SEN.

The Elliott Hudson College will seek to welcome learners with a range of physical disabilities. We will ensure that physical and educational access is open to wheelchair users and those with physical limitations. We will commit to working closely with the LA and other expert agencies to ensure that each student enjoys maximum support and to establish an understanding of the appropriateness of The Elliott Hudson College in meeting each student's needs.

Arrangements for pupils with SEN and disabilities at The Elliott Hudson College

Duty to have regard to the Code of Practice and other guidance

1. The Academy Trust shall have regard to the Special Educational Needs Code of Practice (2001) and any guidance issued by the Secretary of State relating to sections 316 and 316A of the Education Act 1996.
2. The Board of the Academy Trust shall designate the Principal, the chair of governors or another governor to be the responsible person for the purposes of the following duties in relation to students with SEN.
3. The Board of the Academy Trust shall:
 - use their best endeavours, in exercising their functions in relation to the college, to secure that, if any registered student has special educational needs, the special educational provision which the student's learning difficulty calls for is made;
 - secure that, where the responsible person has been informed by a local authority that a registered student has special educational needs and those needs are made known to all who are likely to teach the student;
 - secure that the teachers in the school are aware of the importance of identifying, and providing for, those registered students who have special educational needs; and
 - consult the LA and the governing bodies of other institutions in the area, to the extent that this is necessary for co-ordinating provision for students with SEN.

Where a young person who has special educational needs is being educated in the college, those concerned with making special educational provision for him/her shall secure that the he/she engages in the activities of the college together with young people who do not have SEN, so far as is reasonably practicable and is compatible with:

- a. the young person receiving the special educational provision which his learning difficulty calls for,
- b. the provision of efficient education for the student with whom he will be educated, and
- c. the efficient use of resources.

The college prospectus shall include details of the Academy Trust's policy for students with SEN and in particular shall include the information specified in Schedule 1 to the Education (Special Educational Needs) (Information) Regulations 1999 as amended or re-enacted from time to time. It shall also include details of the arrangements for the admission of disabled students; the steps taken to prevent disabled students from being treated less favourably than other students; and the facilities provided to assist access to the college by disabled students (disabled students meaning students who are disabled for the purposes of the Disability Discrimination Act 1995).

The college will place great emphasis on the importance of transition both as students join the college and as they move on to the next stage in their learning.

Contact with potential students will begin as early as Year 9 with a range of exciting projects and placement opportunities that will bring students into the college itself. The student application process will begin in the autumn term of their time in Year 11 when extensive opportunities to visit the college on a formal and an informal basis will be facilitated. We will ensure that every student in the city region is written to providing them with greater opportunity from which to make an informed choice.

Students who are offered a place at the college will know that their enrolment at the college will take place in July, following the completion of their Year 11 examinations. This will be facilitated through the departure of Year 13 students on the completion of their A Level examinations. Every one of those students entering the college will then embark upon their Extended Project Qualification, providing them with the opportunity to work closely with their professional tutor. Engagement in the project will also allow students to become familiar with the research facilities at the college and other students with whom they will be working over the next two years.

Students will be supported throughout their two years at the college to prepare for the next exciting stage in their learning. For the great majority this will be in the form of preparation for successful application to Russell Group universities. The focus of this process will be primarily facilitated

through the professional tutor who will find tune those skills during the two years. Further support in helping students in those applications will come through the already established partnerships which are in place with some of the best universities in the world. Residential opportunities have already been offered by the University of Cambridge, Harvard University, Paris-Sorbonne University and the National University of Singapore.

Given the nature of the college and the reputation of the trust we expect the profile of students to be entirely higher ability. Consequently it is not our intention to set a policy for higher ability students but to ensure that extremely high aspirational targets are set and delivered for every student. In essence, this will see them being required to replicate at A Level their GCSE grades in subjects which are being continued. Given that most students will have been operating at the very highest grades at GCSE we will expect the enormous majority of A Level grades to be A*, A and B.

Section D2

Academic Performance of students at The Elliott Hudson College

Measuring Student Performance

The college will support every student and ensure that the targets set and the progress made are line with the Individual Learning Plan agreed between the student and their professional tutor. It will be modified from time to time through the college year during regular learning reviews involving the student, and relevant members of the teaching staff as determined from time to time.

Middle leaders will have a key role to play in monitoring the overall pattern of attainment and progress and in supporting the transformational ethos and vision introduced as part of The GORSE Academies Trust partnership. A particular feature of the structure will be the induction into Year 12 and the culture and behaviours which will be developed for all new cohorts.

SLT and governors will receive a summary report at every assessment cycle analysing current attainment and progress against targets and identifying areas of concern.

Departmental performance (including individual student and class analysis) will be available for all Heads of Subject and will form the basis of regular reviews to ensure the college targets are being met and that the transformation in teaching and learning outcomes are realised.

Whole College Performance will be evaluated through:

- Use of local/national data provided by the LA and the Department for Education to compare the college's performance with local and national achievements.
- Analysis of departmental achievements against original college targets and in comparison with other departments in the college.
- Close scrutiny of the progress of identified groups of students (e.g. Special Educational Needs, Pupil Premium, ethnic minorities, Looked After Children, Travellers) compared with similar groups nationally.

These comparisons will be complemented by:

- A detailed Assessment Calendar, published to all staff and made available to all interested parties.
- Published targets for both year groups based on prior achievement and expected progress. Targets for all students will be aspirational yet realistic in order to encourage them to make maximum progress.
- Focused and regular reviews of student progress, with particular emphasis on examination groups, in order to counsel, mentor and encourage individual learners and to inform parents and carers of progress.
- Regular consultation with learners, parents, carers, staff, governors and all other interested parties to monitor all aspects of the college's effectiveness.

Students will receive detailed information about their progress not only in their lessons but through a variety of other methods, including:

- The Assessment Point process. At three points during the year, each student will have a personalised conversation with each of their subject teachers in order to discuss their current position and levels of effort.
- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week.
- Assessment Point summary reports which will provide a comprehensive summary of progress against targets and also include information regarding effort levels.
- Weekly meetings with the professional tutor.

Parents and carers will receive detailed information about the student's progress through a variety of communication methods, including:

- The student planner; Assessment Point information will be recorded in detail in the planner during the Assessment Point week. There will be space for a parent/carer comment at the end of each Assessment Point planner page.

- Assessment Point summary reports; these will be sent home to parents/carers and provide a comprehensive summary of progress against targets and also include information regarding effort levels. We will expect all students to be operating at an effort of Good or Outstanding.
- Extended summary reports; Parents and carers of students will receive an extended summary report at one point during the year.

Parents and carers will have two formal opportunities to come into school and meet with teachers through consultation evenings. Details of these will also be sent out prior to each evening.

Subject teachers will be able to access background and prior attainment information for the students that they teach in order to personalise learning for all students. Throughout the year, subject teachers will assess regularly, with AFL and APP activities providing the foundations for the assessment of student performance and progress. Accurate and timely assessment will be used by all staff to enhance teaching and learning. All information will feed into the Assessment Point process that will be carried out with students. Information from each Assessment Point will be centralised and used to produce Summary Reports.

All departments, led by the Head of Department, will carry out regular standardisation and moderation of work and Assessment will be a regular topic for discussion in all departmental meetings.

Heads of Department will also analyse the data that is produced following each Assessment Point and use this to identify strengths and areas for intervention.

