



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

THE LIPA SIXTH FORM COLLEGE

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November?	✓	
2. Have you established a company limited by guarantee?	✓	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	
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	✓	
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?	✓	
5. Have you fully completed the budget plans?	✓	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	n/a	
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?	n/a	
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?	n/a	

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <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. 	✓	
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	✓	

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

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

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

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: Member of company

Print name: [REDACTED]

Date: 08 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

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	06597
Name of proposed school:	The LIPA Sixth Form College
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	The Liverpool Institute for Performing Arts, Mount Street, Liverpool, Merseyside, L1 9HF
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	0151 330 3000
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group:	Higher Education Institute
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 LIPA Sixth Form College
Company address:	Mount Street, Liverpool, Merseyside, L1 9HF
Company registration number:	08825752
Date when company was incorporated:	24-Dec-13
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>

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	Note - Directors appointed to date. See Section F3 for plans to recruit further Directors.

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	The LIPA Sixth Form College Trust is associated to LIPA and LIPA Primary School Trust. The LIPA Primary Free School is set to open in September 2014. LIPA, the Primary and Sixth Form Trusts are separate legal entities and share some Members and Directors. See Section F2 for more details.
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	NA
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	NA
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

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.	Yes
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<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>1) <Redacted> and <Redacted> are <Redacted> for the <Redacted> (Co No: 2511501). <Redacted> and LIPA will offer leadership / business technical and education expertise. LIPA will make key expertise, knowledge, systems and other resources available to the Trust as required to ensure the project is a success. 2) Edge Hill University; <Redacted>, <Redacted> has been appointed as a Director. Edge Hill is Ofsted graded 'Outstanding' in all 33 possible areas graded for teacher training and primary, early-years, secondary & post-compulsory education and training. Edge Hill will deliver extensive education, curriculum and teacher training expertise to help the College to set up, operate & grow. 3) LIPA Primary School Trust (Co No 08314083). The Trust and LIPA Primary School Trust share a limited no. of Members and Directors. The Trust will learn from their knowledge and experiences in setting up the LIPA Primary School for Sept 2014. 4) <Redacted> is <Redacted>. The Trust will also gain from his senior executive roles at he arts focused <Redacted> and his expertise and knowledge in</p>
<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>NA</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>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>NA</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](#)

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.	NA
In which local authority is your preferred location?	Liverpool
Proposed opening year:	2015
Age Range:	16-18
If 'other' please specify	NA
Will the school have a sixth form?	Yes
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
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
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	NA
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
If other, please specify	NA
Maximum capacity of proposed free school:	360
Please say which year groups the school will have in first year and the PAN for each	Year 12 (aged 16-17). Target PAN Year 1 = 120, Yr 2 = 180, Yr 3 on = 180, i.e. at full capacity by Yr 3 (180 16-17s & 180 17-18s), 83% by Yr 2. Will aim for 100% in Yr 2 if demand for places supports this.
Date proposed school will reach expected capacity in all year groups:	2017
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	NA

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:	11-16
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	NA. To be recruited in late summer/autumn 2014 to start in January 2015. See Section F4 for more details.
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	No
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Will you adopt non-standard terms and conditions for teachers?	Yes
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Do you plan to make employ teachers without QTS?	Yes
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Please list any other freedoms you intend to use	To be defined/confirmed by Governing Body and Head (Designate) at Pre-Opening Stage.
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Section A: Applicant Details

N/A (See Excel Form)

Section B: School Outline

N/A (See Excel Form)

Section C: Education Vision

The Liverpool Institute for Performing Arts (LIPA), together with support from its close partner Edge Hill University (EHU), propose to open in September 2015 the LIPA Sixth Form College, a new creative and performing arts focused Free School for young people aged 16 – 18.

Like LIPA, the College will reside in Riverside Ward, Liverpool. Our students will interact with LIPA undergraduates and experience dedicated, cutting edge facilities on the LIPA campus.

The College will use project-based learning in the creative and performing arts to build core learning and life skills, emphasising literacy and numeracy throughout, and creative, technical and managerial skills to achieve set targets, e.g. theatre production. We will encourage a lifetime appetite for learning and personal development.

C1a: Rationale

The LIPA Sixth Form College is an opportunity to meet specific needs in post 16 education in Liverpool and neighbouring areas, namely to:

1. Improve educational attainment. Liverpool is below the national average in the number of 16 year olds with five grade A* to C or the number of A-Level or equivalent grades AAB.
2. Add choice and diversity to the local and regional educational landscape and improve or assure standards, as the first sixth form college focused on learning through the creative and performing arts.
3. Reduce the likelihood and impact of young people being classified as Not in Education, Employment or Training (NEET). Liverpool is above the national average in the proportion of 16 to 18 year olds classified as NEET.
4. Respond to demand from young people in the region for such a college. To date we have already received 119 (i.e. 40% of our target of 300 students for the first two years) formal Expressions of Interest to attend the College. For more details see Section E (page 38).

1. Educational Attainment

The Organisation for Economic Co-operation and Development (OECD) states that 16 to 24 year olds in England score some of the lowest results in the industrialised world in international literacy (22nd of 24 countries) and numeracy tests (21st) (OECD Survey of Adult Skills 2013)¹.

Experimental Department for Education (DfE) statistics show that 34% (222,117 students) of students at the end of Key Stage 4 (KS4) did not achieve grade A*-C in literacy. This rises to 37% for Mathematics (244,231 students).

For English only 15.2% of students (33,807) entered for the GCSE at age 16 to 18, with only 7.6% (16,922 students, 50% of those who entered for the GCSE) achieving a grade A* to C and 8.9% improved on an earlier grade. In Maths 16.5% (40,329 students) entered for the GCSE, 7% (17,009 students, 42% of entrants) achieved A* to C. 9% improved their grade.

¹ <http://www.oecd.org/site/piaac/>

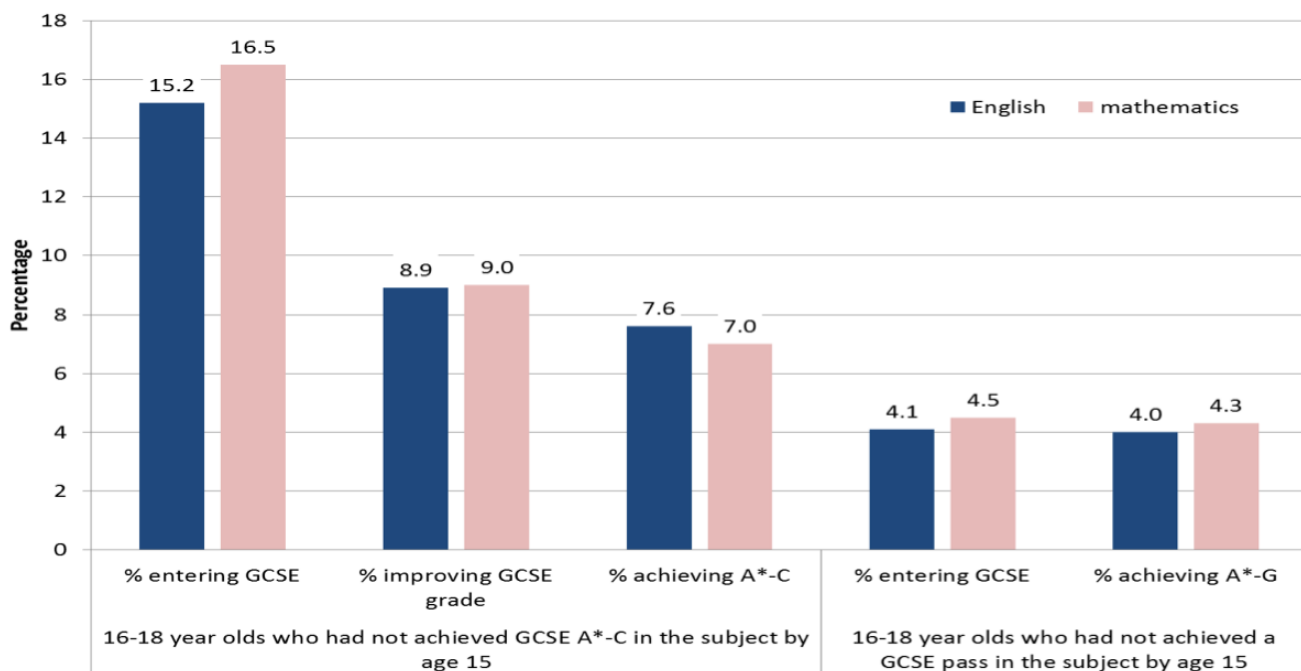


Figure 1 - Entries and achievements in GCSE English and Mathematics (16-18 year olds). Source: DfE Statistics².

In 2012 in Liverpool 56.8% of students at the end of Key Stage 4 (KS4) achieved five GCSEs A* to C including English and Mathematics, the minimum benchmark of most employers. This is below the national average of 59.4% and critically well below the best performing areas of the country at 80%³.

Figure 2 (page 4) shows that educational attainment at A Level or equivalent is no better. In 2012, while many young people taking A Level or equivalents achieved two or more grades A to E, only 12% gained grades AAB or above compared to the national average of 21%. In the highest performing areas of country, nearly 50% of young people achieve grades AAB. Against other 'core cities', Liverpool was the second lowest performer⁴.

By implication Merseyside faces an ever-shrinking pool of young people who have the right combination of academic, business, management and employability and life skills.

There is therefore a clear and urgent need for a new approach and sixth form offer to inspire young people to learn and build skills to:

- Improve their educational attainment and underpin their future long-term employment and career and life prospects.
- Support the economic and social growth, development and well being of Liverpool and its neighbouring areas by giving businesses qualified, ready for work people to fill future jobs.

The College will use the creative and performing arts to enthuse and motivate young people to learn literacy, numeracy and wider academic, technical, business and life skills in an inspiring, creative environment that changes forever how they view their own abilities, future and how they interact with peers and others.

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249092/SFR_38_2013_Post16EM_091013_FINAL.pdf

³ <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>

⁴ <http://liverpool.gov.uk/media/589311/education-commission-report-july-2013.pdf>

The following evidence supports this:

- The Cultural Learning Alliance report *Imagine Nation* (Dec 2011) identified that:
 - Learning through the creative and performing arts improves attainment in all subjects.
 - Participation in structured arts-based activities increases cognitive abilities.
 - Students from low-income families (prevalent in Liverpool and neighbouring areas) who take part in Arts-based learning are three times more likely to get a degree.
 - The employability of students who study arts subjects is higher and they are more likely to stay in employment.
 - Students who engage in the arts at school are twice as likely to volunteer and 20% more likely to vote as young adults.
- The May 2011 US report 'Reinvesting in Arts Education - Winning America's Future Through Creative Schools' (Michele Obama President's Committee on the Arts and Humanities) concluded that learning in a creative learning environment gives young-people improved problem-solving skills and critical and creative thinking abilities and the skills to deal with complexity and ambiguity and integrate multiple skills to perform cross-disciplinary work.
- Research shows that educating young people in the creative and performing arts gives them a strong platform for both effective personal and academic development, e.g.:
 - Students who regularly participate in educational theatre and drama are assessed more highly, feel more confident in literacy and are better at problem solving, are more active citizens and more entrepreneurial⁵.
 - The Department for Media, Culture and Sport (DCMS) 2011 report 'The Importance of Music: A National Plan for Music Education' stated that all educational establishments should recognise the important role that music plays in a young person's academic and social development and in improving the ethos of the establishment⁶.
 - The Henley Review of Cultural Education for DfE and DCMS identified the importance of using cultural education for all children and young people to develop their creativity, their relationship with society and their contribution to the economy, for the benefit of them and society.

2. Choice, Diversity and Standards

Liverpool has just one further education college for young people aged 14 upwards, the City of Liverpool College. 28 of the 29 secondary schools have integrated sixth forms. There are two University Technical Colleges (UTCs) and one Studio School, who focus more on supporting young people from aged 14 to 19, with a limited sixth form intake.

Only the City of Liverpool College offers any specific teaching and learning in the creative or performing arts. Yet this is just one of 18 categories across a broad prospectus, accounting for only 6.62% of total enrolments in 2011⁷. This creates a bias towards technical, vocational or academic qualifications, with little provision in the creative and performing arts. The Studio School has a narrow focus on digital technology, e.g. the gaming industry. UTCs and studio emphasise academic choices at age 14 and students stay with them until age 18/19.

⁵ DICE Consortium 2010; 1: 6-7

⁶ DCMS; 2011:6

⁷ <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>

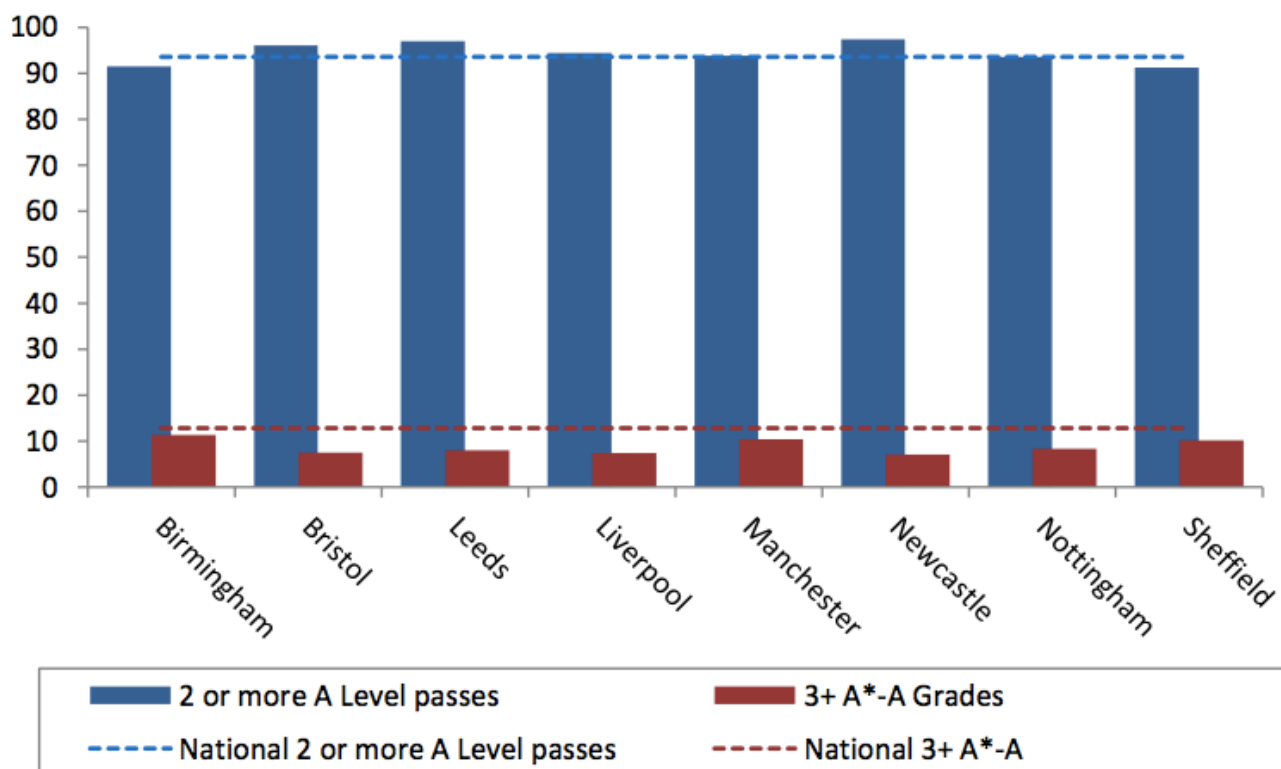


Figure 2 - % of Young People Gaining A-Levels or Equivalent in Liverpool in 2012⁸.

At the end of 2010 the majority of students aged 16 to 18 (89.5%) were in full-time education in sixth form in their school or the City of Liverpool College. Only 10.5% were in independent schools, Academies, CTCs, Free Schools or sixth form colleges⁹.

However figures 3 and 4 overleaf highlight that mainstream schools and sponsored academies do not perform as well as Sixth form colleges, Academies or Free Schools in delivering core levels of educational attainment, as detailed above.

The level of performance and effectiveness of 16 to 18 education establishments is mixed or unclear. Of 41 non-special 16-18 schools listed in DfE Performance Tables, only six (14.63%) were Ofsted rated 'Outstanding' at their latest inspection. Four (67%) are Academies, which illustrates the performance indicated in figures 3 and 4 overleaf¹⁰.

The specific performance of sixth forms integrated in secondary schools is not clear because Ofsted inspections typically cover the whole school. The impact of new specialist providers for students aged 14 to 19, e.g. UTCs or the Studio School is uncertain, given their curricula and teaching and learning are still in development and Ofsted is yet to conduct a first inspection.

⁸ <http://liverpool.gov.uk/media/589311/education-commission-report-july-2013.pdf>
⁹ <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>
¹⁰ <http://www.education.gov.uk/schools/performance/>

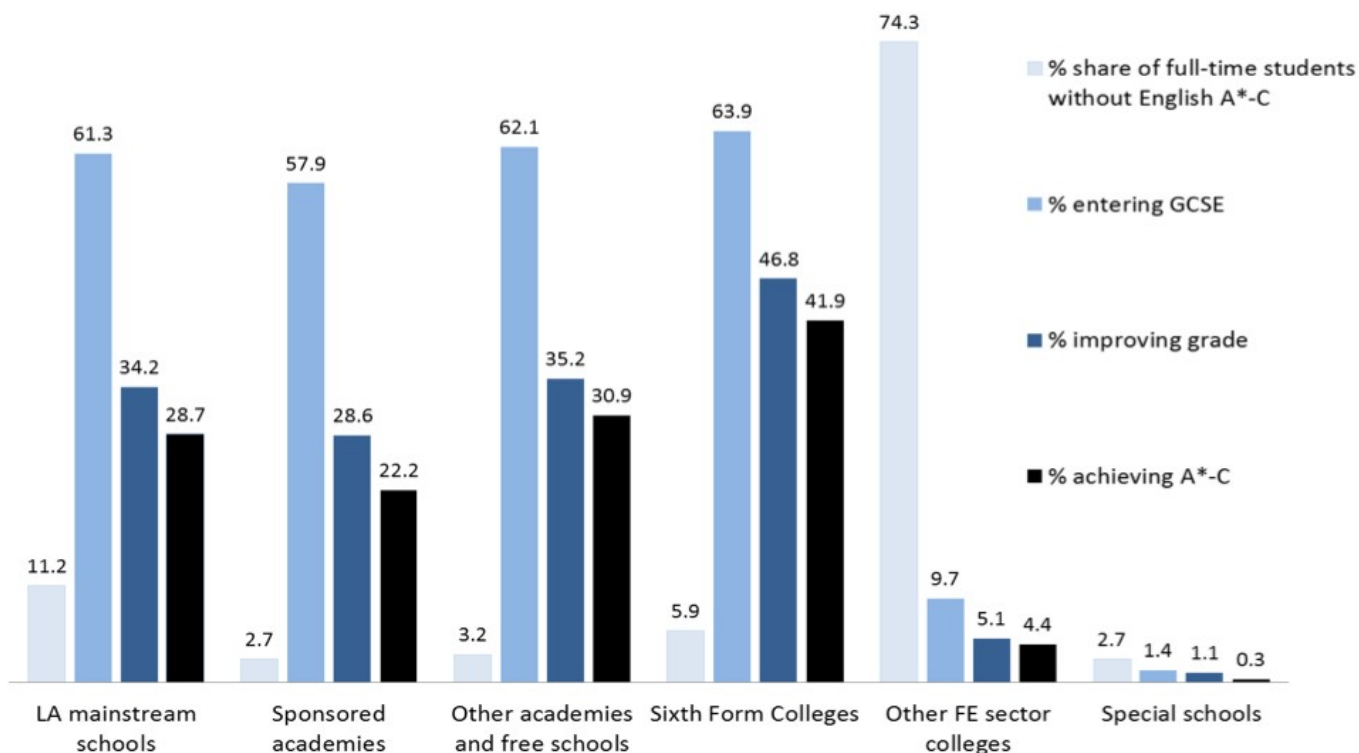


Figure 3 - GCSE English Entries and Achievements by Full-Time 16-18 Year Old Students who did not Achieve Grade A*-C at the End of KS4¹¹.

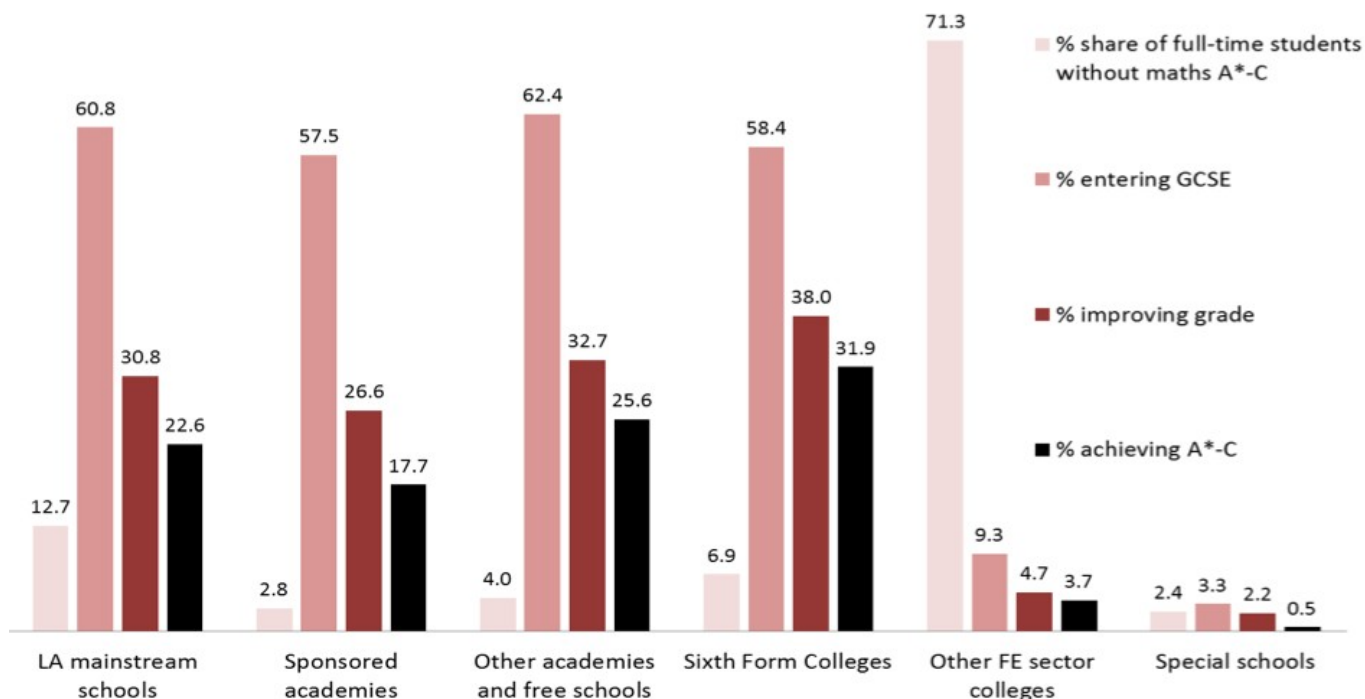


Figure 4 - GCSE Maths Entries and Achievements by Full-Time 16-18 Year Old Students who did not Achieve Grade A*-C at the End of KS4¹².

¹¹ <http://liverpool.gov.uk/media/589311/education-commission-report-july-2013.pdf>

¹² <http://liverpool.gov.uk/media/589311/education-commission-report-july-2013.pdf>

Ofsted rated the City of Liverpool College, which has courses in creative and performing arts, 'Inadequate' in February 2013 for student outcomes, the quality of teaching and learning and effectiveness of leadership and management. It is making reasonable progress in some but not all areas (November 2013)¹³.

Therefore no other local or regional institution will offer a creative and performing arts learning environment that will improve educational attainment. For more details see also Section E1.

The College will fill a gap in local 16+ provision and offer increased choice and increased and widened participation in an enriched creative and performing arts centred education.

The benefits of this are clear:

- LIPA is based in a UNESCO World Heritage City and a European Capital of Culture (2008). Liverpool is a city rich in cultural diversity and a leader in Creative Arts, being the birthplace of a wealth of art, music and literature pioneers. Such a rich cultural heritage gives a strong context for learning.
- A mainstream, 100% arts-centred sixth form college will give young people from deprived socio-economic or neglected cultural groups a chance to learn core skills, life skills and learning in a creative environment. This would genuinely widen participation and facilitate opportunities to access onward specialist arts-based provision, work or training.

The College will increase the standard of education offered through the transfer of knowledge, expertise and success of the partners and Governors and Project Team (Section F, page 48) involved. For example:

- The Quality Assurance Agency for Higher Education (QAA) said it had confidence in quality and standards at LIPA at its most recent inspection in 2009.
- EHU is one of the leading providers of teacher training and education development in the UK. It was the only institution to be awarded 33 'grade ones' in Ofsted's recent inspection of its offer across primary, secondary, and post-compulsory education. EHU gives all trainees the chance to learn and practise the role and impact of arts-rich teaching and learning, e.g. trainees learn how music is an important element of developing numeracy, communication and collaborative skills. They also explore how music, art, and drama can provide a powerful medium for learning in more academic subjects the College will offer access to.
- The Chair of Governors is the Director of Higher Education at St Paul's Girls School; a top ranking independent day school for girls. ISI ranked outstanding, excellent or good across all areas (2011).

3. Young People Not in Education, Employment or Training (NEET)

More than one million 16 to 24 year olds in the UK are classed as Not in Education, Training or Employment (NEET) (Office For National Statistics)¹⁴.

In Liverpool, 11.6% of 16 to 18 year olds are classified as NEET, significantly higher than the North West (7.3%) and England (6.1%). In the last 18 months long-term youth unemployment has trebled in Liverpool and is predicted to continue to rise¹⁵.

¹³ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130487>

¹⁴ <http://www.ons.gov.uk/ons/rel/lms/young-people-not-in-education--employment-or-training--neets-/november-2013/statistical-bulletin.html>

¹⁵ <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>

The World Health Organisation (WHO) states that youth unemployment in the UK is a ‘public health time bomb waiting to explode’. WHO highlights that unemployment in particular carries immediate health consequences, e.g. an increased risk of depression and suicide. Long-term there is more risk of chronic diseases, e.g. cancer, heart disease and stroke (WHO; 2013)¹⁶.

The College will help reduce the number of young people classed as NEETs in Liverpool and the wider region now and in future because:

- It will make it clear to students that it offers new, exciting opportunities for project-based learning that will attract employers and make them stand out. This includes giving them recognised accredited qualifications, knowledge and (life) skills and an appreciation of the benefits that hard work in a sector they have a deep-rooted vocation for brings.
- LIPA has an evidenced track record in preparing students for sustained employment. In the last four years an average of 96% are in work three years after completing their degree, with 87% working in creative and performing arts. LIPA will transfer its expertise and knowledge, e.g. close collaboration with employers and access to local careers information, guidance and support from LIPA staff to help students realise their career and training and educational opportunities. This could include performance, roles in digital music technology or theatre production, or theatre and wider arts-based business management.

4. Demand for the College from Young People

Detailed in Section E from page 38.

C1b: Vision and Ethos

The LIPA Sixth Form College will offer young-people aged 16 – 18 the opportunity to learn critical skills and achieve accredited, recognised qualifications for future success in life and work in a learning environment that matches the ethos and curriculum of LIPA, a successful, internationally renowned higher education institution.

The College will be for anyone interested in hard work who has a deep-rooted vocation for any aspect of the creative and performing arts and who cannot imagine doing anything else other than working in the creative and performing arts.

We will encourage a lifetime appetite for learning and personal development. Our students will interact with LIPA undergraduates and experience and benefit from the dedicated, cutting edge facilities on the LIPA campus.

We will use project-based learning to enable students to learn core literacy and numeracy skills, creative, technical and managerial skills and employability and life skills. Project-based learning will require and equip students to share their learning to achieve set targets, e.g. to create and perform music that befits the drama unfolding on stage in a theatre production.

The College will motivate young people to learn, work and raise their confidence and self-esteem. It will develop their communication and social interaction skills, increase their future employability and promote inclusion and their sense of social responsibility in a world of rapid social and economic change.

¹⁶ WHO - Review of Social Determinants and the Health Divide in the WHO European Region: Final Report. http://www.euro.who.int/__data/assets/pdf_file/0006/215196/Review-of-social-determinants-and-the-health-divide-in-the-WHO-European-Region-final-report-Eng.pdf

Our students will enjoy and participate in the performing arts, i.e. drama, dance and music and also in areas which make such performance possible, e.g. sound, light, visual arts, set design and construction and costumes. Reflecting the ethos of LIPA, our students will have engaging, rich and fulfilling learning experiences, following a unique curriculum, with engaging teachers they will want to be taught by and through using industry standard resources.

Like LIPA, the College will use only the highest quality of leadership and teaching who will:

- Have strong motivation, the highest expectations, and the natural ability to communicate and listen and to interest and inspire students.
- Be creative risk takers that value and use creativity in their own thinking, in management, in teaching and learning and the curriculum. They will use techniques to stimulate curiosity and raise self-esteem and confidence, especially to enhance literacy and numeracy skills.
- Promote a passionate conviction about the value and benefits of the creative and performing arts in education.
- Be determined to see challenges as opportunities and to seek out resources and links that will enable all our pupils to progress and achieve their full potential.

To realise our vision and enable our students to succeed, the College will adopt the following seven principles, inherent in the ethos and approach of LIPA and EHU

Principle	Description
A Growth Mind- set	<p>A College that:</p> <ul style="list-style-type: none"> • Fosters and develops creativity and imagination in learning, encourages young-people to make sense of the world they live in and to be critical thinkers, who can reflect on their own learning. • Celebrates and rewards participation and success to prove the value of learning and uses new and evolving technology and practice to make all teaching and learning more interactive and inspiring.
Partnership	<ul style="list-style-type: none"> • A LIPA-wide learning community that engages with staff, students, pupils, parents, carers and families within LIPA, the College and Primary School to enhance and enrich every stage of the learning journey. • A commitment to partner with EHU to give students the highest quality of teaching, learning and outstanding achievement.
Social Inclusion	<ul style="list-style-type: none"> • A vibrant College that values all individuals and recognises their diverse contribution to their communities, using these communities and Liverpool to embrace and draw on a wealth of knowledge, experience and history available to broaden and enhance their learning, their identity and well-being. We will remove the attitudinal barriers that prevent some young-people from accessing arts and cultural activities. • A College committed to delivering government strategies to give better support for pupils with Special Educational Needs and pupils for whom English is not a first language (DfE EAL Guidance 2011).

Principle	Description
Cultural Diversity	A College that: <ul style="list-style-type: none"> • Proactively partners with arts organisations, e.g. the Everyman, Unity and Playhouse theatres, Tate Liverpool and the Royal Liverpool Philharmonic to learn from the rich cultural diversity of the former Capital of Culture. • Celebrates the cultural backgrounds of staff and students to enrich the quality of teaching and learning and create opportunities for students to work together and respect each other's ways of living.
Quality	A College dedicated to providing all students, staff and stakeholders with outstanding teaching and learning opportunities, e.g. partnering with LIPA and EHU to implement new best practice curriculum models or develop teaching skills.
Professionalism	A College dedicated to: <ul style="list-style-type: none"> • Enabling students to understand and learn how 'show business' works, and how to succeed in working in it or creating their own enterprise. • Emphasising peer working, networks and partnerships and mentoring, because fellow students will become work colleagues in future. • Bringing in leading professionals in creative and performing arts, e.g. a West End Director, commercial dance choreographer to or talent scout from a record label to conduct master-classes and lead workshops and seminars, to share their knowledge and experiences.
Internationalism	A College that engages with the heritage of the city, people and partners and students to guide teaching and learning.

Key Features

The College will adopt and benefit from the ethos, curriculum, teaching and learning, and the student support services and resources of LIPA and EHU, detailed below and illustrated by some LIPA graduates and undergraduates.

Project-Based Learning

We believe that project-based learning that draws on the creative and performing arts gives young people a sense of challenge, achievement, focus, success and excitement. Learning is 'finding out', motivated by something that needs to be achieved.

Our project-based learning will take many forms and be inherently motivating, attractive and energising. We will watch our students develop skills and grow as people, not just in their performing skills but in the skills needed across 'show business', e.g. technical, managerial and creative. More work and career opportunities exist here than in performing.

This approach will also develop wider skills for success in work and in life, e.g. collaboration, inquiry, reflection, revision, choice, framing challenges, enterprise and target setting and co-ordination, both individually and as a group. Our students will learn the value and impact of choice and responsibility, learning from living with the decisions they take.

When students leave us, they will be able to reflect, investigate, talk and write confidently and knowledgeably about the creative and performing arts in general and in their own specialism. They will benefit from our unique blend of understanding by doing the thing they love and reflecting on it in a supportive and creative environment.

██████████,
 “██████████”

Curriculum

Our curriculum will emphasise the creative and performing arts. This will include as required teaching and learning to enable students to achieve GCSE grade A* - C in English and Maths. What will make us special is how we will integrate learning in all disciplines, e.g. drama, acting and music, to enable students to learn together as if it were one curriculum.

Outside performing, we will focus on the creative (technical theatre, visual art and design) and associated subjects and skills, e.g. music production or theatre management, integrated with the current digital world. We anticipate that while BTEC or equivalent qualifications are more likely, we will also offer opportunities for students to take A-Level or equivalent studies in one more rather more academic, associated study, e.g. Business Studies or ICT.

██████████ (*Music 1998*; ██████████):
 “██████████”

For example, the course structure for a BTEC or equivalent in music might look like this:

Year	Aims & Objectives	Description
1	Understand The Fundamentals	<ul style="list-style-type: none"> • Instrumental or Vocal Techniques 1 • Production Techniques 1 • Music Creation and Skills 1 • Creative and Professional Practice 1 • The Context 1 • The Collaborative Professional 1
2	Development, Specialisation and Professional Application	<ul style="list-style-type: none"> • Instrumental or Vocal Techniques 2 • Production Techniques 2 • Music Creation and Skills 2 • Creative and Professional Practice 2 • The Context 2 • The Collaborative Professional 2 • Final Project - a choice of The Professional (one of the Performer, Producer or Creator) or Context (Research Project).

Teaching

We will recruit teaching staff who are qualified by both their professional experience as well as their teaching skills. Adopting the LIPA model, many will be active as practitioners and will have invaluable industry contacts. We will also deliver vibrant teaching or support programmes

from practitioners, e.g. master classes and workshops and employ a wide range of part-time staff, who are working in the industry sectors where our students will want to be.

All teaching staff will be experts and leaders in the disciplines inherent in the curriculum, i.e. literacy, numeracy, acting, dance, music, and music, theatre and entertainment management and theatre, performance and sound design and technology.

Student Support

We will recruit a qualified, experienced Learning Support Co-ordinator. Based on the Student Support Manager role at LIPA, they will help our students and offer advice and information on a wide range of issues related to their personal, health and welfare and educational needs. This will include the strongest support for students with Special Educational Needs (SEN) or students with disabilities. All our facilities will be accessible, e.g. colour contrasts around pillars, specialist ICT support such as voice-activated software, specialist music resources such as 4-beam Soundbeam systems.

The LIPA Student Support Manager will assist the Learning Support Co-ordinator and LIPA will provide additional resources to help these students as required. For example students will be allocated a LIPA Learning Guidance Tutor (LGT) as first point of contact for any non curriculum-specific pastoral advice. The LGT will partner with the student and the Learning Support Co-ordinator to monitor and improve progress.

We will partner with LIPA, EHU and utilise existing arrangements with other local universities for LIPA undergraduates, to provide additional pastoral and learning resources services, e.g. access to counselling or financial advice.

██████████, ██████████:
“██████████.”

Resources

The College will reside on or near ██████████.

The LIPA Campus has extensive theatre equipment, rehearsal spaces, lecture, workshop and seminar spaces, stagecraft facilities, costume and wardrobe resources, dance studios, music recording studios and practice rooms, broadcast audio and mobile recording facilities and digital workstations. There are also management offices, learning resources and communal areas for students, e.g. café.

██████████, ██████████:
“██████████.”
”

C1c: Aspirations and Outcomes

We have identified **three** initial target areas to measure how well we deliver on our aspirations and outcomes, as detailed below. For more details on how we will set and measure specific appropriate targets for the College and students, see Section D2.

We will review and develop our aspirations and outcomes throughout pre-opening stage and beyond to ensure the College is a success:

1. To support students to achieve in literacy and numeracy skills critical for success in work and life, by helping them to achieve a GCSE in English and Maths:

- A minimum of 70% of students who study again for GCSE English or Maths to achieve a grade A* to C, compared to 56.8% and 59.4% at KS4 for Liverpool respectively.
- 25% of these students to improve on a previous grade (A to E), compared to 8.9% and 9% respectively nationally.

2. To be recognised by our students, partners, peers and independent observers for the standard, success and impact of the teaching and learning and support we deliver:

- Ofsted ranked 'Good' by the end of year two (2016/17) and 'Outstanding' by the end of year four (2017/18) years for attainment, curriculum, behaviour, attendance and leadership.
- An annual survey of students to show that at least 90% are 'fully satisfied' (or an equivalent measure) i.e. the highest level of satisfaction.
- The College Governing Body to set up a committee with the remit to monitor, review and to develop College teaching and learning in the creative and performing arts. The committee is to be comprised of representatives from local and regional arts (e.g. theatre, music, dance, visual or digital art), business and university organisations.
- 100% of students at the College to be supported to overcome barriers to learning in order to achieve and progress.
- EHU to deliver at least 40 hours Continuous Professional Development for all staff per year.
- Our leadership model to be recognised as best practice in sixth form education within three years of opening (i.e. by September 2018).

3. To engage with our students and motivate, and encourage them to participate and to learn and succeed academically:

- (Where required) 100% of students to achieve two GCSEs in English and Maths at Grade C or above or to have acquired a satisfactory level of functional literacy and numeracy skills.
- 98% of students to achieve their chosen BTEC Level 3 Extended Diploma.
- 90% of students who undertake an AS or A2 course will achieve a 'pass' grade.
- All students to graduate with at least one BTEC, A-Level or an equivalent in one of our creative and performing arts disciplines or associated academic subject.
- 90% of students to participate in enrichment sessions outside formal study programmes.
- At least 90% level of attendance for compulsory sessions per year for 95% of students.