Target setting and the review and analysis of progress against those targets will be a pivotal part of the academy's work. This process will be in line with the exceptional work of The Morley and Farnley Academies in this area. At the centre of that process are Subject Leaders who will work in partnership with the appropriate Senior Leadership Team line manager to review each term the progress being made by individual students, teaching groups, all key student profile groups and whole year groups.

Subject Leaders will, along with the attached colleague from SLT, present a detailed assessment report to the Senior Leadership Team regarding their own area of work on a termly basis.

Where significant cohort weaknesses in progress are identified, the key subject leader will prepare a report for the Principal within 2 weeks of those concerns emerging. That report will identify in detail the strategies which will be employed to successfully address those concerns. Progress against the measures identified in that report will be closely monitored by the attached member of the Senior Leadership Team with half termly updates presented to the Principal.

Where weaknesses in progress are based around a smaller number of individual students it will be the responsibility of the Subject Leader to establish an appropriate intervention plan in consultation with other linked professionals. This could include ASTs and Learning Mentors.

It does have to be recognised that, at times, the progress of students will be limited by a professional ineffectiveness. At the centre of this will be key middle leaders whose responsibility it will be to challenge and support the professionals in their teams, involving ASTs as appropriate to support them in that process. Middle leaders will also ensure that team members benefit from exceptional CPD opportunities including planning effective training days within the academy which match the needs of all professionals.

Central to this success at The Elliott Hudson College will be its involvement as a strategic partner in The Leeds Teaching School Alliance which is led by The Morley Academy. As well as facilitating exceptional opportunities for CPD and leadership training membership of the alliance will also mean that the college is centrally involved in new teacher recruitment through School Direct. An example of the level of The GORSE Academies Trust's commitment to professional development is seen in its status as an Investors in People Gold Award holder, an accolade given to only the top 0.25% of IIP holders.

In line with the new Ofsted framework the great emphasis of our work as an college will be on ensuring that all students make exceptional rates of progress from the point at which they enter the college. We will be seeking to ensure that:

- 100% of students match or exceed at A Level their GCSE grade in that subject. Where the student is taking a new subject their GCSE grade in Mathematics or English will be used, whichever is most appropriate for the A Level subject.
- 90% of all A Level grades at the end of Year 13 at A*, A or B grade.
- 30% of all A Level grades at the end of Year 13 at A* grade.
- 90% of students retaking English or Mathematics GCSE secure a C grade or higher in one year. 100% successfully secure the qualification in two years.
- 100% of Year 12 students secure an A*, A or B grade in the Extended Project Qualification.
- 100% of students leave the college with minimum of an A* or A grade in a Modern or Ancient Language.
- 70% of Year 13 students to be successful in securing a place at a Russell Group University or an overseas university of international renown.
- All students wishing to move on to higher level apprenticeships successful in securing a place. This will include students wishing to join the armed forces at officer level.
- A retention rate from Year 12 into Year 13 of 95% or higher.
- A completion rate on all A Level programmes of 98% or higher.
- Attendance rates across the college of 96.5% or higher.

Section D3

Staffing Plan

Outlined below is a detailed and fully tested staffing model to deliver the aspirational curriculum already outlined.

Leadership

Year 1 - Appointment of a Principal, Vice Principal and 1 Assistant Principal.

Year 2 - Appointment of 1 Assistant Principal

Advanced Skills Teachers

Although nationally this role has ceased to exist The GORSE Academies Trust considers AST's vital in ensuring standards of teaching across the Trust and considers them to have made a

significant contribution to the Outstanding judgement given in their two 11-18 academies. Consequently the role has been retained and is included with TGAT Pay and Appraisal policy.

Year 1 – Appointment of 3 Advanced Skills Teachers in English, Maths and Science.

Year 2 – Appointment of a further 2 Advanced Skills Teachers in MFL and Humanities.

Teaching Staff

Year 1 - Numbers required assumes 520 students in YR12, an average group size of 20 and 4 subjects per student . This would result in 100 groups and with each member of staff teaching 20 periods there would be a requirement for 25 FTE staff. There would be an additional staffing requirement for resits and tutorials.

Teaching staff with additional TLR's would be allocated additional free periods in order to fulfil the requirements of the TLR. This additional teaching requirement would be met by SLT and AST's.

The number of groups per subject is assumed to be as follows and is based on numbers within the Post 16 at The Morley Academy and on discussions with Greenhead College in Huddersfield.

| | | | | | |
|------------------|---|-------------------------|---|-----------------|---|
| Maths | 6 | Economics | 2 | Textiles | 1 |
| Further Maths | 1 | Business | 3 | Photography | 1 |
| English Language | 6 | History | 6 | Graphics | 1 |
| English Lit | 4 | Classical Civilisations | 2 | Theatre Studies | 2 |
| Media | 3 | Politics | 1 | Performance | 2 |
| Film | 1 | Law | 3 | Music | 1 |
| Biology | 4 | Sociology | 4 | Music Tech | 1 |
| Human Biology | 2 | Psychology | 4 | Sports Studies | 3 |

| | | | | | |
|-----------------|---|------------------|---|---------|-----|
| Chemistry | 5 | H & S | 3 | Spanish | 1 |
| Physics | 3 | H & S Double | 1 | French | 1 |
| Applied Science | 3 | Computer Science | 4 | German | 1 |
| Geography | 6 | Product Design | 3 | Ethics | 2 |
| Geology | 1 | Art | 2 | = | 100 |

Teachers heading up departments would be paid TLR allowances dependant on the size of the department. TLR payments would also be made for HOY12 and 2 Asst HOY 12.

Some additional TLR points have been budgeted for to represent responsibilities within the college which may include work experience co-ordination, Oxbridge , transition etc.

It is likely that in the first year a significant number of teachers will teach at both the Morley site and the site of the Elliott Hudson College.

Year 2 – Assuming 480 students are retained into year 13 with a further 520 in year12. It is assumed that all students continue to take 4 subjects. A further 25 teachers would be required. This would include a HOY 13 and 2 Asst HOY 13.

Support Staff

Pupil Support:

Learning Mentors – to provide additional support for students with social or emotional issues, pay rate in line with TGAT employees.

ICT Team – To ensure ICT is used across the curriculum to support teaching and learning. This team will work in conjunction with the Director of ICT for the GORSE Academies Trust.

Technicians in music and science are required to support teaching staff in delivering the curriculum. Pay rates in line with TGAT employees.

Language Assistants – One is required for each language offered as part of the curriculum. These are essential in ensuring students practice their speaking skills and will assist all students in the continued study of a Modern Foreign Language as an additional learning opportunity.

Administrative:

Includes Principal's PA, Assessment Officer, Exams Officer, 2 Admin assistants, Finance/ Admin Assistant and a Receptionist.

The Assessment Officer would work closely with the Director of Assessment for TGAT to ensure a consistent approach across the Trust and provide SLT with timely and accurate information.

The Finance/Admin assistant would have a limited financial role as the majority of work would be done by the central Finance team. However, their responsibility would include processing of all Bursary applications.

The Elliott Hudson College - 30% Savings.

Below is a carefully costed assessment of a staffing structure based upon a significant reduction in income.

30% savings would mean significant staffing reductions in both teaching and support staff. The college would be keen to maintain their curriculum offer this would mean offering the same numbers of subjects but having less numbers of groups in each subject.

Staff Salaries

2015-2016

██████████

2016-2017

██████████ 2017-2018

██████████

Other Staff Costs

2015-2016

There would be no change to these costs in year 1.

2016-2017

██████████ 2017-2018

██████████ Premises

██████████ Educational Resources

██████████ Spending on Non ICT and ICT resources would still occur in the initial years to ensure the college was fully resourced and able to accommodate increased numbers of pupils as soon as they materialise without incurring additional costs.