4. To track, celebrate and enjoy the long-term academic success of our graduates:

- At least 90% of our graduates that we can contact are in work or further or higher education or work based training or apprenticeships within three years of graduating.

- Published evidence of the success of our graduates, to illustrate the possibilities to current and potential future, e.g. an equivalent of the LIPA 'See Me Now' Magazine, which includes case studies and examples of the learning and career paths of LIPA graduates.

Section D: Education Plan – Part 1

The table below states the proposed number of students in each year group for the LIPA Sixth Form College and how student numbers will increase over time:

	Current Number Of Students	2015	2016	2017	2018	2019	2020	2021
Year 12	n/a	120	180	180	180	180	180	180
Year 13	n/a		120	180	180	180	180	180
Totals		120	300	360	360	360	360	360

Section D: Education Plan – Part 2

D1: Curriculum Plan

We will give students a broad, balanced, deliverable, and ambitious curriculum to meet our students' needs, interests and aspirations.

The table below gives details of the subjects and qualifications offered with the minimum number of hours spent by students on each subject/qualification.

Given the nature of students' learning and professional development at the College, the length of students' days will be variable with some compulsory taught sessions and other significant amount of time when students will need to work on their own and with others, at a variety of times during an extended day to meet their own and colleagues' commitments. The facilities within the College will be made available for students to use beyond the normal '9-5' working day. Such working patterns will reflect the common working patterns of professionals within the performing arts sector.

Further details of these subjects and qualifications are provided later in this section.

Subject / Other Activity	Hrs Per Week	Mandatory / Voluntary	Comments
<u>BTEC Level 3 Extended Diploma Subjects:</u>		Mandatory	For an explanation of the details in this table, see D1 below, including details of the pathways offered and examples of students' programmes of study.
Production Arts: (Design)	15	Voluntary	
Production Arts: (Technical)	15	Voluntary	
Art & Design	15	Voluntary	
Creative Media Production:	15	Voluntary	

Subject / Other Activity	Hrs Per Week	Mandatory / Voluntary	Comments
(TV & Film)			
Creative Media Production: (Radio Production)	15	Voluntary	
Diploma Creative Media Production: (Interactive Media)	15	Voluntary	
Performing Arts: Dance	15	Voluntary	
Performing Arts: Acting	15	Voluntary	
Performing Arts: Musical Theatre	15	Voluntary	
Music Performance	15	Voluntary	
Music Technology	15	Voluntary	
<u>Additional studies: AS/A2 Level Subjects:</u>		Voluntary	
Modern Foreign Languages	5	Voluntary	
Business Studies	5	Voluntary	
English Literature	5	Voluntary	
History	5	Voluntary	
Mathematics	5	Voluntary	
Media Studies	5	Voluntary	
Sociology	5	Voluntary	
<u>GCSEs:</u>			
English		Mandatory (If Required)	
Mathematics		Mandatory (If Required)	
<u>Enrichment activities:</u>			For more details on the nature and importance of enrichment activities see D1 below.
Work Placements	Min 1	Mandatory	

Subject / Other Activity	Hrs Per Week	Mandatory / Voluntary	Comments
	week a year		
Contributing to the Production of Arts Performances	Various (depends on student interests, aptitudes)	Voluntary	
Participating in One-off Master Classes, Seminars and Workshops as Led by Leading Professionals	Various (depends on student interests, aptitudes)	Voluntary	
Students Showcasing Their Skills to Casting Agents and Talent Scouts	Various (depends on student interests, aptitudes)	Voluntary	
Engaging in Community Arts Productions	Various (depends on student interests, aptitudes)	Voluntary	
Arts Award	Various (depends on student interests, aptitudes)	Voluntary	

All students will follow a Level 3, two-year programme leading to a BTEC Level 3 Extended Diploma, which will consist of a total of 18 units. The BTEC is a specialist vocational qualification highly valued by industry and higher education. It encourages and stimulates students' achievement through practical learning and forms of assessment based on applied knowledge and understanding of the relevant subject area.

BTEC courses provide considerable opportunities for teamwork and in-depth study based upon specialist activities. The level 3 BTEC is broadly equivalent to 3 A levels in the National Qualification Framework and is accepted for university entry via the UCAS points system.

Students will engage in learning and professional development according to the required guided learning hours (GLH) as set out in the BTEC course specifications. GLH comprise all the times when a member of staff (such as a tutor, trainer or facilitator) is present to give guidance ('contact time').

This will include lessons, lectures, tutorials and supervised study in, for example, learning resource centres and workshops. It will also include time spent with students observing and assessing their achievements as they work on their assignments.

Students will follow one of three pathways:

- Creative arts pathway
- Digital arts pathway
- Performing arts pathway

For each pathway, students will be able to follow particular routes as detailed below:

Creative arts pathway

Production arts route

BTEC Level 3 Extended Diploma Production Arts: (Design) or

BTEC Level 3 Extended Diploma Production Arts:

(Technical) **Art & design route**

BTEC Level 3 Extended Diploma in Art & Design.

This pathway will offer a broad, wide-reaching exploration of creative design and production processes. Students will gain experience across areas of traditional and contemporary art and design or production arts practices. Within all these disciplines, students will be expected to develop thematic, vocational and idea-generating skills to inform their working practice, embracing both traditional and experimental methodologies. Our teaching and learning will be delivered through practical exercises and simulated work environments. Creative arts students will design, manage and deliver all technical and creative support for the College's artistic output. The standard of this work will be exceptionally high. We aim to parallel the professional working environment in the projects and roles that we will give our students.

Students opting for this pathway will show an aptitude for the creative arts. They will show enthusiasm for subjects such as art, design, technology, textiles, photography and animation. They will be creative and enjoy designing and creating both practically and digitally.

Creative arts students will be excellent independent workers, with strong initiative, self-motivation and creative entrepreneurial flair. We will expect students to develop a comprehensive portfolio of their work from across the two years, so excellent organisational skills will be essential. We will also enjoy the support from world-renowned production companies offering exceptional work experience opportunities, so students will be expected to respond positively and productively to these situations.

The progression routes for our students will be diverse, from working in the entertainment production industry to fashion design or continuing into higher education degree courses. We will reflect this by offering students the opportunity to experience a full range of creative outlets suited to their interests and skills.

Students will be selected onto a creative arts pathway through an aptitude workshop in which a preference will be identified for a particular course. Each programme of study will allow for distinct specialisation from the first year of study, so as to meet the needs, interests and aspirations of individual students.

Our routes will reflect the wealth of opportunities that exist within the creative industries. Each route will have further personalised learning options as follows:

Production route

- Design
- Technical

Art & design route

- Fine Arts
- Art and Design
- Fashion and Clothing
- 3D Design
- Graphic Design
- Interactive Media
- Textiles

We will offer the following units for each route:

Production route

- Stage Management
- Production Arts Planning
- Performing Arts Business
- Stage Lighting Design
- Live Sound

Art & design route

- Communication through Art and Design
- Visual Recording in Art and Design
- Community Art
- Computers in Art and Design

Digital arts pathway

Broadcasting & New Media routes

BTEC Level 3 Extended Diploma Creative Media Production
(TV & Film) or

BTEC Level 3 Extended Diploma Creative Media Production
(Radio Production) or

BTEC Level 3 Extended Diploma Creative Media Production
(Interactive Media)

This pathway will offer students a diverse range of specialist courses, and options designed to equip them with the confidence and skills to engage creatively with the exciting, innovative and fast developing world of digital arts in its many forms. Our courses will provide students with challenging project-based learning opportunities to develop a wide-ranging and sophisticated set of digital and media skills that will enable them to specialise further as they

move into higher education or into one of the many digital and media industries. We will promote the concept of digital arts in its widest sense, treating traditional and new digital practices and studies as complementary to each other.

The progression routes for our students will be diverse such as entering the world of work within broadcasting (TV, film or radio), or web designing. Alternatively, students may continue into higher education. We will reflect this by offering students the opportunity to experience a full range of creative digital outlets suited to their interests and skills.

Students applying for this pathway will show an aptitude for performing and visual arts through a digital genre. They will be enthused by ICT, photography, film, art, animation, editing and radio. Digital arts students will enjoy creating imaginative work that is both highly original and inspired by the pursuit of digital excellence. Each student will be expected to build up an extensive portfolio of work for assessment so will have excellent organisational skills. Coursework will be completed in a variety of ways, mainly practical productions but also essays, oral and PowerPoint presentations, written evaluations, blogs and evaluative seminars. Students will therefore be confident to express ideas in these various media and be adept at objectively evaluating their own work. Digital arts students will be encouraged to participate in an active culture of media engagement and to appreciate the historical, social and cultural contexts of their work, and so will have an affinity with these concepts.

Students will be selected onto a digital arts course through an aptitude workshop in which a preference will be identified for a particular route. The digital arts courses will offer two main specialist routes (Broadcasting Media and New Media). All digital arts students will study the mandatory units, but each route will allow for a degree of specialisation from the first year of study, so as to meet the needs, skills, and aspirations of individual students.

The world of digital arts is exciting and diverse. Our courses will reflect the opportunities that come with that diversity, so each course will have further personalised learning options as follows:

Specialist Units for Broadcasting route:

- TV & Film
- Music Video Production
- Radio
- Advertising Production

Specialist Units for New Media route:

- 3D Modelling and Animation
- Concept Art

Plus the following units will be mandatory for all digital arts students:

- Working to a brief in Creative Media
- Research Techniques

Performing arts

pathway Performance

route

BTEC Level 3 Extended Diploma Performing Arts: Dance or

BTEC Level 3 Extended Diploma Performing Arts: Musical Theatre

Music route

BTEC Level 3 Extended Diploma: Music performance or
BTEC Level 3 Extended Diploma: Music Technology

The main aim of these courses will be to provide students with industry style performance opportunities, empowering them to learn more about their chosen art form and themselves. We will promote learning through collaboration and will place an emphasis on the value of teamwork, artistic experimentation and using the arts as a vehicle for change. This will be realised through high quality performance projects, ranging from acting and dance showcases to music concerts and full-scale musicals. Students will also have the opportunity to perform in the local, national and international community. All the performing arts courses will be busy and challenging, providing a strong vocational context. Our creative industry partners, including those from the music industry, will support many of our curriculum projects.

Progression routes for performing arts students may take them directly into the world of work, either as practitioners, performers or production staff in the entertainment, music, film, or theatre industry. Alternatively, they may wish to further their studies by going to drama school or university to pursue a degree.

Students opting for the performing arts pathway will show enthusiasm, passion and aptitude in dance, acting or music. Performing arts students will be versatile and flexible in their approach to their work. The demands of the courses we will offer will require that students need an energised, focused, and committed approach to developing both their practical skills and academic appreciation of the arts. Although there will be an emphasis on learning through doing, students will be expected to study the theoretical aspects of the arts through social, cultural and historical appreciation and evaluation.

Students will be selected onto a performing arts route through an aptitude workshop in which a preference will be identified for a particular route. The performing arts course will offer two main specialist routes (Performance and Music). Each route will enable students to specialise in their first year, so as to meet individual needs, skills, and aspirations.

The music and creative industries are vibrant and diverse. Our routes will reflect the opportunities that come with that diversity, so each route will have further personalised learning options as follows:

Performance route

- Acting
- Dance
- Musical Theatre

Music route

- Music Performance or
- Music Technology

Specialist units for the performance route

- Performance Workshop

- Performing Arts Business
- Film and TV Acting
- Urban Dance

Specialist units for the music route

- Major Music Project
- Music and Society
- Marketing and Promotion
- Composing Music
- Improvising Music

Further A level studies

Students will also have the opportunity to undertake further A level studies in order to achieve more units. Student will be advised to select those subjects that complement their chosen BTEC specialism.

Subjects which might be offered are:

- Modern Foreign Languages
- Business Studies
- English Literature
- History
- Mathematics
- Media Studies
- Sociology

Students will therefore be able to take extra three units for an AS qualification and an extra six units for an A2 qualification.

Details of students' programmes of study and their assessment will be derived from the various course specifications.

AS Levels are studied in the first year and A2 in the second. The number of AS and A2 qualifications which might be taken by any individual student will depend on GCSE results, future plans and activities. These matters will be discussed at interview before students are accepted into the College. This will enable appropriate teaching staff to be made available. The subjects above are examples of subjects that might run depending on numbers and the availability of specialist teaching staff and financial resources.

Each student will therefore, as a minimum, follow an 18-unit course, with some gaining 24 units or more over two years. Students will receive advice and guidance on the number of units that is appropriate for their chosen career path and to match their achievement profile.

Given the changing pattern of post 16 national provision, we will constantly review this offer.

There will also be the opportunity for students who have not achieved a pass grade in GCSE English and/or mathematics to take these subjects or develop further their functional skills in English and/or mathematics. Some students may also take courses with a specific focus on the development of their functional English and/or mathematics skills depending on their aptitudes and needs.

Some example programmes of study are:

Student A.

Qualification	Course	Number of Units
BTEC	BTEC Level 3 Extended Diploma in Performing Arts Dance	18
AS	Dance	3
A2	Human Biology	6
	Total	27

Student B.

Qualification	Course	Number of Units
BTEC	BTEC Level 3 Extended Diploma in Performing Arts Acting	18
AS	English Literature	3
AS	History	3
	Total	24

Student C

Qualification	Course	Number of Units
BTEC	BTEC Level 3 Extended Diploma in Performing Arts Acting	18
AS	English Literature	3
AS	History	3
	Total	24

Student D

Qualification	Course	Number of Units
BTEC	BTEC Level 3 Extended Diploma in Performing Arts Acting	18
AS	English Literature	3
GCSE	Mathematics	
	Total	21

Rationale for the Plan Derived from our Vision

Specialising in the arts, we will provide a dynamic and personalised learning pathway for each individual. It is our philosophy to unlock each student's potential. Through our teaching, partnerships, industry links, pastoral care and monitoring we aim to foster ambition and a culture of high expectations and standards.

We aim to maximise the life chances of all our students by providing a stimulating, exciting, challenging, respectful and safe environment where every student is valued, listened to and responded to.

Staff, partners and students will operate in an atmosphere that promotes excellence, celebrates success and encourages opportunities for risk taking through which real learning and professional development can take place. Students will not only achieve their personal best but also exceed all expectations.

Creative teaching, state-of-the-art technologies, imaginative approaches and industry professionals working alongside outstanding teachers will make learning interesting, exciting and effective.

How we will Meet our Students' Needs, Interests and Aspirations

As described above in relation to each of the three pathways and options and units available within these pathways, students will be able to construct a programme of study that is personalised to meet their needs, interests, and aptitudes. Indeed, this will be key to the quality of students' learning and professional development. We anticipate that the majority of our students will be highly motivated to be totally engaged in the whole 'LIPA experience' and will demand from their programmes of study and the professionals with whom they engage, a learning and professional development experience of the highest quality.

Generally, our students will be performers and those who make performance possible. Their aspirations and needs will therefore revolve around wanting to spend their working lives being paid for what they are passionate about. Students therefore will need and will want to develop skills and acquire knowledge that will help them to achieve this. There are many jobs that need to be done to bring any creation to fruition, such as those related to design, production, management and marketing.

However, we also recognise that those who want to be performers and make performance possible also will need and will want to develop generic academic, social, and life skills.

We will offer post-16 students the opportunity to specialise in the subjects they love and in which they show real talent while at the same time helping them to develop as rounded individuals. As described above, our learning pathways will therefore include BTEC traditional AS/A2 courses, and GCSEs in English and mathematics. Different types of courses can be combined to suit individual skills and talent. Our enrichment programme will also provide additional opportunities to extend interests and areas of study.

Students will gain admission to the College based on aptitude for their individual pathways, routes and options as described above for each pathway. This recognition of students' aptitudes will acknowledge the specific needs and aspirations of students to develop a career in the performing arts. As noted above in relation to each of the pathways and routes within those pathways, there will be aptitude tests to determine whether individual students will thrive on the various pathways and routes within those pathways.

Therefore, the College will seek to attract students from across a range of backgrounds and academic abilities who are able to demonstrate aptitude in the performing arts.

However, we also recognise that individuals will need to develop skills, expertise and knowledge beyond those needed for a career in the performing arts. We will therefore help students to develop academically, vocationally, socially and morally so that they leave the College as independent, co-operative, responsible and creative young people who will have a well-developed resilience and drive for learning within the employment routes which they may wish to follow. We believe that generic skills and qualities, coupled with relevant academic and vocational qualifications, will prepare our students to go onto further and higher education and into the world of work able to positively contribute to society in a wide variety of spheres.

Project-based learning will be one of the keystones to our approach to teaching and learning and professional development and will take many forms. This approach to learning and professional development is one that is both inherently motivating, attractive and energising. What students do and produce will be watched. This will include performing skills and the wide variety of skills needed to put on a show includes the technical, the managerial and the creative.

Aside from the specific performance-related skills, there are generic skills which will develop as part of project-based learning, such as: enquiry, collaboration, reflection, revision, choice, framing challenges, enterprise, target setting and co-ordination, both individually and as a group. Perhaps an even greater benefit is choice and responsibility. For learning and professional development to have taken place, students will need to live with the decisions they have made.

To meet our students' needs, interests and aspirations, it is also our intention that they have access to world-class facilities and equipment at least equal to the highest industry specifications. In this way, we hope to replicate the facilities currently available to those students attending LIPA. These include such facilities as a wide range of both sound and lighting desks. Generally, we aspire to have equipment that mirrors what is out there in the industry, which will be vital when our students make the step from education to employment.

In order to meet students' needs, interests and aspirations, we will build upon the world-renowned reputation of the LIPA for the quality of its provision and its 'output' in terms of its graduates' records in the performing arts sector and industry.

LIPA opened in 1996 to forge a new approach to performing arts training. It was co-founded by the Lead Patron Sir Paul McCartney and [REDACTED], and is housed in Sir Paul McCartney's old school, which underwent a multi-million pound renovation to transform it into a state-of-the-art performing arts higher education institution.

LIPA is now an acknowledged part of the UK's higher education provision for the performing arts, recognised and ranked alongside institutions a lot older. LIPA provides learning for the main skills needed for putting on a show (performers and those who make performance possible), uniquely blending specialist and generic skills.

LIPA offers degree courses in Acting, Community Drama, Dance, Music, Sound Technology, Music Theatre and Entertainment Management, Theatre and Performance Design and in Theatre and Performance Technology. LIPA also runs full-time 1 year Foundation Certificates in Performing Arts (Acting); Performing Arts (Dance); Performing Arts (Singing); and Popular Music.

LIPA therefore trains its students for a future of sustained work. Most recent figures have shown that over the most recent four-year period, 96% of LIPA graduates are in work three years after leaving, while 87% work in the performing arts. To achieve this, the curriculum is constantly being revised.

We will therefore use the contacts and reputation of LIPA to recruit a significant number of practitioners, who will provide master classes and workshops. We will also recruit permanent fully qualified teaching staff, who will be qualified by both their professional experience as well as their teaching skills. Most will stay active as practitioners and have invaluable industry contacts. On top of this, we will also employ a wide range of part-time teachers, who will offer a significant degree of flexibility fitting in with their on-going professional commitments, which will help us to be effective and efficient in terms of our staff deployment. However, we will be mindful of the challenges associated with having a significant number and proportion of those teaching on our courses who are part-time and so have professional commitments elsewhere. We will therefore ensure these colleagues feel they 'belong' to the organisation by, e.g. seeking to involve them in wider ranging aspects, such as curriculum development.

Our acting staff will have worked as actors, directors, writers, musical directors and voice and movement coaches both in the UK and US in a wide range of arenas and media. Maintaining and updating professional practice is essential.

As described above, we will use our LIPA contacts access to a wide range of practitioners. For example, One of LIPA's teaching fellows is also [REDACTED], [REDACTED], whilst another was the [REDACTED]. LIPA Industry Associates (Nickolas Grace, Joe McGann and Jamie Lloyd) annually contribute to workshop programmes. There is also a wide range of visiting professionals at LIPA including acting coaches, agents and casting directors who will be able provide opportunities for high quality Professional Development. LIPA's Community Drama team has extensive experience as lecturers and practitioners, incorporating a wide range of community drama/theatre contexts.

This work includes leading major projects across the UK, Europe and Africa, and holding senior positions in companies such as Citizen Arts UK, TIPP Centre, Pigeon Theatre, Collision, Solent Peoples Theatre, The Haymarket, BBC Education and The Children's Commission.

Every member of LIPA's Dance Team has been a professional performer. Their experience in the industry spans from world-class companies such as Rambert Dance Company and Hamburg Ballet to performing in West End musicals.

In commercial dance, LIPA staff have performed, choreographed or directed music videos, musical theatre, cabaret and other dance forms. LIPA's visiting lecturers are all working professional dancers, choreographers and teachers. Many acclaimed professionals from both the UK and overseas also contribute to master classes or guest direct and choreograph on modules and productions.

LIPA Staff within Music have had three top twenty hit records in the UK as writers or performers in the last ten years. Among the lecturers are members of China Crisis and The Farm. Since the 80s, they have toured the world alongside some of the biggest names in the industry, both notching up sales of more than six million albums.

One of LIPA's singing teachers scored three hits in the late 90s with trance band Lucid and others have extensive experience in performing, producing, promoting, song writing and composing. LIPA employs over 20 music industry professionals to deliver much of the vocal, instrumental and ensemble tuition, including some of the country's top jazz musicians. LIPA was the first higher education institution to introduce Speech Level Singing™ to the North West.

The LIPA Music, Theatre and Entertainment Management team offer substantial practical management experience and knowledge gained in a wide range of areas including managing artists, theatres, venues, record labels, touring companies, festivals and small businesses. The team continue to build and maintain their knowledge and experience through excellent links within the music, theatre and entertainment industry.

LIPA students will therefore benefit from substantial input from working professionals, including graduates, having significant experience in a variety of fields including Law, Management, Higher Educational Leadership, Marketing and Critical Theory.

LIPA Sound Technology staff have a breadth of experience gained both in studio and live sound environments. In addition to music production and recording expertise, LIPA staff have specialisms in post-production for film and TV, MIDI and Pro-Tools programming, sampling and synthesis, broadcast engineering and location recording, as well as electronics, acoustics and maintenance. On the live sound side, LIPA staff members have over 20 years' experience of providing live sound engineering and production services for artists on tour, with credits including The Pogues, The Prodigy, Republica and Chumbawamba.

LIPA Theatre and Performance Design and Technology staff have extensive experience of working in professional live theatre, music and events and continue to work professionally. Members have worked with the RSC and National Theatre; Teatro Real, Madrid; Opera North and Royal Liverpool Philharmonic Orchestra; Tron Theatre, Glasgow; London Bubble; Liverpool Everyman and Playhouse Theatre; Octagon Bolton; Hampstead Theatre; Lyric Hammersmith; Liverpool Royal Court; Los Angeles and New York City Opera; West Yorkshire Playhouse; Tate Liverpool; Crucible Theatre Sheffield; Hull Truck Theatre and Scottish Opera. LIPA's Wardrobe staff have extensive theatre and BBC costume drama experience and other external professionals deliver specific skills classes and mentor practical work.

Therefore, in conclusion, we will be exceptionally well-placed to meet our students' needs, interests and aspirations based on a relevant and engaging planned curriculum, 'enrichment programme' which will also be an integral part of students' learning and professional development experience, and using the world renowned contacts and expertise within LIPA.

We will ensure that all students will reach her/his personal targets and aspirations. This support will be personalised to each student taking full account of their previous experience and future career aspirations.

All students will be in a group working closely with a Learning Coach. The Learning Coach will be the key person concerned with students' welfare, guidance and academic progress. Groups will meet as a whole with their Learning Coaches but there will also be regular individual tutorials at which students can discuss academic progress and other issues. Learning Coaches will have regular feedback from subject teachers and will also pay due attention to attendance.

The teachers and industry professionals who will be working with students on a regular basis will also be important contacts. They will teach and guide students to achieve academic and professional success. They will advise students about progress and will regularly report back to tutors. They will also be a useful source of information about careers and degree courses in a chosen area.

Assessment and Reporting

All courses will be continually assessed throughout the two years. Communication with students' homes will be of paramount importance, always taking account of the fact that our students will be aged 16 and over and so we will be encouraging them to become more self-reliant and independent. This will be especially important given the nature of the industry that many of them will eventually want to work in. At the beginning of Year 12, we will hold an information evening for all parents and carers. In addition to termly progress reports, there will be a full written report in Years 12 and 13. There will also be parents' evenings in both years. Students will be expected to attend these meetings alongside their parents or carers.

Careers and University Advice

Due to the nature of the College and curriculum, students will be in frequent contact with professionals in the creative industries. They will be able to seek advice on an on-going basis. However, to formalise this, in the middle of Year 12, the College will run an in-house 'Futures Course'. This will be dedicated to university choices, UCAS applications, work placements, job opportunities and internships. Information about grants, loans and fees will be available to parents and students. As described elsewhere, our students will be working on a regular basis with industry professionals who will also be very well equipped to offer careers and university advice.

Student Voice

There will be an elected Student Board actively involved in decision-making. This Board will meet weekly to bring a student perspective to the College organisation. They will discuss issues affecting College welfare, dress and conduct codes, and social events.

Students with Special Educational Needs and/or Disabilities

We aim to achieve equality of opportunity in employment and access to education and professional development in the performing arts.

We are committed to the provision of an excellent and challenging learning environment for all our students and staff. As a part of this mission, we will recognise the worth and potential of every individual and the need to work together to challenge disadvantage and create opportunities. To this end, we will develop a number of policies relating to age, disability, gender, sexual orientation and race. Within these, we will demonstrate an underlying philosophical commitment to value and respect for individuals, and a conviction that we should maximise their potential.

We will provide a framework of policies and procedures through which an anti-discriminatory environment can be achieved throughout the institution. Barriers will be broken down and opportunities extended to encourage members of under-represented groups to apply for jobs or take up our learning programmes to enrich their careers.

We will adhere to declared selection, recruitment and admissions procedures throughout the institution and to the effective monitoring of recruitment, selection, admissions, grievances, examinations and performance assessment. In addition, we will put in place throughout our curricula equal opportunities policies and associated protocols and practices.

We will establish support mechanisms for staff and students who may be the subject of discrimination or sexual/racial harassment. We will also make every effort to ensure that the structures, services, the physical environment and buildings reflect the needs of all members of the community.

We will make every effort to ensure that traders, contractors, institutions, organisations or individuals who interact with LIPA are aware of our approach to equal opportunities and adhere to our expectations in this respect. We will continue to improve our accessibility through flexible responses to individuals' needs, identities and preferences.

Providing students are able to demonstrate aptitude within the chosen pathway and route, the College will welcome applications from all students. Taking account of this, and as noted above, we will provide the opportunity for students who have not achieved a pass grade in GCSE English and/or mathematics to take these subjects or develop further their functional skills in English and/or mathematics. Some students may also take courses with a specific focus on the development of their functional English and/or mathematics skills depending on their aptitudes and needs.

Such courses may also be appropriate for those students for whom English is an additional language. We will also provide opportunities for such students, working closely with their Learning Coaches and the Learning support Co-ordinator, to access specific support and help from outside sources, where needed. However, we will also regard such students who may have experiences of different cultures and performing arts within these cultures, as sources of input into all students' experiences, especially of different cultures and performing arts within these cultures.

We will meet fully all our statutory responsibilities especially the requirements of The Equality Act 2010. This applies to all public bodies and those carrying out public functions such as ourselves and requires us to consider how different people will be affected by our activities.

Within the requirements of this Act, we will therefore seek to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster good relations between those who share protected characteristics and those who do not.

The nine protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

This General Duty is also supported by Specific Duties that will require us to:

- Publish relevant and proportionate information demonstrating our compliance with the Equality Duty (at least annually).
- Set ourselves specific, measurable equality objectives and publish them (at least every four years).

Gifted and Talented Students

If we define gifted and talented students as young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities), then it could be argued that many or most of our students will be gifted and talented in a particular area related to the performing arts.

Therefore, throughout our curriculum, approaches to teaching and learning and support and guidance described throughout this section, we will be providing challenge to these students. As described elsewhere, this challenge will have as one of its key sources input from practising professionals from across the sector.

We anticipate that students will be able to showcase and develop further their gifts and talents throughout their programmes of study and when they leave the College, for example in employment or in higher education.

LIPA has an outstanding track record in this respect. We expect some of our College leavers at some point in their working lives to aspire to emulate the achievements of graduates from LIPA who have exhibited their gifts and talents in such fields and acting, dance, music and sound technology, music performance, theatre and entertainment, theatre and performance design, technology, and management.

Role of the Learning Support Co-ordinator

Our Learning Support Co-ordinator will advise and provide information about a wide range of issues related to students' support needs (personal and educational), health and welfare. This person will take on the more common role of the SENCo in schools for pupils aged 4-16.

To help students with all of their access and support requirements, the Learning Support Co-ordinator could be approached before students begin their studies or at any time during their programme. For example, our Learning Support Co-ordinator will be able to provide specific guidance on the Disabled Student's Allowance (DSA) and a wide range of other specialist support services and opportunities for those students who may have a disability, have mental health difficulties, have long term conditions or have specific learning difficulties such as dyslexia. We will have direct links with local National Network of Assessment Centres and can arrange appointments with these agencies when students notify us that they have been awarded a DSA.

Our Learning Support Co-ordinator will be happy to offer support to students if they are experiencing health-related difficulties, personal problems, or personal distress or accommodation problems. Our Learning Support Co-ordinator will also provide specialist guidance to more mature students.

In addition to the Learning Support Co-ordinator offering students direct support, he/she can refer students (as appropriate) to other members of staff who can help students with, for example, study skills development. We will also facilitate, where needed, access to educational psychologists, note takers and other educational professionals such as ADHD coaches and student counsellors with specific expertise in particular areas such as financial advice and counselling

All the services and advice facilitated by the Learning Support Co-ordinator and the Learning Coaches will be provided within a formal confidentiality framework. When required and with students' agreements, the team can work with individual students to propose reasonable

adjustments to be made to how students are taught, how they learn and how they are assessed, to ensure that students achieve well and make the most of their time at LIPA.

Students will be allocated a Learning Coach who will be their first point of contact for any non-curriculum-specific pastoral advice and will work with students to monitor their progress.

Therefore, the Learning Support Co-ordinator will play a pivotal role in ensuring all students access the learning and professional development experiences offered by the College and so be able to develop their skills, expertise and knowledge. To do this, the Learning Support Co-ordinator will work closely with the Learning Coaches.

Accessibility

We will make our buildings as accessible as possible, particularly to meet the needs of disabled and those with visual or hearing impairments.

Corridors will be broad and there will be easy access toilets throughout. For those students with visual impairments, there will be colour contrasts around pillars and other potential hazards throughout the building and contrasting nosing on both internal and external stairs. Specialist ICT support will also be in place for those with a disability might make it more difficult for them to use the appropriate ICT facilities. This will include voice activated MS Office software, JAWS screen reading software, keyboard guards, trackballs and larger monitors. We will have a text enlarger, a flatbed scanner and reading software, allowing conversion to Braille if needed to help visually impaired students. Specialist music resources will include 4-beam Soundbeam music system and portable PC with MIDI capability.

Supporting Students to be Successful when they Enter and Leave the College

As described elsewhere in this application including within the descriptions of the various pathways, routes, and options, students' aptitudes will be assessed to help them and us to decide whether a particular pathway and choices within that pathway are appropriate to their needs, aspirations, and interests. Once they have entered on to the programme, there will be in place support mechanisms as described to help students to succeed and enjoy their learning and professional development experiences at LIPA. These mechanisms will include on-going formal and informal monitoring systems for individual students to ensure that we find out as quickly as possible if and when any student is experiencing difficulties with their studies. If and when this happens, we will put in place support mechanisms and resources generally to help students rise to the challenges they are facing. Clearly, the Learning Support Co-ordinator and the Learning Coaches will be crucial in this respect.

Throughout their time at LIPA, students will be advised and supported with regard to their next steps be that into higher education or working in the performing arts sector or into the more general world of employment. Therefore, as well as there being more 'formal' opportunities at regular points for students to discuss with their Learning Coaches what their next steps might be and how they might prepare for these, there will also be many and varied opportunities for individual students to liaise with staff (including visiting professionals) as to the options viable to them. Clearly, with particular reference to higher education routes, our links with LIPA will be invaluable.

We will provide students with knowledge and facts and encourage them to continue to learn after they have left. Such is the competition, students will need to consistently broaden their skills in order to maintain a successful career in whatever field they choose.

When our students leave the College, we will ensure that they have acquired key generic skills that will enable them to thrive in a wide variety of employment fields. In particular, they will have the ability to reflect, investigate, talk and write confidently and knowledgeably about the performing arts in general and their own specialism in particular. They will have benefited from our unique blend of understanding by doing the thing that they love and reflecting on it, in a supportive and creative environment.

Enrichment Programme

There will be a wide range of opportunities for students to enrich their learning and professional development beyond their 'formal' programmes of study. Indeed, given the nature of our College, there will be only a fine distinction between what might be called an 'enrichment experience' and activities which will be a 'normal' part of a student's programme.

Therefore, students will be fully involved in such activities as:

- Being part of the team which will contribute to the production of arts performances on various scales such as performances being based at the College or which may be part of an external performing arts event.
- Participating in master classes, seminars and workshops led by leading professionals who may also provide extended teaching on students' performance projects. This might involve students taking direction from a commercial dance choreographer or a West End director.
- Students having the opportunity to showcase their skills to casting agents and talent scouts from record labels which might lead to employment opportunities.
- Work placements for students that can also lead to employment opportunities.
- Engaging in community arts productions; involvement and engagement with the wider community will be an integral part of the College's activities and will be core to the College's vision.
- Arts award that is an Arts Leadership Award that involves teaching younger people within an area of the arts and contributing to arts in the community.

Clearly, these opportunities will build on the opportunities offered level courses at LIPA.

Work Experience

Students will be offered at least a week of work experience. Placements will be arranged to complement areas related to the chosen pathway. As many of our courses will be career specific, relating to a specific area of employment or industry within the arts, much of the study will be a combination of learning and doing through skills, focused work-related projects or work experience.

We will offer this learning/professional need to our student intake. It also derives fully from our vision as set out in Section C.

D2: Measuring Student Performance and Setting Challenging Targets

Assessment and Data Tracking System

As described above, we will put in place a process to monitor informally and formally on a very regular basis students' attainment, progress, and achievement. The approach to assessment will vary according to the nature of the 'outputs' from students.

For example, clearly, performance aspects will be assessed on a 'real time' basis using clear and rigorous assessment explicitly derived from the BTEC course specifications and best practice within the industry with knowledge gained from our professional partners. There will be internal and external moderation.

The information, data, and evidence collected within this process will be aggregated and relayed to the senior leadership team on a termly basis. This information, data, and evidence in an appropriate format will also be reported to the Governing Body/Trust in order that they might perform their critical role as overseeing standards achieved within the College.

The Heads of Pathways will also have a key role in this process in that they will have the responsibility for using the information, data, and evidence collected to evaluate the quality of the offer within their respective pathways. As described below, a range of approaches will be used to collect the required information, data, and evidence.

A management information system will be used which will collect, aggregate and analyse the information, data, and evidence available in order to help senior and middle leaders to identify areas for improvement associated with particular areas of the curriculum and, as appropriate, particular members of staff. We will review the full range of data and metadata available on students to track their progress, exploring best practice approaches to tracking. We will analyse and act where required on the findings and outcomes from these activities at a whole College level in order to inform our medium to long term planning.

If or when it becomes apparent that any individual member of staff needs to improve her/his performance, the required support mechanism will be put in place. If, after an appropriate period of time, any given member of staff's performance does not improve sufficiently, then further appropriate measures will be taking, including, if needed, competency procedures being instigated.

Information and data on students will therefore be analysed by SLT and disseminated to staff in the most useable form in order to assist with their planning. Staff will be able to access key information and data via a secure area of the authorised staff. Applications will be available for the College to use in manipulating data for use by staff and outside agencies. Students' portfolios will be continually evaluated and will include work samples, self-assessment, moderated work and action planning together with target grades and related information.

For monitoring progress towards annual whole College of individual students' targets, learning coaches, teachers, heads of pathways and SLT will not wait for a target to be missed before acting. Informal but rigorously monitored termly milestone targets will be set and any individual or group target at risk of being missed will result in a tailored early intervention strategy, based on a diagnosis of each specific situation, in order to maintain progress towards the target and ensure it is achieved. More frequent monitoring will then be used to examine the effectiveness of the intervention(s) and to plot course corrections where deemed necessary.

Targets for Student Performance and How Achieved

The following key outcomes are central to the vision and ethos of the College (overleaf):

98% of students will achieve their chosen BTEC Level 3 Extended Diploma.

- Success in this qualification is a key measure because it will demonstrate that students have developed the appropriate skills, the knowledge and required level of commitment and discipline to achieve and to overcome individual barriers that they may have faced. A key target for the College will be to increase the number of young people achieving Level 3 qualifications as a whole and narrow the attainment gap for students from disadvantaged communities.
- This compares very favourably with the achievement by students locally, nationally and regionally in BTEC level 3 courses.

90% of students who undertake an AS or A2 course will achieve a 'pass' grade.

- This target represents our commitment to students' acquiring a 'rounded education' with therefore the opportunity to access a wide range of AS and A2 courses to complement their choice of BTEC Level 3 Extended Diploma
- This compares very favourably with the achievement by students locally, nationally and regionally in AS and A2 courses.

90% of students that we can contact are in work or further or higher education or work based training or apprenticeships within three years of graduating.

- This is a highly ambitious target, particularly as many of the students at the College may not have had ready access to the contacts and networks that facilitate access to work experience and opportunities within the sector. We will provide these opportunities for our students irrespective of their background. This target of 90% progression will be met within five years of the College's opening and will be measured within six months of a student graduating from the College, to track their long-term academic/vocational success.