Professional Services

██████████ Other

██████████ Summary

The savings achieved in each year would result in an in year surplus in each year as follows;

2015 – 2016 ██████████

2016 – 2017 ██████████

2017 – 2018 ██████████

2018 – 2019 ██████████

2019 – 2020 ██████████

It is likely that additional members of staff would be appointed in 2016-2017 utilising the POG. These staff would be appointed to areas of greatest need and would be appointed on temporary contracts in the first instance until the pupil numbers rose to the expected levels.

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)

N/A

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 | | | | | | | | |
| Year 1 | | | | | | | | |
| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Year 7 | | | | | | | | |
| Year 8 | | | | | | | | |
| Year 9 | | | | | | | | |
| Year 10 | | | | | | | | |
| Year 11 | | | | | | | | |
| Year 12 | 520 | 628 | | 121% | 520 | 649 | | 125% |
| Year 13 | | | | | 480 | 628 | | 131% |
| Totals | 520 | 628 | | 121% | 1000 | 1277 | | 128% |

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

During the course of the summer and early autumn terms we engaged in an extensive consultation process with potential students and parents. After great consideration we decided to focus our efforts on students currently in Year 9 and 10 as these will be the students who would form the first two years of the student population at the college.

The approach that we took was to hold four information evenings at The Morley Academy, The Farnley Academy, Bruntcliffe High School and Cockburn High School. They were held on Tuesday 4 June, Thursday 6 June, Thursday 4 July and Tuesday 10 September respectively. All students at the schools were sent an information leaflet which was to be shared with parents prior to the evening. The text of the leaflet was as follows:

A new Post-16 College, a new future?

Many of you will be aware that the world of Post-16 education is changing rapidly. For some time now, young people in Leeds have not performed at a level which is in line with other students nationally when it comes to performance at A Level.

We have thought long and hard about this at The GORSE Academies Trust and what we would like to share with you is a vision for the transformation of Post-16 education in the south and west of the city which will be both aspirational and exciting. It is our intention, given appropriate demand and support, to apply to the government to open a new Post-16 free school which will be located on the [REDACTED] in and around the area of [REDACTED]. You will be aware that such a location offers tremendous advantages regarding transport and accessibility.

The College will offer the very highest standards of academic provision to approximately 1,000 students who are seeking to secure top A Level grades and to go on to some of the top universities in the country and around the world. During the course of the information evening you will find out more about what we plan to do. We are certain that you will find those plans to be very thought provoking.

As a part of this application we are also exploring a joint move on the part of three schools, The Morley Academy, The Farnley Academy and Bruntcliffe High School to become 11 -16 schools in line with this development. This would mean that the students in those schools this new college would represent a first point of choice for any student who wishes to go on to studying A Levels. Students who wish to study vocational or applied courses will be able to do so through the close partnerships that we have with Leeds City College and Leeds College of Building.

As a part of this initiative we have already established close working relationships with some of the best universities in the world. This includes the University of Cambridge, Harvard University, Paris-Sorbonne University and the National University of Singapore.

The evenings should a great opportunity to find out more about our plans. It is really important to us that we are able to establish an understanding of the level of support, interest and demand that there would be for such a development. Consequently, during the course of the early part of the autumn term we will want to speak to you again in the hope that you and your family would provide us with a very clear commitment to continuing your education at this new, exciting Post-16 College.

We look forward to seeing you on the evening which will begin formally with an address from the Executive Principal at 6.30 pm.

A further two information evenings were held in the west and east of the city region, providing parents and students from schools from across the whole city region with the opportunity to find out more about the proposed college. The events were held at Pudsey Civic Centre and John Smeaton High School which is in east Leeds. Again we focused on students currently in Years 9 and 10 and the information that was sent out to students in all schools with the support of the local authority was an adapted version of the information in the leaflet already set out above.

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We look forward to seeing you on the evening which will begin formally with an address from the Executive Principal at 6.30 pm.

The response to all of those information evenings was overwhelming both in terms of the numbers in attendance and with regard to the positive response of students and parents.

Attendance at those events was as follows:

The Morley Academy 382 students

The Farnley Academy 318 students

Bruntcliffe High School 234 students

Cockburn High School 243 students

Pudsey Civic Centre 169 students

John Smeaton High School 148 students.

All of the above students formally registered their interest and details with us. We then followed up on those information sessions with a proforma that we asked those students to complete. The proformas were distributed in the week beginning 21 October.

The questions in the proforma were as follows:

1. Do you support the idea of a new Post-16 academic college in the south west of the Leeds city region?
2. Are you concerned about the current quality of Post-16 provision in the city?
3. Would you be intending to attend this new college if it opens in September 2015?

4. Would you be attending the college as a Year 12 student in 2015 or 2016?

Of the 1494 students in attendance at the six information sessions 1309 provided returns on the proforma. Of the 1309 returns all but one student answered all four questions.

Question 1

Yes 1157 No 152

Question 2

Yes 1124 No 185

Question 3

Yes 608 (Year 10 students) No 39

Yes 629 (Year 9 students) No 33

Question 4

September 2015 608

September 2016 629

Further information in support of the evidence of demand for this Post-16 free school is found in appendices accompanying the application. One provides a map showing the closest secondary schools to the proposed site. It will be noted that a significant number of those schools are performing at a level which is less than Good in Ofsted terms and that many of them have 6th forms which are Inadequate or Require Improvement. None, other than The Morley Academy, has an Outstanding 6th form.

A further appendix is attached which sets out the level of demographic challenge being faced by the LA. Though it is clear in the Criteria for Assessment Booklet that basic need does not apply for Post-16 pupils it is essential to emphasise that this application will provide 180 Year 7 places at two Outstanding academies. Over the course of the next five years this will facilitate a further 900 places at those two Outstanding academies.

Section E2

Already set out in Section E1 are the details of how we have engaged with the community on this proposal. Clearly, the challenges of engagement are very different in a 16-19 free school application bid with an enormous focus being placed on direct engagement with students who are of an age now that means that they would be the first to attend The Elliott Hudson College.

During the course of the summer and early autumn terms we engaged in an extensive consultation process with potential students and parents. After great consideration we decided to focus our efforts on students currently in Year 9 and 10 as these will be the students who would form the first two years of the student population at the college.

The approach that we took was to hold four information evenings at The Morley Academy, The Farnley Academy, Bruntcliffe High School and Cockburn High School. They were held on Tuesday 4 June, Thursday 6 June, Thursday 4 July and Tuesday 10 September respectively. All students at the schools were sent an information leaflet which was to be shared with parents prior to the evening. The text of the leaflet was as follows:

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We were amazed at the overwhelmingly positive response and the very high numbers of students (and their families) who attended. We expected a very positive response from the four schools named in the opening part of this application but we were very positively surprised by the attendance of students and families from right across the city region at the two additional information evenings held in east and west Leeds. As a consequence, we are absolutely confident that The Elliott Hudson College will be significantly oversubscribed because there is an enormous demand for such a provision.