100% of students at the College will be supported to overcome barriers to learning in order to achieve and progress.

- Some young people at the College will be from disadvantaged communities where there may be high barriers to learning and there will be a number of students with additional learning needs. Through targeted support as described above, these will not be a barrier to success at the College.
- This is a highly ambitious target and relies on the College putting in place the relevant support as described above.
- Evidence of progress towards achieving this target will be derived from regular surveys of students' views about this and other improvement matters.

90% of students will participate in enrichment sessions outside their formal programmes of study that will help them to be entrepreneurial and enterprising.

- This target is linked to the emphasis within the College offer on the development of the whole person as well as key vocational skills and knowledge. A significant amount of time and resources within the weekly time table will be focused on the young person developing their confidence, self-awareness, interpersonal skills, and setting appropriate targets and goals for themselves.
- The achievement of this target will be manifested within the wider targets of high retention, qualification success, progression, responsible behaviour and student satisfaction. The College will develop its own fit for purpose system to monitor the students' personal and social development and levels of well-being.

90% of our students who do not have least a C grade in English and mathematics when they enter the College will have acquired a satisfactory level of English and mathematics functional skills when they leave.

- This represents our commitment to meeting the needs of all our students including those who may have missed opportunities for acquiring core skills earlier in their schooling.

95% of students will attend at least 90% of their compulsory sessions.

- All students will be expected to attend all of their compulsory sessions and records will be kept of their attendance. If any student begins to fall below the 95% benchmark, then appropriate interventions will be made via their Learning Coaches.

Given the professional context in which students will be working, we do not think that it would be appropriate to establish whole-College targets with regard to students' behaviour. However, if or when there are instances of inappropriate behaviour from any student(s), there will be put in place appropriate interventions via their Learning Coaches.

The details and impact of interventions to help students succeed will be tracked and monitored and linked to these targets, as described above. In order to achieve these targets and as described above, the College will ensure equality of opportunity.

These ambitious targets will build on similar achievements of students who have graduated from LIPA. Every year, leading up to graduation, LIPA surveys its graduates who left three years earlier. For the past four years, LIPA has traced, on average, 85% of each year group and of these, on average, 93% are in work and 82% are working in the performing arts. This can be compared with Equity statistics for UK actors that show that, at any one time, roughly 80% aren't working.

Review of Success Measures and Targets to Improve College Performance

We will put in place a rigorous process for measuring and improving the quality of teaching in the classroom and other settings in order to help us achieve the above ambitious targets.

This will include:

- Regular observations of all kinds of learning experiences for students; 'Lesson observations' will include sessions will be based on the revised Ofsted framework to ensure accurate benchmarking against Ofsted 'outstanding' criteria for quality of teaching, using external consultancy support for verification of school judgements.

- Peer observations involving teacher-teacher, SLT- teacher, and middle leader-teacher pairs.
- Regular scrutiny of the quality of the work of students including their practical performances.
- Data analysis (as described above) from individual student to whole-College level, based, for example, on the interactions between students and staff as part of the overall support system within the College.
- Pathway reviews and whole College reviews which will mirror external evaluation and assessment process.
- Feedback from student voice.
- Parents' and carers' feedback through regular surveys and more informal feedback on a very regular basis.
- Community perception surveys.
- Feedback from our stakeholders including employers of our students as they work with them on work experience and other opportunities to have contact with employers and also after students have left the College.

D3: Staffing Structure to Deliver the Planned Curriculum

As the College builds to capacity during its first three years of operation, there will be put in place the appropriate numbers of staff with the appropriate expertise and at the appropriate levels within the structure in order to deliver a high quality curriculum and learning and professional development experience to all our students from the moment the College opens.

Details of how the staffing structure will develop as the numbers of students at the College grows during the first three years of operation are as follows:

Year	Number Students	Leadership	Teaching Staff	Education Support Staff	Other Support Staff
2015 (1)	120	1 Head 1 Head for each of: • Creative arts • Digital arts • Performing arts 1 Business Mgr 1 Learning Support Co-ordinator	2 Teachers (FTEs). Head to support 1 FTE Teacher for 'Additional Studies' 1 FTE Teacher for English and Maths	3 Learn Coaches (2.5 FTE) to cover three pathways	1 PA to Head (0.4 FTE)
2016 (2)	300	1 Head 1 Deputy Head 1 Head for each of: • Creative arts • Digital arts • Performing arts 1 Business Mgr 1 Learning Support Co-ordinator	3 Teachers for each pathway (9 FTE in total) 3 Teachers for 'Additional Studies' (3 FTE in total) 1 FTE Teacher for English and Maths	6 Learn Coaches (5 FTE) to cover three pathways	1 PA to Head (0.8 FTE) 1 Admin Sppt (0.8 FTE)

Year	Number Students	Leadership	Teaching Staff	Education Support Staff	Other Support Staff
2017 (3)	360	1 Head 1 Deputy Head 1 Head for each of: • Creative Arts • Digital arts • Performing Arts 1 Business Mgr 1 Learning Support Co-ordinator	4 Teachers for each pathway (12 FTE total) 3 Teachers for 'Additional Studies' (3 FTE in total) 1 FTE Teacher for English and Maths	6 Learn Coaches (5 FTE) to cover three pathways	1 PA to Head (0.8 FTE) 1 Admin Sppt (0.8 FTE)

Commentary on Staffing Structure

- Teaching group sizes for when the school reaches its target numbers of students during the first three years of operation:
 - Year 1 of operation. 2015. 120 students. It is assumed that there will be 40 students on each of the three pathways, which will equate to two teaching groups of 20 students.
 - Year 2 of operation. 2016. 300 students. It is assumed that there will be 100 students on each of the three pathways, which will equate to four teaching groups of 25 students.
 - Year 3 of operation. 2017. 360 students. It is assumed that there will be 120 students on each of the three pathways, which will equate to five teaching groups of 24 students.
- The number of students who join the College who do not achieve GCSE grade A* to C by the end of KS 4 is at this point unknown. If student numbers are low we will provide relevant teaching resources using the budget line for supply teaching as detailed in Section G. As evidence in Section C and E suggest, student numbers may be high enough to reduce the scope of additional subjects and reallocate these FTE teaching resources instead.
- If income is less than expected perhaps caused by a shortfall in student numbers compared with target numbers, we are confident we can reduce the number of staff in place without compromising the quality of our provision. Based on recruiting 70% of our planned student numbers, the following tables provide details of how we might do this during the first three years of operation (note the cost savings detailed in Section G describe to the first two years only as requested). There is ample scope for varying these levels of provision according to the numbers of students actually recruited during the first three years of operation.

2015 (Year 1) - Reduction from 120 Students to 84 Students

Staff	Student Recruitment		Notes
	100%	70%	
Teachers (FTEs)	2	1	Head, Deputy Head and Head of Pathways to also teach. Reduce three pathways as set out in section D1 to two with two FTE teachers to each pathway with group sizes of approx 21.

Staff	Student Recruitment		Notes
	100%	70%	
Heads of Pathways (Creative, Digital & Performing)	3	3	As described, given a reduction from three to two pathways.
Learning Coaches (FTEs)	2.5	2.5	As described, given a reduction from three to two pathways.
Teachers (FTEs) to teach the 'Additional Studies'	1	0	Deferred to protect core provision i.e. learning opportunities in the creative and performing arts but continue to teach students who need to achieve GCSE English and Maths (through the Supply teaching budget).

2016 (Year 2) - Reduction from 300 Students to 210 Students

Staff	Student Recruitment		Notes
	100%	70%	
Teachers (FTEs)	10	9	Third pathway introduced for Year 12 students.
Heads of Pathways (Creative, Digital & Performing)	3	3	Remains the same because we will introduce the other pathway given increase in total number across Years 12 and 13.
Learning Coaches (FTEs)	5	4.5	This gives 1.5 (FTEs) Learning Coaches for each pathway.
Teachers (FTEs) to teach the 'Additional Studies'	2	0	Deferred to protect core provision i.e. learning opportunities in the creative and performing arts but continue to teach students who need to achieve GCSE English and Maths (through the Supply teaching budget).

2017 (Year 3) - Reduction from 360 Students to 252 Students

Staff	Recruitment		Notes
	100%	70%	
Teachers (FTEs)	13	10.5	Third pathway now available to each of the two year groups 12 and 13.
Heads of Pathways (Creative, Digital & Performing)	3	3	Remains the same because we will introduce the other pathway

Staff	Recruitment		Notes
	100%	70%	
Performing)			given increase in total number across Years 12 and 13.
Learning Coaches (FTEs)	5	5	This gives 2.0 (FTEs) Learning Coaches for each pathway.
Teachers (FTEs) to teach the 'Additional Studies'	3	3	Reintroduced - student numbers and income now high enough to make this provision sustainable.

Teachers, Including Teachers who are Part of the Senior Leadership Team

In order to ensure that students are taught by teachers with the appropriate background and skills and so provide the best possible learning experience to all our students, we will use our wide range of contacts built up by LIPA as described above.

The Senior Leadership Team

The Senior Leadership Team (SLT) in place from the establishment of the College consisting of the Head, Deputy Head (also the Head of Additional Studies) the Heads of each pathway, the Business Manager and Learning Support Co-ordinator will provide the strategic vision and operational drive to put in place all that is required to embed quality into the College. For example, they implement a rigorous system to monitor the quality of all provision, including performance management of all staff, as described above. The Head, Head of Pathways, and Deputy Head will also have regular teaching commitments taking account of time needed to undertake their leadership responsibilities.

The Middle Leadership Group

There will be no distinct group as such, since as described above, the Heads of each pathway and the Head of 'Additional Studies' will be part of the senior leadership team. However, this group will have key roles, as described above, in monitoring the quality of the provision, especially the quality of teaching and learning, and students' outcomes. There will also be occasions when they will wish to meet as a separate 'middle leadership group' to address particular issues common to them.

The Learning Support Co-ordinator and Learning Coaches

As described above, the Learning Support Co-ordinator and the Learning Coaches will play crucial roles in working with individual students to help them to progress and achieve their aims and ambitions.

Business Manager (BM)

The BM will coordinate all HR, finance, and site activities and will therefore have a crucial role in ensuring that such services support students' learning and professional development.

Other Support Staff

These will work as full part of the staff team within the College and so will also have a crucial role in ensuring that such services support students' learning and professional development.

D4: N/A (No religious ethos, religious character, distinctive philosophy or world view)

Section E: Evidence of Need – Part 1

The table below states the demand recorded to date for places at the LIPA Sixth Form College as, a percentage of the proposed number of places in each college year group:

	2015				2016			
	A	B	C	D	A	B	C	D
Year 12	120	74		62%	180	45		25%
Year 13	n/a	n/a		n/a	120	74		62%
Totals	120	74		62%	300	119		40%

We will continue to engage with young-people to raise awareness of the College and capture formal Expressions of Interest accordingly, as detailed in Section E2 below.

Section E: Evidence of Need – Part 2

E1a: Evidence Of Need

Standards & Attainment

Section C details how there is currently no local or regional institution in Liverpool that can offer a creative and performing arts based curriculum, i.e.:

- Liverpool has just one further education college for young people aged 14 upwards, the City of Liverpool College. Otherwise sixth forms sit within secondary schools. Two UTCs and one Studio School focus supporting young people from aged 14, with a limited sixth form intake.
- Only the City of Liverpool College offers any specific teaching and learning in the creative or performing arts. Yet this accounts for only 6.62% of total enrolments in 2011¹⁷. This creates a bias towards technical, vocational or academic qualifications, while The Studio School has a narrow focus on digital technology, e.g. the gaming industry.
- In 2010, only 10.5% of 16 to 18 year olds were in Academies, CTCs, sixth form colleges or independent schools, with 89.5% in their school sixth form or City of Liverpool College¹⁸.

Many of these 16 to 18 institutions do not deliver education to the highest standard or deliver sufficient core levels of educational attainment, as detailed in Section C, i.e.:

- Of 41 non-special 16-18 schools included in DfE Performance Tables, only six (14.63%) were Ofsted rated 'Outstanding' at their latest inspection, of which 67% are Academies¹⁹.
- Critically Ofsted rated the City of Liverpool College 'Inadequate' in February 2013 for student outcomes, quality of teaching and learning and effectiveness of leadership / management. It is making reasonable progress in some but not all areas (November 2013)²⁰.

The performance of sixth forms integrated into secondary schools is not clear because Ofsted inspections typically cover the whole school. We must take attainment in these institutions in context, e.g. 100% in the proportion of KS5 students at The Blue Coat School achieve three or

¹⁷ <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>

¹⁸ <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>

¹⁹ <http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&no=341&superview=p16>

²⁰ <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130487>

more A-Levels at grades A* to E, but their students follow on from KS4 within an integrated 11 to 18 *selective* secondary school²¹.

An analysis of a range of local institutions further illustrates the mixed standard of education delivered and the lower levels of attainment prevalent:

School *	Type	Ofsted	% KS5 With A-Levels (A* - E)		
			1+	2+	3+
England - All			68%	63.7%	55.5%
England – State Funded			65.3%	60.7%	52.3%
Local Authority			64.7%	55.7%	44.3%
Childwall Sports College	FS	n/a	59%	38%	15%
Alsop High School & College	CS	2	58%	36%	20%
Archbishop Beck College	VA	2	53%	24%	10%
Fazarkerley High School	CS	2	53%	19%	3%
Notre Dame Catholic College	VA	2	51%	27%	10%
Enterprise South Liverpool	AS	3	42%	5%	2%
North Liverpool Academy	AS	2	39%	27%	9%
City Of Liverpool College	FE	4	20%	19%	15%

Key: FS (Foundation School), CS (Community School), VA (Voluntary Aided), AS (Academy Sponsored), FE (Further Education).

** Listed in order of decreasing level of attainment of the proportion of KS5 students achieving at least one A-Level or equivalent (A* to E).*

Nearly a third (30%) of institutions listed in DfE Performance Table have a lower proportion of KS5 students achieving a minimum of one A-Level or equivalent (A* to E), compared to the LA average of 64.7% and 65.3% (state funded) and 68% (all schools) nationally. Performance deteriorates for two or more and three or more A-Levels or equivalent (A* to E).

The City of Liverpool College, the only provider of creative and performing arts courses for 16 to 18 year olds in Liverpool, has the lowest attainment levels for one or more A-Levels (A* to E) or equivalent and joint second lowest for two or more.

The impact of new providers, e.g. UTCs or the Studio School is uncertain, given their approach to teaching and learning are still in development and Ofsted is yet to conduct a first inspection.

Demographics & Places

In Liverpool, 11.6% of 16 to 18 year olds are classified as NEET, significantly higher than the North West (7.3%) and England (6.1%). In the last 18 months long-term youth unemployment has trebled in Liverpool and is predicted to continue to rise²².

²¹ <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=104704&superview=p16&qtype=LA>

²² <http://liverpool.gov.uk/media/157202/Education-Commission-Data-Report-September-2012.pdf>

Liverpool City Council statistics project that in 2015 there will be 80,349 people aged 16 to 24 and in 2016 78,225. Pro-rat'd, this equals 17,855 16 to 18 year olds in 2015 and 17,383 (two of nine year groups, 16 to 17 and 17 to 18, from aged 15 to 16 to 23 to 24 inclusive)²³.

This means that in its first two years, the College will add 360 places to the local provision for 16 to 18 education but have the opportunity to reach out to a pool of up to 2,071 16 to 18 year olds (11.6% of 17,855 people) in 2015 and 2,016 16 to 18 year olds in 2016 (11.6% of 17,383 people). This is in addition to other 16 year olds who might otherwise, in the absence of the College being available, have opted to attend a less suitable learning environment at the City of Liverpool College or other sixth form institution.

Data from the Mayor of Liverpool's Education Commission also shows that in 2010 a total of 4,160 16 year olds and 3,840 17 year olds were in full-time sixth-form education (in maintained school sixth forms, academies and CTCs, free schools or independent schools).

Using 4,160 as a proxy for the number of places available in sixth form education for 16 year olds leaving secondary school, the College will add only 8.65% more places. The number of places available in sixth form education is more demand led than in pre-16 education and so more flexible and responsive to operating successfully at different levels of capacity, e.g. the ability to simply adjust student:teacher ratios. Therefore the College will have no or a minimal impact on the overall quantity of post 16 education available in Liverpool and especially the immediate, surrounding area.

E1b: Evidence of Demand

The number of formal Expression of Interest received from young people to attend The LIPA Sixth Form College to date is stated in Section E - Part 1 above.

Information and Collateral

We are capturing demand for places through a dedicated website for the College, linked off the home page of the LIPA website; <http://www.lipa.ac.uk/content/TheLIPASixthFormCollege.aspx>. It contains detailed information about our proposals, updated regularly as they evolve, plus the survey that young-people who want to attend should complete to register their interest.

We also created a dedicated page on Facebook and published the same information on there and the main Facebook page of LIPA: <https://www.facebook.com/pages/The-LIPA-Sixth-Form-College/678725575493608> and <https://www.facebook.com/LIPALiverpool>.

A copy of the detailed information published on the College website and Facebook page is on pages 41 and 41 below. This includes the text used in Facebook advertisements. A copy of the survey used to capture early demand for places is on page 43 below.

²³ <http://liverpool.gov.uk/council/key-statistics-and-data/data/population/>

Website Text:

The LIPA Sixth Form College

Following the current government's approval for a primary school, we are putting in another bid, this time for a Sixth Form College.

What will be special?

Aside from being on our site, interacting with our undergraduates and experiencing the facilities you can read about elsewhere on this site, we want to encourage a lifetime appetite for learning, emphasising the creative and performing arts.

Project-based learning

Before explaining this emphasis, what's project-based learning? Put simply, learning is 'finding out', so where should the motivation for this come from? Answer: because there's something you need to achieve.

Creative and performing arts

Project-based learning takes many forms. This is one of them. It's one that is both inherently motivating, attractive and energising. What you do is going to be watched. We are not just talking about performing skills. The range of skills needed to put on a show includes the technical, the managerial and the creative. More jobs are here than in performing.

Aside from these specific skills, there are generic skills, such as: inquiry, collaboration, reflection, revision, choice, framing challenges, enterprise, target setting and co-ordination, both individually and as a group. Perhaps an even greater benefit is choice and responsibility. For learning to take place, you need to live with the decisions you've made.

Curriculum

There is choice for learning at 16+ in Liverpool. We will be, inevitably, providing another variant – this time, emphasising the creative and performing arts. This will include, if required, the need to achieve a GSCE grade A* - C in Maths and English.

This means the range of disciplines, outside performing, will focus on the creative (technical theatre, visual art and design) and integrate the current digital world. While it is likely that BTECs will feature strongly, there may also be opportunities to take on rather more academic study.

Quality

Aside from our track record, which can be viewed elsewhere on this site, our partner, Edge Hill University, is renowned for outstanding teaching. Their teachers will teach at our sixth form college, while our teachers will teach at the university.

Admissions

Our admissions policy will be simple, open and reach out to our locality and wider region, while remaining fully inclusive. From 2015, we will admit people aged 16, reflecting the start of sixth form level education. We will publish more details about our admissions soon.

Interested?

Just complete the form below and we'll keep you updated. If you have questions, please contact Reception, LIPA, Mount Street, Liverpool L1 9HF or reception@lipa.ac.uk.

['Like' the new Sixth Form Facebook page](#)

Facebook Text, Posts and Advertisements:

The LIPA Sixth Form College

Following the current government's approval for a primary school, the Liverpool Institute for Performing Arts (LIPA) is putting in another bid, this time for a Sixth Form College. The LIPA Sixth Form College is planned to open on our site in Liverpool in 2015.

Messages/Posts:

- At LIPA Sixth Form, we want to encourage a lifetime appetite for learning, emphasising the creative and performing arts.
- A career in creative and performing arts isn't just about acting. Technical, managerial and creative skills are also needed to put on a show. LIPA Sixth Form allows you to develop these skills.
- There is plenty of choice for learning at LIPA Sixth Form, emphasising the creative and performing arts.
- The range of disciplines, outside performing, will focus on the creative (technical theatre, visual art and design) and integrate the current digital world. While it is likely that BTECs will feature strongly, there will also be opportunities to take on rather more academic study.
- Part of LIPA Liverpool, LIPA Sixth Form will have access to outstanding facilities. Our partner, Edge Hill University, is renowned for outstanding teaching.
- Our admissions policy will be simple, open and reach out to our locality and wider region, while remaining fully inclusive. From 2015 we will admit young people aged 16, reflecting the start of A-Level or equivalent sixth form level education.
- Please help us make The LIPA Sixth Form College happen by completing the short Expression of Interest Form
- Are you studying for your GCSEs and interested in a career in the creative and performing arts? New LIPA Sixth Form proposed for Liverpool in 2015 might be right up your street....
- Do you have children currently studying for GCSEs? Are they interested in a career in the creative and performing arts? New LIPA Sixth Form College proposed for Liverpool in 2015 might be right up their street.
- We need to show the Department for Education the demand for our proposed school. Please complete our online form to show your support - it will take less than a minute!
- Let's all make this happen! We need to show the Department for Education the demand for our proposed school. Please complete our online form to show your support - it will take less than a minute! Please share this post so your friends can also be a part of this very exciting opportunity.

Advertisements:

- Performing arts you passion?
- Devoted to performing arts?
- Is your Year 10 passionate about performing arts?
- Flair for creative and performing arts?
- Is your child in Year 10?

Note – All advertisements included the text 'New LIPA Sixth Form College planned for 2015 – help make it happen!' and a link to the LIPA Sixth Form College website.

Survey:

Expression Of Interest Form

Selecting the proposed LIPA Sixth Form Free School as your first choice school from September 2015 is valuable information that will help us to develop our proposals. It is not binding and it does not mean that you will be guaranteed a place.

Please note - fields marked with a red asterisk* are mandatory.

[Form]

1. * Are you? [Either/Or Check Box]

- A young person (aged 11 – 16)
- A parent, carer or guardian
- Other

2. * Full Name [First Name Box] / [Last Name Box]

3. * Your/Your Child's Date Of Birth [Month Day Year Drop Down Lists]

4. * Postcode [Box]

(Your postcode will help us to analyse interest in the school)

5. * Do you support the creation of the proposed LIPA Sixth Form Free School?

[Either/Or Check Box]

- Yes
- No
- Maybe

6. * I would select the proposed LIPA Sixth Form Free School as my first choice school / for my children from September 2015: [Either/Or Check Box]

- Yes
- No

7. Are you entitled to Free School Meals? [Either/Or Check Box]

- Yes
- No
- Prefer Not To Say

8. How did you hear about us? [Text Box]

9. Questions? Comments? [Text Box]

Please tell us and we'll get back to you as soon as possible.

10. * Email Address [Box]

11. Telephone No [Box]

12. Please keep me updated [Tick Box]

[Submit Button]

[Data Privacy Statement]

Demand Map


The map below illustrates the location of young-people and parents who expressed an interest to/for their child to attend the College, in relation to its proposed location (marked). Full details of all those who registered their interest are available on request:



E2: Evidence of Demand

Target Audience

We are proactively engaging with young-people in Year 9 (aged 13 to 14) and Year 10 (aged 14 to 15), who will be the right age to attend the College in its first two years from September 2015, and their parents.

We are engaging with them in Liverpool and the wider region. This is because we anticipate that young-people aged 16 will have a level of independence. We plan to locate the College , as detailed in Section H, easily accessible from neighbouring areas via the existing public transport network into and around Liverpool.

We want to stimulate interest and demand in young people first and foremost. It is their deep-rooted vocation for the creative and performing arts that will inspire them to apply. They (and indeed we believe are their parents too to a degree) are most likely ICT literate and active on social media platforms, so we prioritised this communication channel. This is because it is the most effective approach to raise awareness across disparate peer groups in the city and neighbouring areas, through the strength of the peer-to-peer networks in place.

Approach

We use a dedicated website²⁴ and associated Facebook²⁵ page, with direct links to the main LIPA website and Facebook page as our primary channels to promote our plans and to capture demand. The pages contain detailed information about our proposals, updated regularly as they evolve, plus the survey for young-people or parents to complete to register their interest. For more details, see Section E1 above.

The LIPA Marketing and Communications Team lead on all marketing and communications activities. They set up the website and Facebook page and offered advice, information and support when requested to anyone who contacted LIPA to find out more.

We also published information, notices and advertisements about our proposals for the College through several communication channels, e.g. integrated with outreach programmes to raise awareness of LIPA amongst secondary schools, local community groups, or older members of our LIPA 4:19 Academy, as detailed below.

All our community engagement and marketing and communications activities direct potential students to the College website. Note that to date we have had 2,927 unique page views on the Sixth Form College website and 694 'likes' on Facebook amongst target peer groups. A total of 1,406 people have engaged with the Facebook page to date (i.e. liked, commented, shared or clicked on one of our page posts).

This is a rewarding and informative experience and has become an initial consultation on our proposals. Some young-people will be unsure about our specific proposals or whether the College is right for them. We have the opportunity to explain in a little more detail our aims and why we want to create the College. We can answer their questions, help them to decide if they should register their interest and receive feedback on our detailed proposals as they evolve. We are using this feedback to refine our curriculum and teaching and learning plans.

Facebook

We are using Facebook because it is a key social media tool for publishing detailed content about our proposals to target audience groups, particularly potential students. Facebook is cost effective compared to traditional media advertising. You can target advertising to specific audiences to maximise the effectiveness and spend, e.g. by age group and interests, and in a specific geographic location.

The LIPA Facebook page has 4,484 followers, giving us an immediate, interested audience.

Facebook users are just one click away from our Expression of Interest Form on the College website, so increasing the likelihood of them registering. Thousands of people in our target audience will see our adverts anyway, at no additional cost to us, providing an effective way to raise awareness and increase the chances of later registrations or further word of mouth recommendations. We will use it to inform followers with on-going messages throughout the project to opening and beyond, e.g. Open Days, our application process etc.

We are posting messages and advertisements on Facebook to encourage potential students to go to the website, read about our detailed proposals and to contact us and register their interest. We are also posting similar content on our LIPA website and Facebook page.

²⁴ <http://www.lipa.ac.uk/content/TheLIPASixthFormCollege.aspx>

²⁵ <https://www.facebook.com/pages/The-LIPA-Sixth-Form-College/678725575493608>

Facebook advertising mechanisms allows us to reach friends of those who 'like' our Facebook to spread our messages to local and wider communities quickly.

We are raising awareness amongst generic audience groups, e.g. girls, boys, parents and also selected groups by age or geographical location. This enables us to reach potential students but critically enable our message to be passed on, e.g. to siblings or friends.

For example, we are running campaigns to reach:

- 13-17 year olds who live within 10 miles of Liverpool, potentially reaching 50,000 people.
- Young-people who specify an interest in creative and performing arts (estimated at 7,000).
- Members of identified groups who already participate in the creative and performing arts in Liverpool, such as the Academy of Educational Performing Arts or Kicking Free Performing Arts Centre²⁶.
- Males or females separately, so we can test gender-specific adverts.
- The parents of potential students (i.e. age group 35 to 50) in Liverpool, potentially reaching 130,000 people, plus a narrower group of those people in this age group who expressed an interest in the creative and performing arts (estimated at 6,400 people).

We are comparing the success of these posts against those who have not specific an interest in the creative and performing arts and adjusting future activities for all groups accordingly.

Our approach enables us to build a single target recruitment database, that we can use to keep people informed with the progress of our proposals and build relationships with, to confirm their application. It will also enables us to develop 'College Champions' interact with these potential students

Political and Education Stakeholders

We are discussing our proposals with Liverpool City Councillors and Members of Parliament, e.g. through our continuing engagement with the Mayor of Liverpool's Education Commission, chaired by Baroness Estelle Morris, to help to guide the future of education in Liverpool. We are also having informal discussions with members of the Liverpool Association of Secondary Headteachers (LASH), to outline the opportunities for their pupils when the leave school. Our proposals have been warmly received with interest by all.

LIPA 4:19 Academy

Our successful LIPA 4:19 Academy helped inspire us to develop our vision for the College. LIPA 4:19 is a part-time academy for the performing arts for children and young people aged 4 to 19. 720 students attend classes at LIPA and Maghull High School in Liverpool.

We contacted members and parents of all LIPA 4:19 Members aged 13 to 15 by email and where required by post, telling them more about our proposals and encouraging them to ask questions and register their interest on the website. We also attended a number of LIPA 4:19 events and talked to parents and young people before and after classes to get their opinion and thoughts.

Members and parents were excited by our plans and encouraged us to continue, recognising the enjoyment, confidence and cognitive they have gained through the Academy.

²⁶ http://www.kidsguide.co.uk/clubs_&_classes/dance_Merseyside.htm and [/drama_Merseyside.htm](http://www.kidsguide.co.uk/clubs_&_classes/drama_Merseyside.htm)

On-going/Future Activities

We will continue to raise awareness about the College and generate demand for places for September 2015, 2016 and beyond, to ensure we are oversubscribed and manage the risk of any young-person who may have already applied changing their mind. (Parents of) younger people who registered their interest and are therefore in our recruitment database will give us a strong starting point for our long-term community engagement, together with, e.g. continuing campaigns in Facebook and publishing the early positive experiences of our initial intake.

Our activities will occur all year round, but increased to coincide with the time when Year 11 students typically apply to go to sixth form college or further education after leaving secondary school, i.e. the autumn/winter time of each teaching year.

This will ensure the College is in their thinking or the minds of their parents, carers or family at the appropriate time. It will also enable us to confirm demand for places early in 2015 and each subsequent year, to initially facilitate early signing of the Funding Agreement and help us to plan and budget accordingly.

We will continue to engage with a wide range of stakeholder groups to meet young-people and parents, promote our proposals and gain understanding, buy-in and support, e.g.:

- **Schools:** Liverpool City Council (LCC) maintained secondary schools, academies, other free schools and headteachers.
- **Political:** LCC (Labour controlled) and Riverside Ward Councillors Cllr Paul Brant and Cllr Steve Munby (both Labour), the local MP (Louise Ellman, Labour Co-op) and all other MPs with an interest. Louise Ellman is a Member of the main LIPA Board and is very supportive of our vision. Louise voted in favouring of LIPA submitting this application accordingly.
- **Communities:** Local residents or community groups, e.g. Liverpool South Central Active Forum or Granby Toxteth Development Trust, parent groups, faith groups and businesses.
- **Users and Affected Stakeholders:** LIPA staff, students and parents, carers and families.
- **Business:** Employers, Housing Associations such as Plus Dane or Liverpool Riverside or NHS General Practices and other public services.
- **Media:** Liverpool Echo, Liverpool Daily Post and online communities like talkliverpool.com.

Furthermore our partners will champion our proposals and support our activities, e.g. Edge Hill University, The Everyman Theatre, Royal Court, The Liverpool Philharmonic Orchestra, and Everton in the Community Trust and The Everton Free School.

The LIPA Marketing and Communications Team is writing a detailed long-term strategy and plan for a range of marketing and communication activities and events. All this will facilitate a successful public consultation in late 2014 or early 2015.

The strategy will map out stakeholders and corresponding action plan in detail, including:

- The messages we want to communicate about the innovative learning opportunities within the creative and performing arts and improved life chances the College will offer.
- The desired timings and preferred communication channels to use for each message.
- How we will measure the success of our efforts and how we will respond to feedback.
- How we plan to uphold strong links with people and the media, using ambassadors and communication tools, e.g. Twitter to highlight news, benefits or forthcoming events
- How we will monitor ours or other relevant discussion forums, flagging recurring themes that may risk project success and proactively addressing them.

Section F: Capacity and Capability

F1 (a) Pre-opening Skills and Experience

The table below details the proposed Project Team that will deliver the LIPA Sixth Form College. Three team members are also appointed as Trust Governors and so will be part of the Governing Body (GB), detailed in F3 (a) below. The Trust will consider appointing other Project Team members as Governors to fill skills gaps if necessary, detailed in F3 (b) below. This sets out sufficient experience and expertise in the key areas of education and finance plus other important areas of the proposer skills matrix. See the Annex for the corresponding CVs:

Name	Core Group Member?	Role(s) in Pre-opening	Expertise	Time (Hrs per Wk MINIMUM) *
██████████	Y	██████████	██████████	16
██████████	Y	██████████	██████████	8

Name	Core Group Member?	Role(s) in Pre-opening	Expertise	Time (Hrs per Wk MINIMUM) *
██████████	Y	██████████	██████████	12
██████████	Y	██████████	██████████	12

Name	Core Group Member?	Role(s) in Pre-opening	Expertise	Time (Hrs per Wk MINIMUM) *
██████████	Y	██████████	██████████	8
██████████	Y	██████████	██████████	4

Name	Core Group Member?	Role(s) in Pre-opening	Expertise	Time (Hrs per Wk MINIMUM) *
██████████	Y	██████████	██████████	12
██████████	Y	██████████	██████████	8

Name	Core Group Member?	Role(s) in Pre-opening	Expertise	Time (Hrs per Wk MINIMUM) *
██████████	Y	██████████	██████████	12
██████████	Y	██████████	██████████	12
██████████	Y	██████████	██████████	8

Name	Core Group Member?	Role(s) in Pre-opening	Expertise	Time (Hrs per Wk MINIMUM) *
██████████	Y	██████████	██████████	8
██████████	Y	██████████	██████████	8

* Assumes an 8 hour working day. 12 or more hrs a week = extensive, regular input, day to day contact, single point of contact / 4 - 12 hrs a week = frequent, consultative input and support,

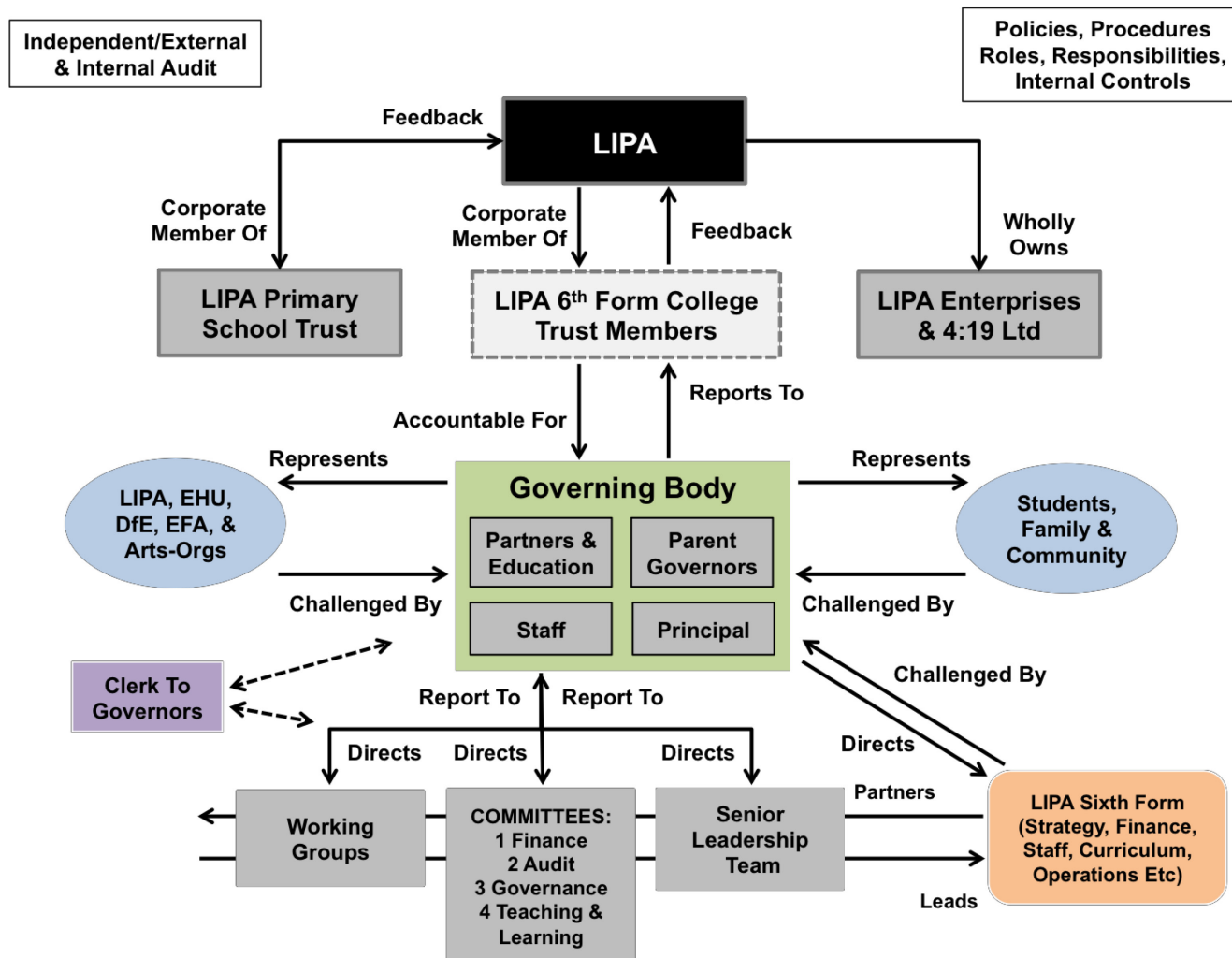
F1 (b) Skills Gap in Pre-opening

The table below details the skills gaps identified to date for the proposed Project Team in F1 (a) above. This includes how LIPA and EHU plan to identify and recruit, access or obtain these skills. We are therefore confident that we will manage per-opening stage successfully and meet all checkpoint requirements in a timely manner to open on time within the project development grant available.