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 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) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|---|------------------------|-------------------------------|---------------------------------|
| ██████████ | Y | ██████████ | ██████████ | 15 hours |
| ██████████ | Y | ██████████ | ██████████ | 12 hours |
| ██████████ | Y | ██████████ | ██████████ | 12 hours |
| ██████████ | Y | ██████████ | ██████████ | 8 hours |
| ██████████ | Y | ██████████ | ██████████ | 6 hours |

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 |
|---------------------------|------------------------------|
|---------------------------|------------------------------|

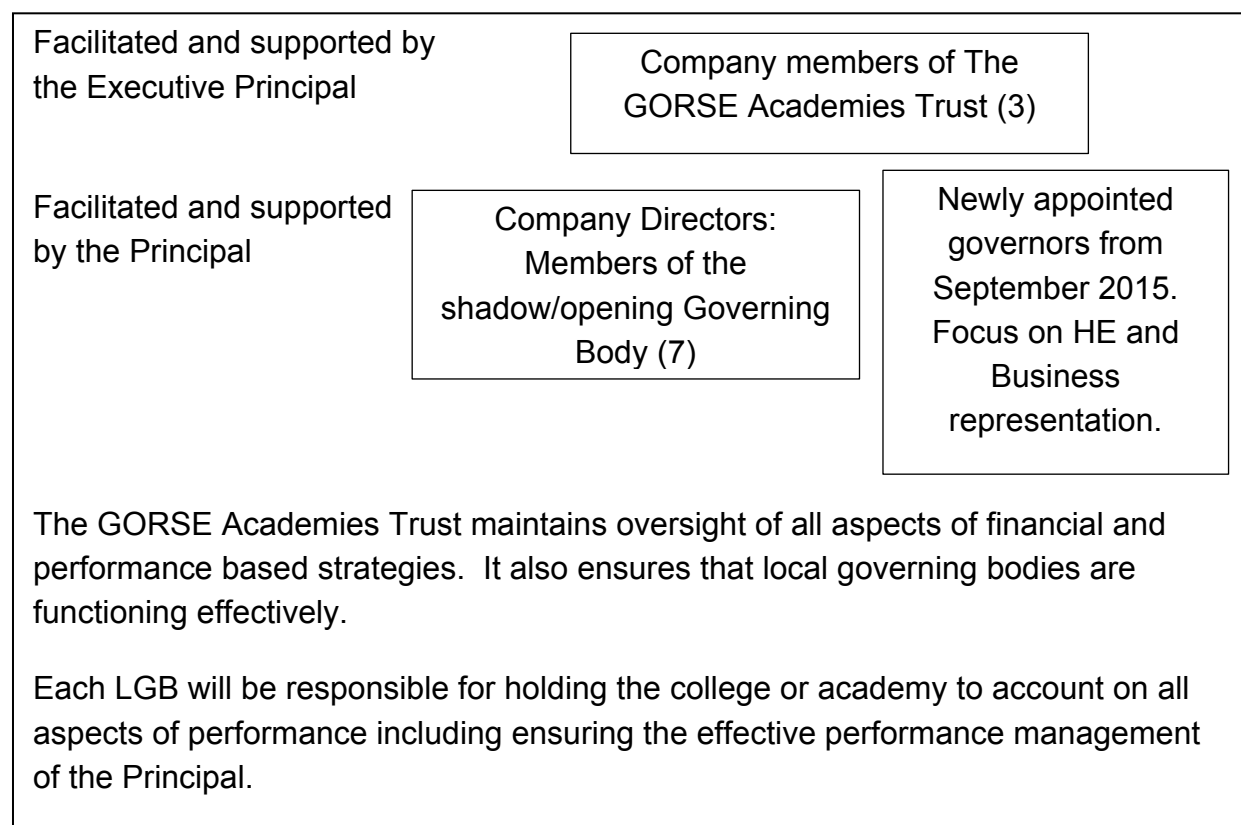
| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|---|
| Capital and Building Development | Though the trust has extremely extensive experience in this area we retain the services of [REDACTED]. Should this application be successful [REDACTED] will be commissioned by the trust to act as an expert on premises development in partnership with the EFA. |
| Human Resources | Again the trust has extensive experience in this area, possessing also all of the advantages that are attached to recruitment through Teaching School Status. Nevertheless we intend to bolster the robustness of our work in this area by continuing to commission [REDACTED] who is a very senior Personnel Officer within the LA and who has worked with the trust for the past 6 years. |
| | |
| | |
| | |
| | |

Section F2

Governance

Upon opening, The Elliott Hudson College will become a part of The GORSE Academies Trust, a company set up and registered at Companies House in December 2010. That company has three members who have appointed seven company directors. The seven directors will form the first governing body of the academy and will look at the first possible opportunity to extend and strengthen that governing body, particularly through local representation, local significant employers and higher education representatives.

The diagram below sets out the relationship between the company (The GORSE Academies Trust), the governing body of The Elliott Hudson College and the Principal/Principal Designate. It is worth emphasising also that the overall strategic direction of the academies within the trust is directed by the Executive Principal. The role of the Executive Principal is also set out in that diagram.



The board of The GORSE Academies Trust works with the Executive Principal to guide the overall strategic direction of the partnership. Its fundamental areas of concern are as follows:

- To ensure the financial efficiency and probity of the trust and of each of the academies within the trust;
- To monitor the academic performance of the academies in the trust, ensuring that appropriate targets are set and checking progress against those targets;
- To ensure that the performance management of the Principals and the Executive Principal are carried out properly and robustly;
- To ensure that the partnership's Teaching School status is fully utilised;
- To fully assess the appropriateness of any new potential members of The GORSE Academies Trust;
- To ensure that the work of all governing bodies within the trust is effective with appropriate levels of challenge and support;
- To ensure that opportunities for efficiency savings and shared expertise across the partnership are fully utilised.

The Governing Body of The Elliott Hudson College will work under the overall direction of The GORSE Academies Trust. There is every expectation that the governing body will operate in a highly effective manner; its Chair of Governors is a National Leader of Governance and a number of members of the governing body have extensive experience of Outstanding governance through their work at The Morley and Farnley Academies. Consequently we expect the governing body to be highly aware of its own strengths and weaknesses and capable of acting to improve its own performance.

Where performance of any governing body in the partnership gives cause for concern it is the responsibility of The GORSE Academies Trust to ensure that those areas of concern are addressed. This could include the removal of a governor or the appointment of a new governor.

Through its monitoring of the work of the governing body the trust will be fully aware of progress being made against financial and academic targets. The trust has the right to intervene directly should it have concerns in either of these two areas and to overrule governing bodies when appropriate.

The Governing Body will share its workload between the committees, and will delegate to those committees and the Principal appropriate powers. Any obligations not so delegated will remain for the Governing Body to discharge.

The Chair of any committee, or the Principal, may invite non-members of the committee to attend committee meetings. Any such invitee may participate in the deliberation of the committee and, though deemed to have been in attendance, will not have a vote. The same applies in respect of full Governing Body meetings, but any participation therein will be at the invitation of the Chair.

Any governors may attend any committee meeting and participate in its discussions, but will not have voting powers if not an allocated member of the committee in question.

Minutes of all committee meetings will be supplied to all governors.

At its first meeting of the academic year the Governing Body will review its delegated powers, standing orders and terms of reference, as well as agreeing Chair and Deputy Chair. It will also make whatever other decisions are needed to enable it to carry out its duties.

If an urgent decision has to be made between meetings, the Chair of Governors and Principal, along with the relevant committee Chair are empowered to make that decision. This must be reported to the committee at its next meeting.