Skills/Experience Gap	Plan To Fill The Gap
Additional Education Expertise	<p>We have the necessary education and financial expertise but, as part of our risk management for the project we believe we should have contingency plans to access extra relevant expertise if required; likewise extra short-term marketing and communications resources for our public consultation, at the same time as stepping up our marketing and communications activities to generate further demand for places in the first two years (2015/16 and 2016/17).</p> <p>We do not have dedicated in-house project management resources. We appreciate this is a critical role to coordinate work and deliver the College successfully.</p> <p>The Proposed Project Team will identify any potential gaps and:</p> <ul style="list-style-type: none"> • Engage with partners e.g. the BRIT School and BOA, BBC Liverpool, The Everyman Theatre or Everton in the Community Trust to see if any volunteer or ‘at cost’ resources are available. • Discuss with LIPA and EHU Faculty of Education if any staff can be seconded to the project over and above the leads listed in F1 (a) above and their own teams. • If necessary procure external expertise through our own tender with LIPA support (who tenders for external services itself) or through cost effective procurement services, such as the Schools Buying Club (http://www.schoolsbuyingclub.com)
Additional Financial Expertise	
Additional Marketing & Comms	
Project Management	
Internal & External Auditing	<p>We will use LIPA appointed bankers (The Royal Bank of Scotland), accountants and independent Auditors (██████████) and internal auditors (██████████) to set-up all initial financial arrangements. The relationship already in place with them and their understanding of LIPA, Trusts and educational institutions means they will provide a consistent, integrated service. LIPA will bear any additional costs here to protect project funds for other work. The Trust will procure the services long-term with LIPA support. LIPA appointed suppliers would be free to tender if they so prefer.</p>
External Trust Accountants	
Clerk to the Governing Body	<p>██████████ is ██████████ (the Governing Body) and will take on this role for the College.</p>

F2: Governance Model

The diagram below illustrates the governance structure, roles and responsibilities proposed for the LIPA Sixth Form College:



This approach enables the LIPA group of companies to provide learning in a variety of ways in different contexts, while allowing the Governors of each company to have exclusive control of the day to day running of each company.

This approach also enables LIPA to manage specific overarching risks effectively:

Risk	Notes
Reputation	The College will deploy the LIPA name and reputation to build its position and reputation in the educational market place. Mismanagement, adverse publicity (justified or not) plus other mistakes or misfortunes suffered by the College may damage the good name and reputation of LIPA. LIPA will therefore allow the College to use the LIPA name/brand on licence, while keeping a vigilant eye on its management and performance.
HEFCE	The Higher Education Funding Council For England (HEFCE) seeks to exercise significant influence over LIPA with respect to all of its activities. This structure separates the responsibilities and activities of LIPA in a way that accurately reflects its role as the Corporate Member and the separate role and responsibilities of HEFCE and DfE respectively in reviewing the

Risk	Notes
	governance arrangements of each company.
Political	Separate Trusts and governance arrangements reduce the impact of any risk of a change in government policy in the autonomy or existence of Free School Academy Trusts, e.g. removing the right of the Trust to operate or withdrawing/modifying financial support, over which LIPA has no control.
Claims	Separate Trusts and governance arrangements reduce the likelihood and the impact of any one Trust being involved in any claim against another Trust on the basis that it is in some way responsible for the events out of which the claim arose. This structure also increases the likelihood of a Trust being able to strike out such a claim unless their responsibility can properly be attributed to the Trust on account of its role as a Member or through any services it has provided, given each Trust is an independent company and each has no day-to-day role its management.
Financial	Each Trust will benefit from all dedicated funding or income streams that have been approved for its use, without the risk of any other Trust in the LIPA group taking or using those monies. Likewise this structure removes the risk of any Trust suffering from or being liable to the implications of any financial mismanagement or overspend. Any financial risk to LIPA prior to the College opening is limited to the value of any services provided.
Buildings	Each Trust will operate from separate buildings or a separate part within a building on the LIPA Campus or nearby. This means each Trust will enter into separate lease agreements and be responsible for all rental costs but also give them exclusive use of the building and to receive any dedicated funding for refurbishment and maintenance, e.g. from EFA. This structure will also reduce or remove similar financial risks as detailed above.

LIPA has now extended and adjusted its Corporate Governance arrangements for The LIPA Primary School, set out in several linked handbooks (e.g. a Corporate Governance Handbook, Committees Handbook and Staff Handbook) that all Trust Governors and staff receive, and it will do the same for the College. This includes, e.g. detailed arrangements for internal controls and a formal Schemes of Delegation, mechanisms for managing conflicts of interest and for providing external independent challenge (including at executive level functions) to strategy and operations, decision-making and performance and grievance or disciplinary procedures.

The College Governing Body (GB) will work closely with LIPA to ensure such arrangements reflect any specific needs or operational structure relevant only to the College.

This approach will provide a consistent, integrated platform for all governance arrangements across the LIPA group of companies. Under these arrangements any decision-making is quick, relevant, effective and transparent. Corresponding documents are available on request. We will adjust the Articles of Association set up for the College Trust to align it with these governance arrangements at pre-opening stage, subject to DfE approval.

Structure, Roles & Responsibilities - Members

Trust Members will have the exclusive right to appoint all Governors, to dismiss them, to act in the role of Governor themselves (providing that as a result there are not more Members in

that role than Governors and are so able to exert undue influence over the GB) or dismiss one or more of their Member peers.

Individual Trust Members are listed in F1 (a) above. LIPA will also act in a corporate capacity as a Member of the Sixth Form College. LIPA will appoint a person to represent the company at General Meetings of the College. This enables LIPA to:

- Input into the composition of the GB of the College and to ensure that the College retains an educational character and mission consistent with LIPA.
- Input into the appointment of the Head (Designate) and any proposed changes to the Trust Articles of Association.
- Grant the College formal permission to use the LIPA name under licence, which Governors will adopt at a GB meeting. The licence is revocable on short notice, with no obligation to give reasons for the revocation.

F3 (b) below details the approach and process that Trust Members will follow to identify and appoint new Governors. In summary, Members will

1. *Define Governor profiles, roles and responsibilities* - Engage with fellow Members at LIPA, EHU and other partner organisations, drawing on our knowledge and experience to define profiles that reflect the values, ethos, needs and operations of a creative and performing arts immersed organisation and its students.
2. *Identify and approach potential candidates and advertise posts* – Members will engage with partners e.g. EHU, The Everyman Theatre or Everton in the Community Trust, LIPA Governors, educationalists and academics, other creative and performing arts education establishments, e.g. the BRIT School and local education representatives like Liverpool Association of Secondary Headteachers (LASH) or Merseyside Colleges Association. We will advertise too, e.g. LIPA website, Liverpool Echo, Times Educational Supplement, National Governors Association and industry or sector publications and organisations like e.g. The Stage or Chartered Institute of Public Finance & Accountancy (CIPFA).
3. *Interview and appoint Governors* - Trust Members will conduct in-depth interviews to be sure the skills, expertise and reasons or motivations for the person's interest in taking on the role reflects our aims. Existing Governors will participate and have the opportunity to give feedback, but Members will decide. For critical roles, e.g. finance we will also require candidates to demonstrate their skills and expertise through a test or exercise.

We will appoint all Governors on a probationary basis and providing this is successful then fulfil a fixed-term appointment with an option for stand for one re-election for the same fixed-term, as covered in our governance arrangements and Articles of Association (to be adjusted to reflect this as required). ██████████ will finalise these arrangements with the Trust in his role to advise on all legal or governance matters. ██████████ will ensure they are consistent with statutory or legal requirements and the needs of the Trust, LIPA and DfE.

Members will meet four times a year to review educational and financial performance, risks to success and any other items tabled for discussion. To facilitate this, Members will require the GB to report quarterly on the following items as a minimum, e.g.:

- Strategic Growth Plan – current status and progress, including plans to ensure that work stays on plan or returns to plan if diverted for any reason.

- Financial Performance - current income and expenditure, including details and reasons for any variance from previous forecasts, action plans to rectify any issues (if required), and budgets and forecasted income and expenditure for the following quarter and year.
- Education Performance - curriculum scope and delivery, student numbers and demand for future places, student progress in literacy and numeracy (where relevant), predicted grades and reasons for any variance from previous forecasts, including action plans to rectify any issues and statistics on alumni success in higher education or work. This will also include student feedback surveys and published Ofsted inspection reports.
- Human Resources - staff performance, appraisals, recruitment, issues raised by students or other staff or through appraisals or performance management, including how the GB plans to resolve them.
- Risk & Issue Management Registers - details of any risks or issues raised and GB plans to manage or resolve them.

Governors or staff will at all times also be able to (in confidence) raise any urgent or specific issues directly to Members via the exception reporting process detailed in their handbooks.

Structure, Roles & Responsibilities - Governors

Governors will consult Members on the educational character and mission of the College, the appointment or dismissal of the Head and changes to the Articles of Association. This mirrors the obligations imposed on LIPA and LIPA Primary School Governors.

Governors, will otherwise be responsible for the day to day running of the College. They will be individually and collectively responsible for the College and will answer to DfE, EFA or other authorities as required.

The GB will comprise no more than 10 Governors, consisting of those already appointed as in Section F3 (a) and those appointed as detailed in F3 (b). This will include the Head who will appointed in an ex-officio basis, two parents of students currently on roll at the College and at least one member of staff. Parent Governors will serve a maximum of two years (i.e. the time their student is on roll).

All Governors will lead on and/or support more than one of the operational areas identified in F3 (a) and F3 (b). The GB will have just four standing committees, namely Audit, Governance and Nominations, Finance and Teaching & Learning.

Committees will undertake the same functions as for LIPA and The LIPA Primary School, e.g. to answer questions raised by GB, to analyse data and appraise options to facilitate strategic decision making or to investigate risks or issues identified.

The GB will define the remit of work for each Committee and set deadlines for returns. The Committee will define its terms of reference (approved by the GB) and detailed work plans. The Committee will recommend to the GB the decision or action to take, which the GB will vote on. The GB will delegate other activities, e.g. contract management reviews or capital to the Head to report on, working in a group with Governors, staff or external advisors.

Committees and working groups will consist of up to five people (minimum of two Governors in a Committee) with the direct or associated skills or expertise required. Committees will have the authority to access additional, external expertise where necessary. Working groups will need to justify the use of such additional resources, depending on the nature of the work.

F3 (b) illustrates that our GB will have or can access the breadth of skills and expertise we require to run the College effectively. Where required we have the partnerships and networks (e.g. LIPA, EHU or The BRIT School) to secure external advice and the College will be able to use LIPA procurement systems too if the work requires a paid for service.

This approach is consistent with the LIPA group of companies. It has proven successful in delegating and prioritising decision making to enable us to operate and manage institutions successfully and respond to events or issues quickly. It reinforces our integrated platform for all governance activities where everyone works in the same way. It gives appropriate control but gives the right scope of work and degree of flexibility to the right roles at the right time.

Governors will be responsible for a range and number of activities during Pre-Opening Stage and beyond, including, e.g.:

- Defining for the Senior Leadership Team (SLT) critical success factors or Key Performance Indicators and targets to measure College performance, including an approach to evaluating (from within and externally) College and Governor performance.
- Acting as a critical friend, holding the College to account and ensuring that the curriculum is balanced and broad in teaching the creative and performing arts, literacy and numeracy.
- Holding at least three GB meetings per academic year and appointing or removing the Chair and Vice-Chair of Governors and Clerk to the Governors when required.
- Deciding which functions of the GB will be delegated to committees or working groups and establishing and review such committees and groups and receiving reports from them.
- Managing the finances of the College, approving the first annual budget for each year and investigating financial irregularities.
- Setting up an operational structure and process for GB activities and meetings with the Clerk to the Governors, i.e. timing, frequency, attendees, agenda, documents etc.
- Appointing the Head (Designate), agreeing pay, terms and conditions and all educational targets, e.g. pupil attainment then monitoring and appraising their performance accordingly.
- Appoint other staff and reviewing the performance and pay of those staff accordingly.
- Engaging with the local community to ensure a successful consultation on its proposals.
- Decide on, with the advice of the Head and subject to published guidance on the remit of the GB, on other matters relating to successful College operations, i.e. curriculum, premises, organisation of learning, information for parents, budgets, admissions and staffing etc.
- Set up, monitor and administer the independent auditing of all School financial management, e.g. annual budgets, procurement, contracts or planning.

Governor Training and On-going Development

All new Governors will receive two days training and induction on the vision and ethos of LIPA and the College, overarching governance arrangements as set out in the various handbooks, Articles of Association and their expected roles and responsibilities. We will where necessary engage the support of dedicated Governor support organisations, e.g. School Governors One Stop Shop (SGOSS) or National Governors Association (NGA).

We are committed to the ongoing professional development of all Governors and staff. We will use Continuous Professional Development (CPD) programmed to ensure the long-term growth and success of the College. Our partner EHU will play a significant role in this area, e.g. through training Governors in new government policy or emerging best practice.

To improve the function and decision making of the GB, we will also encourage Governors to:

- Work with local, regional and national arts-organisations to build more breadth and depth of knowledge in the creative and performing arts we desire for our curriculum.
- Develop local educational and community partnerships, e.g. Liverpool Learning Partnership (LLP) to obtain expert input and advice on project-based learning opportunities, strengthen links to our education and students.

We will also create one-to-one peer mentoring relationships with education or creative and performing arts experts in LIPA, EHU or beyond, and seek to set up two way peer mentoring programmed with other College Governors to share knowledge and experiences.

Governing Body Meetings

Until the College opens the GB will meet at least monthly to review project progress and on request of the Project Team, e.g. to make key approvals or decisions when required, working with the Project Team and attending project work meetings as set by the Project Manager as requested. Once open the GB will meet six times a year in the first three years, then quarterly.

At Pre-Opening Stage and in the first three years, Governors appointed have committed to making additional time available to deal with any ad-hoc work or issues that may arise, e.g. to support significant staff recruitment.

The GB will review all areas in its remit relating to the successful operation of the College, including educational and financial performance, risks to success and any other items tabled for discussion. The GB will agree the agenda and any scheduled or items on rotation.

To facilitate GB meetings, the Head will be required to report quarterly on the same data and information as detailed for GB reports to Members above. The GB will define the scope and format of each report, but it will include more detailed operational data to enable them to review and monitor performance and take action where deemed necessary, e.g.:

- Financial - Value for money assessments on unit spend for specific expenditure items, e.g. ICT learning resources, the implications of findings and recommendations on how to resolve any issues identified, such as renegotiating contracts.
- Education - Detailed statistics on individual pupil or group/cohort performance (exam or test results), attendance, number of students on courses, or planned curriculum changes.
- Other - Data on staff turnover, planned performance related pay increases, confirmation of applications for places, or a review of exclusions.

Structure, Roles & Responsibilities – Senior Leadership Team

Section D details the proposed Senior Leadership Team (SLT) structure and F4 the draft Job Description and Person Specification (duties and responsibilities) of the Head.

The GB will review and finalise these documents and determine therefore the authority it will delegate down to the Head and SLT before the Head Designate is appointed. This is likely to include a range and number of activities across all operational areas, e.g.:

- Day-to-day authority for the design and delivery of the curriculum and teaching and learning.
- Sign off authority for general financial decisions and spend and monitoring school budgets.
- The recruitment/appointment of teaching/non-teaching staff (GB to participate if preferred).

The GB may decide to retain more authority in the first two years, freeing up the Head and SLT to focus on setting up College operations and reaching full capacity and until it is satisfied that the College is firmly established and it is in the best interests of students for the Head and SLT to assume full operational responsibility.

External Challenge

It is critical that Members, Governors and the work they do are subject to regular independent scrutiny and challenge beyond the proposed governance arrangements. We will put in place a number of measures to ensure external challenge at every level, including, e.g.:

- Invite representatives of DfE and EFA to Trust general meetings and GB meetings regularly to review their work, performance and monitor progress.
- Invite external organisations experienced in running publicly funded bodies in education or the Arts to Quality Assure the School's Strategic Development Plan and the progress and performance of work done. This may include local, regional or national bodies, e.g. Liverpool City Council, LLP or The Association of Colleges (AoC).
- Ensure our internal and external auditors (██████████ and ██████████ respectively to start) review the governance arrangements in place, monitor work and assess performance regularly. They will have a free reign to decide which areas should be audited, to what level and how often. This will maximise GB will take immediate action to resolve issues identified and put in places measures to minimise the risk of similar events occurring in future.
- We will regularly audit in detail performance on leadership and management, teaching and learning, financial and asset management using national benchmarks and student feedback. We will arrange for external formal Ofsted style inspections to cross check our performance against previous inspections and our own perceived and expected standards.
- We will secure an external Education Improvement Officer who will make up to six visits a year in the first two years and up to four thereafter. We will use their findings to produce, where necessary, an appropriate improvement package, which the College will be expected to respond to and implement immediately to improve standards and outcomes.

Conflicts of Interest

We have reviewed our proposed governance arrangements and have not identified any specific conflicts of interest to date. The Project Team will coordinate a regular audit of any conflicts of interest in future through our internal and external auditors as our proposals and work evolve.

Note that once the College is open, LIPA will provide a range of services (e.g. catering, payroll services, building maintenance or security) provided through in-house capacity (not procured by LIPA), through a Service Level Agreement. These will be charged at cost subject to a test of their competitiveness against other potential external suppliers in the market.

██████████ will advise on all Legal matters relating to the set up of the Trust and the College as detailed in F1 (a) and F3 (a). Once open ██████████ may provide ongoing paid for legal advice services to the GB providing it is in line with any statutory requirements, Articles of Association limits and the approval of the whole GB. In all cases ██████████ will recommend what decisions or actions the Trust or GB should make, but with no voting rights in any subsequent decisions.

Identifying and Managing Conflicts of Interest

All Members and Governors must agree to observe the 'Seven Principles of Public Life' drawn

up by the Committee on Standards in Public Life.

The Trust will put in place all appropriate procedures to enable any member of staff to raise matters of legitimate concern in the public interest in line with the requirements of the Public Interest Disclosure Act (2010).

All Trust Members and Governors must declare any known or potential conflicts of interest on their appointment. If a (potential) conflict of interest is identified, the other Trust Members will obtain independent Legal or any other advice as required to determine if it is appropriate for the Member or Governor to continue.

If Trust Members vote on an issue relating to the relationship between the Trust and LIPA, all Trust Members or Governors, who are also a LIPA Council Member (LIPA Governing Body), must 'resign' their voting rights and responsibilities for one of LIPA or the Trust. They cannot vote on the issue on both Governing Bodies.

Our governance arrangements, as set out in several handbooks, ensure the risk of specific conflicts of interest arising are removed or minimised. For example, the GB must not allow the Head (Designate) to be present when making any decision on their salary or performance related pay.

As a failsafe we will develop an additional, separate Conflict of Interest policy for the College, which builds on the arrangements already in place in the handbooks and provides additional mechanisms for independent scrutiny and challenge at executive and all other levels.

Any Member, Governor, staff member, student, family member or other person, who stands to benefit from providing any advice or service (paid or otherwise), must declare any relevant or potential conflict of interest.

At the time the advice or service is requested, confirmed or approved, e.g. a contract award, the Trust, GB or Head (depending on the nature of the advice or service and associated delegated authority) is required to ask everyone involved or impacted by the advice or service provided to declare any such interest. This will be considered as public record and used as evidence in the event of any later conflict of interest arising.

The governance arrangements we will replicate for the College already require any decision that results in a benefit to a Member or Governor or anyone else to be recorded.

We will adjust the Articles of Association for the College to only allow a Member or Governor to receive a reasonable remuneration for the support provided they enter into a contract with the College and that this is agreed at a meeting of the *other* Governors.