Delegated Powers to Principal

1. Responsibility for complying with SEN requirements
2. Responsibility for keeping curricular records of each pupil

3. Responsibility for academy security issues
4. Power to discipline staff up to and including a final written warning

Committees

Whole Academy Performance Management & Curriculum Committee (WAP)

Finance and Risk Management Committee (FRM)

Strategy Review Group (SRG)

WAP & FRM

- Both committees will meet at least three times a year
- Both committees may agree to delegate responsibilities to the Chair or form sub-committees or working groups as necessary to ensure their responsibilities and objectives are discharged
- Both committees will be formed from those governors electing to be members of the committee
- For any committee to be quorate these must be at least 3 members of that committee present.

Terms of Reference

Whole College Performance (WCP)

Responsibilities

- Monitor student outcomes and achievement at all key stages

- Monitor curriculum provision and development (including curriculum enhancement and enrichment)
- Ensure appropriate target setting
- Monitor professional effectiveness and teaching and learning
- Monitor effectiveness of performance management

Objectives

- Ensure the College meets its academic targets and, in particular, ensure the College is at least in the top 10% of all maintained Colleges for KS5 results
- Agree the academic targets that are to be set
- Ensure the curriculum continues to meet the needs of all students and we take the opportunity of recognising and celebrating student achievement within the wider community
- Aim to ensure that the quality of all teaching and assessment is Outstanding
- Oversight of relevant pastoral and performance policies and implementation
- Oversight of relevant parts of SEF
- Oversight of and involvement in the School Development Plan

Finance and Risk Management Committee (FRM)

Responsibilities

- Monitor arrangements for managing risks to students including Child Protection and Health and Safety processes
- Monitor the management of the College's finances in accordance with the financial regulations of The GORSE Academies Trust
- Monitor the letting and performance of any major contracts (ie those above XXXXXXXXXX)
- Monitor the development of the learning environment

- Monitor the development of academy policies and procedures
- Monitor all aspects of estate condition, problems and requirements

Objectives

- Ensure that appropriate arrangements are in place to protect every student from harm (including approaches to bullying, harassment, behaviour, ensuring those with access to children are fit, proper and safe, the learning environment is safe and risks outside of the academy are assessed and managed)
- Ensure that the college finances its activities within its budget (the college should avoid deficits each academic year)
- Ensure that the college plans its finances to enable it to meet the needs of the learning environment both in the short and long term
- Ensure that there is an accessibility/disability plan for the college and that the development of the learning environment takes account of accessibility
- Ensure that the college gains the best value from all of its external contracting arrangements (and from expenditure in general)
- Ensure that the college's policies and procedures remain up to date and reflect the strategic direction of the academy
- Ensure that the college estate continues to be fit for purpose

Strategy Review Group (SRG)

Will have a Governor responsible for co-ordinating the Group

- Will be made up of the Chairs of the WCP and FRM, the Chair and Vice-Chair of Governors (where not a Committee Chair) and the SRG Co-ordinator
- Will meet at least three times a year
- Will delegate responsibilities as necessary

Responsibilities

- Monitor the development and implementation of the College Development Plan - including initiatives to deliver these objectives
- Monitor any issues that arise in the College Year that impact upon the delivery of the college's plans

Objectives

- Ensure the college operates as an "Outstanding College" in all areas of its work
- Ensure the College Development Plan remains fit for purpose and that the college delivers "Outstanding" performance (ensuring that there is long term planning to achieve these aims)
- Ensure that the college's key priorities are addressed and initiatives are successfully implemented and reviewed
- Address any issues that impact upon the delivery of the College Development Plan

Other Committees

Performance Management and Pay and Grading Committee

The Chair and Vice-Chair and one or more governors nominated by the Governing Body will conduct the Principal's performance appraisal.

A governor elected by the Governing Body will act as an appeal governor to act in the event of the Principal wishing to appeal any decision in respect of the performance review.

The Principal's performance reviewers will also act as the pay and grading appeal committee (hearing any appeals that need to be heard by governors, made by a member of staff regarding their pay).

Ad hoc Panels

From time to time Governor appeal panels will need to be formed. The composition of the appeal panel will depend upon the matter to be addressed, and whether or not any Governors have any conflicts of interest and Governor availability. Depending on the circumstances, the Chair of Governors, the Principal or a member of the Senior Leadership Team nominated by the Principal will be responsible for organising the relevant panel. The panels will deal with matters such as:

- Exclusion appeal hearings (to hear appeals by carers in respect of fixed term or permanent exclusions of students);
- Employment related appeal hearings (to hear appeals in respect of any grievances raised by staff, appeals against decisions to permanently dismiss a member of staff or any other sanction);
- Complaints management appeal hearings (to hear appeals against the decision of the Principal or any other person in respect of complaints raised by a carer or any other similar person).

Governors with areas of special responsibility

Training

- Alerting governors to training opportunities
- Encourage individual governors to attend relevant training sessions
- Monitoring and recording training
- Organising group training sessions
- Identify training needs

Safeguarding including Safer Recruitment

- Ensure the college has an appropriate Child Protection Policy

- Monitor safe recruitment procedures
- Ensure the Principal and all other staff undertake regular training and that all others are aware of the school's arrangements/child protection

Inclusion

- Develop knowledge and understanding of SEN issues
- Monitor SEN provision and progress
- Oversee inclusivity of practices and policies

Responsible Officer

- Acts as internal auditor, ensuring that relevant testing and procedures are adhered to and ensures that the reports of the external auditors are conveyed to the Governing Body, at least once a term

Pupil Premium

- Monitor the progress of PP students
- Draw attention to any concerns in this area
- Liaise with members of staff whose work is directly connected to maximising performance of disadvantaged students

Health & Safety

- Overseeing maintenance of contract with contractors
- Carrying out site inspection at least once a year
- Inspection of accident/incident books at least once a term
- Overseeing health & safety within the college

E Safety

- Working with senior staff to ensure that students are trained in e safety
- Examining the college's e safety system
- Inspecting the college's records of incidents of concern regarding e safety

Working towards being a highly effective Governing Body

The role of the Governing Body is to help the academy to fulfil its aim which must be to provide the best possible education for all its students.

There are many things which we as governors are expected to do. The following provides a brief outline:

- Governors have responsibility with the Principal for deciding, reviewing and monitoring many of the policies, plans and procedures within which the college operates
- The governors' role is strategic. The Principal's role is both strategic and operational
- It is important to recognise that governors are part of a team. They all have equal status and though they are appointed by different groups (students, staff, The GORSE Academies Trust, etc.), their main concern is the welfare of the whole college
- Governors make decisions democratically, by consensus. Governors do not have individual powers to act alone
- Governors have a duty to act fairly and without prejudice at all times
- Governors share the responsibility of appointing staff with the college and must act in the same way as any good employer
- Governors should consider carefully how their own decisions might affect other organisations
- Governors should encourage openness in all of their work for the college and should welcome enquiries from parents and the general public
- Apologies should be tendered when meetings have to be missed.

Commitment

- Being a governor involves giving time and energy to the college with at least one meeting a term of both governing body and relevant committees
- It is important that all governors accept a fair share of responsibilities, including service on committees and working groups
- Governors should take time to visit the college and get to know its staff and pupils
- Regular attendance at meetings of the full governing body, committees and working groups is essential

A productive Governing Body

- works together as a group
- decides on policies and priorities with the Principal and staff
- takes reasoned decisions and follows them through
- holds meetings that make a difference to the life and work of the college
- supports the pupils, parents, staff and Principal

Meetings

- The governing body must meet at least three times a year.
- Any three governors may ask for a special meeting through the clerk.
- Seven days written notice of a meeting must be given by the clerk, and the expectation is that any papers, which are to be considered at the meeting, will accompany that notice. Only in emergencies should papers be tabled at the meeting.

On occasions when this unavoidable, the expectation is that the meeting will be temporarily halted, and those present allowed the appropriate time for reading and consideration before being expected to meaningfully consider the matter.

- Shorter notice may be given only if the Chair (or in his/her absence the Vice Chair) agrees that there is an urgent need for a meeting.
- Meetings are not open to the public but the governing body may decide to invite observers on a one-off or regular basis. Observers may contribute to discussion but cannot vote.
- The agenda, minutes, and any other papers used in a meeting must be held in the academy and made available for inspection on request by interested parties, excluding confidential items.

Agenda

- The agenda will list all the items that are to be discussed at the meeting.
- All governors are entitled to ask for an item to be placed on the agenda. To do this they should contact the Chair or clerk a few weeks before the meeting. Governors can also contact the Chair/Principal and ask for information.
- Items under Any Other Business should be for urgent matters only. Governors should let the Chair know before the meeting if they wish to raise a matter under Any Other Business.

Minutes

- The minutes are a record of what happened and are taken by the clerk.
- When the minutes are agreed as a correct record, the Chair will invite discussion on any matters arising from them.
- All governors are entitled to ask a question about the minutes or check on progress since the last meeting.
- There is no need to raise questions on the minutes if they are covered elsewhere in the agenda.

Principal's report/other reports

- This is a report written by the Principal on at least 3 occasions within the year which updates governors on issues and provides information on which decisions can be made.
- This report can also enable the Principal to explain college policies and report on progress.
- The Principal's Report provides an important way for governors to get to know the college.
- This report is also one of the ways by which the Principal is accountable for the running of the college.
- Other reports may be provided by the Principal, committees, the DfE, etc. These can often provide detailed information useful to governors.

Chair and Vice Chair

- The Chair and Vice Chair are elected for either one, two, three or four years.
- Where a vote is taken on an item of business and there are equal numbers for and against, whether in GB or committee the Chair has a casting vote.

Make up of Governing Body

- All governors should have a copy showing the make up of the Governing Body which includes name and category of each governor along with their terms of office.

Quorum/decisions

- A decision cannot be taken unless a minimum (quorum) of governors is present.
- A quorum for a Local Governing Body and committee is 3 elected/selected members of that body.
- Any decision taken at the previous meeting should not be rescinded or varied unless there is an item on the agenda which specifically states the intention to do so.

Withdrawal from meetings

- No governor should be involved in a decision where his/her personal interest may conflict with those of the college (contracts, services, staff). It is up to the governor to declare an interest.
- Where disciplinary action against a member of staff is being discussed, no one who was involved in events leading up to the matter, or who has a personal interest in the outcome, is allowed to take part in the discussion and should leave the meeting.
- Staff governors need not withdraw from meetings unless their interest in the matter under discussion is greater than that of other staff in the academy.
- Staff governors must withdraw from meetings where the pay or performance of anyone who works at the college is being considered.
- The Principal is only required to withdraw when his/her salary/performance is being considered.

Disqualification

- If a governor fails to attend any meeting for six months without the consent of the governing body he/she will be removed from office.

Further information

- For further information on how the business of the governing body and its meetings should be conducted, please consult the Guide to the Law and in particular the Education (School Government) Regulations, which are located at the back of the Guide to the Law. On appointment to a governing body governors will receive a copy of the Guide to the Law.

The GORSE Academies Trust is confident that it possesses the great majority of the expertise required to successfully set up and then run this new college.

The members of the company all have extensive experience and expertise in educational leadership:

██████████

██████████

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Recruiting Governors

As can be seen from information already submitted in this section the opening governing body of the academy will benefit from the expertise of seven members all of whom possess extensive experience of highly effective governance. This includes the services of a National Leader of Governance.

Along with those seven the new Principal will also be a member of that governing body. We will then look to establish 6 further members of the governing body over the course of the first year of the college's existence. This will be made up of three staff governors, two co-opted governors and one student governor. We are keen in making those appointments to establish representation from Higher Education and local employers.

We would expect the governing body to be completed by the end of the first year of the college's existence. We are confident that we will successfully appoint to the six available positions. We will work carefully with all new governors to ensure that they

feel confident in coming forward to serve as governors. It is our intention to work directly with the university and local employers to secure governance representation from those areas.

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 | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|-------------|-------------------------------|-------------------------------|--------------------------------------|--|
| ██████████ | Chair | ██████████ | ██████████ | 5 hours |
| ██████████ | Vice Chair | ██████████ | ██████████ | 3 hours |
| ██████████ | Governor | ██████████ | ██████████ | 2 hours |
| ██████████ | Executive Principal | ██████████ | ██████████ | 15 hours |
| ██████████ | Governor | ██████████ | ██████████ | 3 hours |
| ██████████ | Governor | ██████████ | ██████████ | 3 hours |
| ██████████ | Governor | ██████████ | ██████████ | 3 hours |

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>Due to the extensive expertise in governance across the trust we do not anticipate there being any skills or experience gaps in the Governing Body. We will be seeking to appoint additional governors in the post opening phase from the professional body, the community (including HE and local businesses) and students.</p> | |
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| Skills/experience missing | How you plan to fill the gap |
|----------------------------------|-------------------------------------|
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Section F4

Recruiting a Principal, other Staff and Governors

The GORSE Academies Trust enjoys an excellent track record regarding its ability to appoint outstanding senior staff, including Principals. At The Farnley Academy for example over 70 applications were received for the position of Principal Designate with an exceptional shortlist coming from those applications.

It will be our hope, working in partnership with the DfE, to seek to advertise the position of Principal Designate in the autumn term of 2014. If at all possible we would seek to make an appointment from Easter 2015, giving the successful candidate the opportunity to work alongside the Executive Principal and other senior colleagues for a full term prior to the college opening.

We are confident that, with an advertised salary in the region of [REDACTED] pa, the position will be of interest to a wide range of highly successful educational leaders. We also believe that, with the support of external expertise in marketing, we can ensure that this position is extremely attractive because of the nature of the challenge involved.

We also know from our work as a Teaching School Alliance that we enjoy an excellent reputation with leaders across the country. We are for example heavily involved in the delivery of leadership programmes with the National College including NPQH. This gives us valuable exposure to a wide range of potential applicants.

Though it will be our intention to seek out the very best applicants at a national level we also know that exceptionally strong applications will be made for this post by very senior colleagues currently working within the partnership.

If we are able to make an appointment of a Principal Designate one term ahead of opening then that colleague will be able to work in partnership with the Executive Principal on finalising all aspects of educational provision at the new college. This will include fine tuning the curriculum, systems for monitoring and assessment, pastoral

procedures and the continuing development of the staffing profile though a number of key appointments will already have been made at that stage.

The proposed Specification for the position of Principal Designate at The Elliott Hudson College is set out below:

The Principal/Principal Designate

Job Description

In choosing the first Principal for the College, we are looking for an outstanding leader, who is able to articulate the vision for the new College and who will inspire and empower others to share in achieving it. The successful candidate will be driven by a commitment to creating the best possible educational opportunities for the young people of south and west Leeds, in order to raise aspirations and transform lives.

Overall purpose of post of Principal:

In line with, and building on, the sponsor's vision, the Principal will:

- Develop the College as a catalyst for social change, improving outcomes for students and the community as a whole.
- Be committed to supporting the student through their learning journey from 16 – 19 and beyond.
- Design and develop an outstanding, innovative, creative curriculum comprising high quality academic options through the latest technologies.
- Develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- Develop positive external relationships at a local and strategic level, in partnership with the sponsors and others, to promote the continued development of the College as a central resource for the community.
- To create and manage a complex, institution.
- To recognise and develop sustainable, commercial opportunities.

Strategic direction and development

The Principal will:

- Provide the strategic vision, effective management and operational efficiency to fulfil the ethos of the College and champion its partnerships with other Post-16 providers.

- Lead a complex organisation effectively and efficiently and ensure the successful implementation of change.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

Learning and teaching

The Principal will:

- Design and develop an innovative and motivating curriculum in conjunction with teachers, matched to students' needs.
- Drive up expectations and promote an aspirational culture.
- Ensure focused, data driven improvement
- Involve students in the decision-making processes by developing policies and practices that treat students as partners in the learning process.
- Promote inspirational learning and teaching around the specialism.
- Manage pastoral care, student welfare and anti-bullying procedures effectively.
- Maintain effective assessment, recording and reporting systems of student progress, and establish challenging targets.

Leading and managing staff

The Principal will:

- Promote the College's ethos in which the highest achievements are expected from all members of the College community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans.
- Ensure an aspirational and motivational culture is developed and sustained.

Efficient and effective use of staff and resources

The Principal will:

- Work with the Finance Director to advise the Governing Body on the formulation of the annual budget in order that the College secures its objectives.
- Ensure that the allocation and use of accommodation provides a positive and safe learning environment that promotes the highest achievement for all.
- Develop the College's commercial opportunities.

Accountability

- Work effectively with the Executive Principal, the Chair of the Governing Body and the Governing body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiency and value for money.
- Work closely with The GORSE Academies Trust, its other Academies and partners

Recruiting other Staff

Again The GORSE Academies Trust and The Morley and Farnley Academies enjoy outstanding success in the area of professional recruitment. This is confirmed in their IIP Gold/Champion status and is further enhanced through the partnership's position as a Teaching School Alliance. We know for example that through our ability to provide School Direct training places from September 2013 across our partnership, we will continue to have access to some of the very best professionals entering teaching across the whole country. The partnership was allocated 54 School Direct places for September 2013 and 72 for 2014 and we are very significantly over subscribed in applications for those positions. The quality of applications is exceptionally strong and we expect a number of them to be seeking employment at The Elliott Hudson College.

We know that during the early part of the spring term of 2015 we will need to engage in the first part of an extensive recruitment process for key teaching staff. This will include Heads of English, Mathematics, Science, Modern Foreign Languages, Geography, History, ICT and Technology/Art. We will also be seeking to appoint 2 PE teachers who have the flexibility to offer other subjects such as Drama, Music and RE.

Again we know that, despite the fact that all of these positions will be advertised nationally, many outstanding applications will be submitted by colleagues currently working in The Morley and Farnley Academies.

We believe that with effective marketing professionals will be tremendously excited at the prospect of being a part of this remarkable initiative. We also believe that institutional reputation is enormously important in the area of recruitment and this is reflected in the transformed numbers of applications now received at The Farnley Academy in comparison to numbers only three years ago.

All administrative and non teaching positions will be advertised in the first instance at a local level. We know that the geographical positioning of this new academy will be very attractive to many potential employees. The college will be on major bus and train routes and will, we believe, be a wonderful working environment. Our experience also tells us that the current employment market for such positions is highly competitive.

Clearly we will establish appropriate expectations regarding qualifications and experience according to each post. There will however be strands of consistency in evidence. We will be looking for all leaders to be engaged in post degree level study, including engagement with NPQH. We will be seeking to ensure that all teaching staff have a 2.1 or first class degree. Our non teaching professionals will all need to display high levels of ability in literacy, numeracy and ICT.

Underpinning all of the professionals at The Elliott Hudson College will be a need to display the very highest professional standards and expectations at all times. We are looking for professionals who will act as inspirational role models in the community, who will never accept mediocrity and who will strive to give of their best at all times. We will also be looking for team players who can build upon the ideas of others and who thrive in a vibrant and dynamic working environment.

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

This application is being submitted by The GORSE Academies Trust. The company was formed in 2010 in recognition of the Outstanding performance of The Morley

Academy and its work in the transformation and development of other inner city schools.

This was displayed during an intervention in 2007-2009 at Rodillian School which was led by [REDACTED], [REDACTED]. Morley High School assumed total responsibility for all aspects of leadership at the school including governance, overseeing a transformation from Inadequacy in 2008 to Good with Outstanding for Leadership and Behaviour in 2012. Such was the success of that intervention, The Morley Academy was asked to intervene at Farnley Park High School in 2009 at a point at which the school was in crisis. Again the intervention has been extremely successful with all aspects of the school's performance transformed in the last three years. This is well illustrated in the dramatic rise in academic performance at the school; in 2009 32% of students secured 5A*-C inc. E&M. In 2013 that figure was 73%. The transformation was also confirmed by Ofsted with The Farnley Academy given Outstanding status in December 2013, a remarkable achievement for a school which was classified as Inadequate in 2010.

This information is important because it illustrates the trust's expertise in transforming and maintaining exemplary educational standards and that it has the capacity to focus on major partnership initiatives without that involvement detrimentally affecting academies already in the trust.

The process of establishing The Elliott Hudson College will, in all aspects, be overseen by The GORSE Academies Trust and its Executive Principal. Both The Morley and Farnley Academies enjoy an extensive depth and range of educational expertise and both have deliberately and significantly extended capacity in overall leadership and in the leadership of teaching and learning.

Our confidence that we do possess the expertise to establish and successfully operate The Elliott Hudson College is built upon the following:

- The Morley Academy's own track record as a truly Outstanding academy, as confirmed in its most recent Ofsted report (May, 2013) This confirmed that all areas of the academy were rated at the very highest level;

- The rating by Ofsted of The Morley Academy's 6th Form as Outstanding (May, 2013);
- The Morley Academy's track record of transforming outcomes in other inner city schools in which it has intervened. Most significantly, this has led to exponential improvement at the GORSE sponsored Farnley Academy which has moved from Inadequate to Outstanding in less than 3 years.
- Its ability to utilise the expertise and experience of its Executive Principal in leading this process. As a National Leader of Excellence he is seen as the key driver in this project. His expertise as a lead Ofsted Inspector will also prove invaluable;
- Its ability to utilise a National Leader of Governance in the process as well as the wider contribution of a range of governors with experience of working on an Outstanding governing body.
- The opportunity to take advantage of the depth and range that comes from being part of The Leeds Teaching School Alliance. As well as providing access to an increased range of excellence across a range of schools, the partnership will also prove invaluable in the recruitment and development of some of the very best professionals in the country;
- The knowledge that the trust has an exceptional track record in professional development reflected in its status as an Investors in People Champion;
- The track record of financial excellence of the trust, confirmed by the DfE and auditors;
- The extensive experience of the trust, its governors and its executive in managing extensive capital programmes. This has included total oversight of rebuild and refurbishment projects at the Rodillian and Farnley Academies, and more recently The Ruth Gorse Academy.

Capacity will be generated for this project through the capacity that The GORSE Academies Trust carries, specifically for such initiatives. Because of the dramatic and continuing improvement of The Farnley Academy the trust is now in a position to allocate significant resources to this initiative.

Should this application be successful the Executive Principal will allocate 40% of his time to the project, through to the college opening in September 2015. For that same period the trust's Finance and Premises Director will devote 40% of her time to the project. The same time allocation will also come from The Morley Academy's Governance and Legal Officer.

On a less formal basis senior professionals from across the partnership will support the Executive Principal in preparing the school for opening. This might include the use of ASTs in developing detailed schemes of work which are of an exceptional standard.

The professional team will be joined in their work by key governors from across the partnership who are key representatives of and links to the local community.

At the point of opening all aspects of the operational function of the school will lie with its Principal who will work directly to the Executive Principal. At this point the Executive Principal will devote approximately 25% of his time to The Elliott Hudson College. The Finance & Premises Director and Governance and Legal Officer will also devote 25% of their time to the new college.

During the pre-opening phase it would be our intention to engage the services of an expert company which would support us in all aspects of capital works connected to the project.

Financial Expertise

The GORSE Academies Trust employs a highly skilled team of finance experts, led by a Finance & Premises Director. The team is extremely experienced in all aspects of whole school finance and has been successfully audited by external and independent experts on an annual basis. So successful is the team's work on whole school finance that other schools and academies are directed to them, often by the DfE and EFA, for guidance and support. The Finance & Premises Director has led the financial intervention in two large secondary schools assuming in both instances responsibility for addressing deficit budgets. Her work in both cases received praise from the DfE.

The trust's finance team hold a number of external forms of accreditation. The Finance and Premises Director is a Specialist Leader of Education and is a Chartered Management Accountant. The team was also successful in its assessment against the Financial Management Standard for schools.

In the pre-opening phase for The Elliott Hudson College, the Finance & Premises Director will devote 40% of her time to the project, this will continue at a 25% level post-opening. She will enjoy support from others in the finance team as appropriate. This would include, for example, expert support in Post-16 funding.

The work of the finance team would continue to be closely monitored by the board of The GORSE Academies Trust and the company directors who will form a shadow and ultimately the new governing body. The finance team, led by the Finance & Premises Director, will liaise closely with appropriate government agencies both pre and post-opening. Other than maintaining close relationships with key government agencies, the trust is confident in its ability to set up and maintain the financial management of the academy

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

Insert text

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 £ |
|-------------|---|--|-----------------------|---------------|
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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 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | £0.00 | £0.00 |

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

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

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1



Section G2



G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

| | | | |
|------------|------------|------------|------------|
| ██████████ | ██████████ | ██████████ | ██████████ |
| ██████████ | ██████████ | ██████████ | ██████████ |
| ██████████ | ██████████ | ██████████ | ██████████ |
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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.

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

| | |
|---|--|
| <p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.</p> | <p>Leeds is established as one of the principle financial centres in the UK and the commercial capital of West Yorkshire. The city benefits from a catchment population approaching 2.2 million people located within a 30 minute drive. It has also become the third largest employer in the UK with the expansion of the business services sector.<Redacted></p> |
|---|--|

| | |
|---|--|
| <p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p> | |
|---|--|

Preferred site

| | |
|--|-------------------------|
| <p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p> | <p><REDACTED></p> |
|--|-------------------------|

| | |
|--|--------------|
| <p>In which local authority is the site?</p> | <p>Leeds</p> |
|--|--------------|

| | |
|--|----------------------|
| <p>If the preferred site is near to the boundary with another local authority, please say which:</p> | <p>Please select</p> |
|--|----------------------|

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

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

| | |
|---|--|
| <p>Please tell us how you found the site:</p> | <p>Property search and site assessment based on location and specification</p> |
|---|--|

| | |
|-----------------------------------|--------------------------|
| <p>Please confirm the tenure:</p> | <p>Freehold purchase</p> |
|-----------------------------------|--------------------------|

| | |
|--|--|
| <p>If other, please explain further:</p> | |
|--|--|

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

| | |
|---------------------------|--------------|
| <p>Who owns the site?</p> | <p>Other</p> |
|---------------------------|--------------|

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

| | |
|---|---|
| <p>Name and contact details of owner:</p> | <p><REDACTED>, London, <REDACTED></p> |
|---|---|

| | |
|---|-------------------------|
| <p>Name and contact details of agent or local authority representative where available:</p> | <p><REDACTED></p> |
|---|-------------------------|

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

| | |
|--------------------------|-------------------|
| What kind of site is it? | Existing building |
|--------------------------|-------------------|

| | |
|--------------------------|--------|
| What is the current use? | Office |
|--------------------------|--------|

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

| | |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? | The location of <Redacted> offers fantastic options for students and staff alike. This site has been chosen based on a number of economic, social and environmental factors as well as its current availability. |
|---|--|

| | |
|---|---|
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | 38,846 sq ft (3,609 sq m) - Site plans included |
|---|---|

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

Second choice site

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

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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

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

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

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| Please tell us how you found the site: | |
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| Please confirm the tenure: | Please select |
|----------------------------|---------------|

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| If other, please explain further: | |
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|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

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

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

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

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

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

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

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

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

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

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

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

Third choice site

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

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Fourth choice site

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

| | |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For independent school convertors

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

| | |
|----------------------------|--|
| if yes, from what to what? | |
|----------------------------|--|

| | |
|--|--|
| Please confirm the size of your existing site: | |
|--|--|

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

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

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;
and
- should be submitted as part of your application, i.e. as one Word document.

CV template

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

| CV template | |
|--------------------|--|
| 5.a | <p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable |
| 5.b | <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C |

| CV template | | |
|-------------|---|--|
| | GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications | |
| 6. | Brief comments on why your previous experience is relevant 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 | |

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Self-assessment form for independent schools (including privately run alternative provision and special schools)

| | | | | | | |
|------------------------------------|--|-----------------------------|--|-------------------------------------|----------------------|--------------|
| Name of school | | | | | | |
| Girls/Boys/ Co-educational | | % Special Educational Needs | % Free School Meals (or pupils on bursaries) | % English as an Additional Language | % Persistent Absence | % Attendance |
| Name of principal | <p align="center">Additional information about the school</p> <p align="center"><i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i></p> | | | | | |
| Chair of governors | | | | | | |
| Number of pupils currently on roll | | | | | | |
| Capacity | | | | | | |

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

| Your assessment against Ofsted framework (please provide a commentary) | | Your self-assessed Ofsted grade (1-4) | If needed, proposed actions to improve self-assessed rating | FOR INTERNAL USE ONLY- Not for completion |
|--|--|---------------------------------------|---|---|
| Overall | <p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p> | | | |
| Achievement of pupils at your school | <p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p> | | | |

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| | | | | |
|---|--|--|--|--|
| | <p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p> | | | |
| Quality of teaching in your school | <p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p> | | | |

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

| Your assessment against Ofsted framework (please provide a commentary) | | Your self-assessed Ofsted grade (1-4) | If needed, proposed actions to improve self-assessed rating | FOR INTERNAL USE ONLY- Not for completion |
|--|--|---------------------------------------|---|---|
| Behaviour and safety of pupils | <p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p> | | | |
| Quality of leadership in, and management of, your school | <p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p> | | | |

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| | | | | |
|---|--|--|--|--|
| | <p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p> | | | |
| Spiritual, Moral, Social and Cultural development of pupils at your school | <i>[Please provide a commentary]</i> | | | |

| Your assessment against Ofsted framework (please provide a commentary) | Your self-assessed Ofsted grade (1-4) | If needed, proposed actions to improve self-assessed rating | FOR INTERNAL USE ONLY- Not for completion |
|---|--|--|--|
| The extent to which the education provided by your school | <i>[Please provide a commentary]</i> | | |

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

| | | | | |
|--|--|--|--|--|
| <p>meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p> | | | | |
| <p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with</p> | | | | |

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

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| the LA. | | | | |
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Department
for Education

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