In these cases we will appoint independent monitors of any such benefit, e.g. our internal or external auditors or other Governors to first confirm all activities are transparent and provide value for money against market alternatives and to then track that this remains the case.

Parallel to this Clerk to the GB and the College Administrator will jointly maintain a register of financial and other relevant interests of Governors and staff. Each GB meeting agenda will by default include a standing item to enable Governors to declare any interests that have arisen since the last meeting or which relate to the agenda items for that meeting.

In the event of any other conflict of interest between the Trust, LIPA, Members, Governors and staff, our governance arrangements and Articles of Association will require Members or the GB to remove the person from the role, activity, duty or responsibility in question and to appoint an alternative, suitable person with the appropriate skills and expertise.

F3 (a) Proposed governors

The table below details the Trust Governors appointed to date. They are all part of the proposed Project Team detailed in F1 (a) above and will partner with other team members to deliver the College. Governing Body (GB) roles are listed by the current level of experience and expertise of the Governor and their agreed input, i.e. 1 = Lead, defines solutions for the College, GB approval, point of contact) / 2 = expert, QA authority, consulted / 3 = general input, support as required. See the Annex for Governor CVs. Note – Mgmt = Management:

Name	Governing Body Role(s)	Pre-opening Role(s)	Relevant Expertise	Time (Hrs per Wk MINIMUM) *
██████████	██████████	██████████	Detailed in F1 (a).	12
██████████	██████████	██████████	Detailed in F1 (a).	16
██████████	██████████	██████████	Detailed in F1 (a).	12
██████████	██████████	██████████	Detailed in F1 (a).	8

* Assumes an 8 hour working day. 12 or more hrs a week = extensive, regular input, day to day contact, single point of contact / 4 - 12 hrs a week = frequent, consultative input and support, specific as required.

F3 (b) Skills Gap for the Governing Body

The table below details the skills gaps identified to date for the GB detailed in F3 (a) above and how we plan to identify and recruit further Trust Governors to access or obtain these skills accordingly:

Skills/Experience Gap	Plan To Fill The Gap
Financial Management (Budgets, Systems & Information, Scrutiny, Accountability)	<p>The Trust Governors appointed to date bring specific expertise and capacity in Education, Leadership and Strategic Management, HR and Pastoral Care. They also offer supporting expertise and capacity in Financial Management, Premises/Capital issues, Marketing and Communications and Procurement and Contract Management.</p> <p>They are now working with colleagues in the proposed Project Team to put in place the deliverables the College GB must approve to open the College, e.g. school organisation, operating budgets and policies and procedures. They all hold other Governor roles, which they will relinquish if required to make sure the College is a success. Most also have a strong track record of success in managing other performing arts education institutions, i.e. LIPA, the BRIT School and Birmingham Ormiston Academy (BOA).</p> <p>The GB must drive educational improvement, secure desired outcomes and control College finances from day one. Trust Members will therefore take the steps below to appoint further Governors as soon as possible. Our first priority will be Financial Management expertise, followed by the other areas of responsibility listed on the left:</p> <ol style="list-style-type: none"> 1. Define Governor Profiles, Roles and Responsibilities 2. Identify and approach potential Governor candidates 3. Interview and appoint Governors <p>We will appoint Governors who can lead on and support more than one area. This reflects how our corresponding LIPA Council and LIPA Primary School GB operate; the GB will have no more than 10 Governors, who will work with peers, the College Head, Senior Leadership Team and staff on planned work, actions or issues. If appropriate the Trust will consider appointing expert Project Team members in F1 (a) above as Governors to fill any skills gaps permanently or on an interim basis until other Governors are appointed.</p>
Additional Education (Curriculum, Teaching & Learning, SEN, Inclusion), to assist Chair of Governors.	
HR (Recruitment, T&Cs, consistency with LIPA, further education sector)	
Legal (Articles of Association, employment, Funding Agreement, lease arrangements)	
Premises/capital (technical analysis, design, operations, facilities management)	
IT (Learning resources/hardware, contracts, networks, software, support)	
Procurement and Contract Management	
Performance Management (scope, data, process and systems)	
Pastoral Care (support for young people)	
Marketing & Comms (student recruitment and required public consultation)	

Skills/Experience Gap	Plan To Fill The Gap
	<p>1. Define Governor Profiles, Roles and Responsibilities</p> <p>We will immediately engage with fellow Governors at LIPA, EHU and St Paul’s Girl’s School and The Everton Free School for advice and guidance on the ideal Governor profile for ALL identified roles. We will also partner with DfE and EFA and supporting organisations, e.g. the School Governors One Stop Shop (SGOSS) or National Governors Association (NGA). Input from such partners will enable us to build high quality, relevant and comprehensive profiles, using recognised resources, e.g. DfE Governors Handbook.</p> <p>Critically, we will draw on our knowledge and experience from LIPA, The BRIT School and BOA to define profiles that reflect the values, ethos, needs and operations of a performing arts immersed organisation and its students.</p> <p>2. Identify and approach potential Governors candidates</p> <p>To identify and approach people with the right skills and expertise who might be interested in taking on one or more of the agreed GB roles, we will engage with:</p> <ul style="list-style-type: none"> • Friends and colleagues in our personal and professional networks e.g. BBC Liverpool, The Everyman Theatre or Everton in the Community Trust. • EHU Faculty of Education staff, i.e. educationalists and academics, EHU alumni and secondary school or further education college partners. • LIPA governors, educationalists and academics, and likewise from partner performing arts education establishments, e.g. the BRIT School and BOA. • Representatives of the local community and local education providers, e.g. Liverpool Association of Secondary Headteachers (LASH) and Anglican Cathedral Liverpool. <p>If necessary we will advertise roles locally, e.g. LIPA website, John Moores University or the Liverpool Echo, in education publications, e.g. Times Educational Supplement, NGA, SGOSS and arts-centred publications and organisations, e.g. The Arts Council, The Stage or the Theatrical Management Association. To appoint a Governor with appropriate financial management skills, we will also advertise in relevant financial publications such as The Education Investor or Chartered Institute of Public Finance & Accountancy (CIPFA).</p>

Skills/Experience Gap	Plan To Fill The Gap
	<p>This approach will give the GB the required, appropriate context and focus to</p> <ul style="list-style-type: none"> • Develop a long-term strategy for the design and delivery of a performing arts curriculum that reflects our vision and underpins its growth and success of the College. • Put in place the infrastructure, policies, safeguarding to maximise learning opportunities. This includes giving one Governor dedicated SEN responsibility and training them all to enable them to carry out duties in areas where compliance is critical or is risk high, e.g. fire and general Health and Safety, financial regulations or employment law. <p>3. Interview and appoint Governors</p> <p>Trust Members will interview and appoint the additional Governors. This will comprise an in-depth interview with each candidate to assess their skills and expertise and reasons or motivations for their interest in taking on the roles to be sure it reflects the scope and aims of the Trust and LIPA. Existing Governors will participate and have the opportunity to give feedback, but Members will make all final decisions.</p> <p>For critical roles, e.g. Finance or education, we will also require candidates to demonstrate their skills and expertise, e.g. data analysis to show an understanding of likely budgets and individual expenditure on items or assessment of curriculum content against the teaching and learning expected for students to pass chosen qualifications.</p> <p>Section F3 details the practicalities of appointments, which [REDACTED] will oversee.</p>

F4: Recruitment of Head Designate

We believe the appointment of a truly inspiring, innovative and effective leader to be College Head is the first and arguably most important task upon approval.

We are determined to recruit a Head who has the optimal blend of successful experience and skills. This means leading a sixth form college, delivering innovative curricula, teaching and learning and educational improvement and experience in creative and performing arts.

We expect our Head to have the character to embrace the opportunities that will emerge for the College as a new creative and performing arts learning institution for Liverpool and the North West so closely integrated with the LIPA brand. Our Head must succeed in meeting the unique challenges they and the College will face. They must motivate staff, naturally seek to improve educational and operational performance, standards and working conditions and obtain buy-in and commitment from the staff, students and all other stakeholders to deliver on the vision of LIPA, EHU and the Trust.

To ensure we get the profile right and to recruit the ideal candidate, we have already created a draft Job Description and Person Specification for the role, included here from page 73. LIPA is a designated Higher Education Institution (HEI) and has achieved Investors in People Gold Standard. We will utilise this expertise and their quality assurance systems here.

We will finalise them as soon as possible, using our experience of recruiting and working with Principals, Vice Principals and other Senior Leadership Team (SLT) positions as part of our roles at The BRIT School and Birmingham Ormiston Academy (BOA).

We will also use relevant, recognised data sources and seek expert input and advice, e.g.:

- Urban Leadership Centre (ULC) (<http://www.urbanleadershipcentre.com/>). This follows talks with a partner of our LIPA Primary School, Everton in the Community, who enjoyed great success in using ULC to recruit a Principal for the Everton Free School.
- National Standards for Headteachers (<http://www.education.gov.uk>), which describes the characteristics, knowledge, professional qualities and actions expected of headteachers.
- The Future Leaders Trust (<http://www.future-leaders.org.uk/>) and wider leadership models that reflect our ethos and vision for the College, of being creative in learning and in work, such as the Centre for Creative Leadership (<http://www.ccl.org/Leadership/>).

We believe our Head should if possible have specific ‘threshold’ qualifications relevant to such a leadership role in education, such as National Professional Qualification for Headship (NPQH) or Qualified Teacher Status (QTS).

This is because we believe the ideal candidate should have a track record and understanding of leadership in an educational context and where possible direct experience of leading or working in a creative and performing arts organisation.

For example, using the key themes of the National Standards for Headteachers to illustrate, we would expect the Head to be able to demonstrate abilities to:

Theme	Example Skills, Competences
Shape The Future	<ul style="list-style-type: none">• The ability to think ahead, listen to ideas and see how the College could grow and students benefit as teaching and learning in the creative and performing arts evolves.• Understand the strategic fit of the College with LIPA.

Theme	Example Skills, Competences
	<ul style="list-style-type: none"> • Envision innovative creative/performing arts education.
Lead Teaching And Learning	<ul style="list-style-type: none"> • The ability to create and maintain creative, stimulating and attractive project-based learning environments that inspire and motivate students to learn. • The ability to communicate a vision, show what is possible and build the trust and respect of students, staff and other stakeholders to lead there.
Develop Self And Work With Others	A natural, positive desire for creativity in learning and work and to create a culture that reflects an appetite for learning throughout, where partnership working and a commitment to achieve success in inclusive education is first priority.
Manage The Organisation	<ul style="list-style-type: none"> • To stay resilient in the face of complex and demanding situations. • To recognise challenges, solve problems and motivate, develop and inspire staff to succeed.
Secure Accountability	<ul style="list-style-type: none"> • To lead self-evaluation and have a desire to always reach the highest standards of quality and transparency. • The strength of personality to set appropriate targets and measures to test College and student progress.
Strengthen Accountability	Demands regular reviews and improvements in governance, teaching and learning and operational systems and internal controls.

The College will be a place of education first and our approach to recruitment will reflect this. Trust Members and Governors and LIPA itself will add their own experience and expertise to augment and help further develop the knowledge and experience of the Head and SLT in the creative and performing arts.

Recruitment Process

Trust Members and Governors appointed to date will work together as a 'Recruitment Panel' to lead recruiting the Head Designate. [REDACTED], [REDACTED], will support the Panel, e.g. writing up the Job Description and Person Specification, advertising the post and co-ordinating the assessment centre and interviews.

The first task will be to refine and finalise the Job Description and Person Specification below from page 73, as described above. Once complete the Panel will:

1. Advertise the post nationally using different channels and in different formats.
2. Long list candidates who fit the agreed criteria for attending an assessment centre.
3. Hold an assessment centre to test a range of skills, experience and competences.
4. Shortlist the candidates who pass the agreed criteria for the assessment centre.
5. Conduct detailed interviews and hold any further agreed tests as appropriate.
6. Select the winning/preferred candidate, approve their appointment and secure their acceptance of the post and agree a contract, pay and terms and conditions.

Advertising

The Recruitment Panel will in partnership with the LIPA HR Team ensure that all recruitment meets the requirements of the Equal Opportunities Act (2010). We will advertise the role in the Times Educational Supplement, the LIPA website, the College website and various other printed and online local and national channels, e.g. <http://www.youteach.com>, the local press such as The Liverpool Echo and further education or arts-industry publications and websites such as the The Stage or the Theatrical Management Association.

Advertisements will follow our LIPA brand 'house style' and outline our vision, ethos and our educational aims for the College. We will direct people to the College website, on which we will publish a full application pack. This will include a letter from the Chair of the GB, the Job Description and Person Specification, detailed information about LIPA and our proposal for the College, including what we believe will really 'sell' the concept to interested parties, latest organisational structure and recruitment timetable and forms/instructions on how to apply.

Identifying Potential Candidates

The Panel will also use their own knowledge and contacts in the creative and performing arts and education both locally and nationally to identify potential candidates then invite them to apply. We will also seek the input and advice of:

- Friends and colleagues in our personal and professional networks e.g. BBC Liverpool, The Everyman Theatre or Everton in the Community Trust.
- EHU Faculty of Education staff, i.e. educationalists and academics, EHU alumni and secondary school or further education college partners.
- LIPA governors, educationalists and academics, and likewise from partner performing arts education establishments, e.g. the BRIT School and BOA.
- Representatives of the local community and local education providers, e.g. Liverpool Association of Secondary Headteachers (LASH) and Anglican Cathedral Liverpool.

Assessment

We will assess in detail the experience of candidates in urban, culturally diverse and deprived areas, given the similar landscape in Liverpool. Crucial will be evidence of the positive impact of their leadership in improving educational development and attainment.

For example, do they have a track record of helping young people who do not attain GCSE grades A* - C in English and Maths at secondary school to succeed at sixth form college, to support their wider learning in other academic, arts-based or vocational subjects?

We will use blind long listing if we receive a high number of applicants, defined by what the Panel consider is practically possible. We plan to work with ULC for the Assessment Centre, which may include activities such as:

- Non-cognitive tests, including communications and team building exercises (with feedback), to test the ability of the candidates to engage with, lead and manage different people.
- An in-tray exercise, to test the ability of the candidate to manage complex situations, work issues and competing demands and priorities.
- Watching a sample teaching session, to assess their general background and experience in teaching, followed by a group discussion on the session using Ofsted's latest teaching assessment criteria.

- A data analysis exercise, to test the ability of the candidate to understand, interpret and to respond to performance or financial management work and issues, e.g. student progress in numeracy and literacy or overspend against forecasted non-payroll expenditure.

Once shortlisted for interview, we will conduct further formal and informal assessments, e.g.:

- An in-depth interview to discuss their profile, understanding and plans for the school in detail and to enable us to describe the vision and ethos of the College, to assess how well they fit with our aims and objectives.
- A presentation to test the ability of the candidate to engage with an audience, sell the vision and ethos of the College and describe their plans for how they would grow the College.
- An opportunity to meet students who have formally expressed an interest in attending the College to assess how candidates engage with them, allay any fears or questions about the College and how effectively they can communicate their aims. We will gather feedback from the student on their opinion of the candidate accordingly.
- An opportunity to meet other LIPA staff and the Proposed Project Team, gathering feedback from them accordingly, to assess if the candidate can work with the team successfully.
- An observed teaching session and/or assembly, to watch and assess the educational and leadership expertise of the candidate.

During the assessment stages, we will give candidates a tour of the LIPA campus and offer them the opportunity to see our students and us in action. We can use this event to promote our aims and aspirations for the College and to demonstrate it integrates with LIPA.

The Panel will agree the evaluation method and criteria for long and short-listing candidates and for their final decision after interviews. The Panel will also forward plan a GB meeting with the Clerk to the Governors (listed in F1 (b) above) for the timely approval of the Panel's recommendation. The GB will approve the appointment and agree pay, a contract, and terms and conditions in line with any published Trust or College arrangements.

Salary and Terms & Conditions

We expect to recruit the Head Designate at an annual salary of [REDACTED] plus any oncosts. There are two reasons for this. Our research suggests the salary range for a Head across England is [REDACTED]. Our proposed salary is therefore in line with potential existing Heads or Deputy Heads interested in taking the role. This salary is affordable within our financial plans, as detailed in Section G.

Our research also suggests that a salary of £[REDACTED] is more typical for Colleges in the North of England. As a result we have set a salary that helps us to:

- Use the profile and reputation of LIPA to attract higher performing candidates who will rise to the challenge of establishing a new College in an urban, culturally diverse and deprived area such as Liverpool. Such candidates will visibly relish and demonstrate their ability to improve the future education and work prospects of students and have an opportunity to benefit from this financially long-term.
- Manage risks to the long-term financial viability and sustainability of the College, e.g. student numbers and excessive overheads. This salary allows flexibility in future, once the College is established and finances robust, to offer higher, improved performance based salaries but to start is set low accordingly if the College only achieves 70% of its target student numbers, as detailed in Section G.

Post Appointment / Pre-Opening Stage

The appointed Head Designate must start work as soon as possible to lead and facilitate on the set up and future development of the College.

If applicable or required, we will negotiate with their outgoing employer an earlier release or an alternative arrangement where the Head Designate works part-time for us and part-time for them.

We will also discuss with their outgoing employer the opportunity for us to support them to secure an interim leader until they appoint a new Head.

Our Head Designate will only start work subject to the agreement of all parties. If required, we will consider an interim appointment before they start, but only if there is a clear, specific benefit or advantage to this and the interim Head Designate meets the Job Description and Person Specification for the post and will work to deliver our vision and aims.

During this time we will keep in touch with the Head Designate, e.g. via weekly telephone conference calls, monthly meetings and by forwarding them project documentation to update them on progress and seek their input and advice on appropriate decisions.

The Head Designate will lead on recruiting all other teaching and non-teaching staff, with the direction and support of the GB, LIPA Director of Personnel and Administration and LIPA Personnel Manager, using a similar approach as described here. They will have authority to adjust the recruitment process depending on the post and timing of recruitment, providing the recruitment still meets all statutory, Trust and GB requirements.

We will discuss with the Head Designate the possibility of prioritising the appointment of a College Business Manager or Administrator, subject to project funding, to support them, us LIPA and EHU to put the necessary financial management systems and controls in place and to support other activities to set up the College ready to open in September 2015.

The Head Designate will also work with the GB to decide how to access specific expertise or systems, e.g. HR or ICT services, on a Service Level Agreement (SLA) basis from LIPA.

Timeline

We plan to start work to recruit the Head Designate in May 2014 (assuming DfE approval at that point). We expect it to take three months. This will enable us to appoint by September 2014 and fulfil any minimum notice period requirements of the Head Designate's outgoing employer, so they can start from January 2015. We are taking this approach because:

- We believe the Head Designate must have the remit and freedom to partner with Trust Members and Governors to lead the early strategic development and set-up of the College. This will ensure it reflects our vision and ethos and their complementary philosophies.
- It will give the Head Designate two terms to write the Educational Brief and ensure that the chosen premises detailed in Section H is fit for purpose. They will represent the College in the community and during the statutory public consultation, giving them the opportunity to talk to potential students and parents, families and carers. They will answer any queries or allay any fears, so young people can make a fully informed choice. In turn, they will have a chance to communicate their aims, learning from key stakeholder feedback and revising planned education to meet their needs accordingly.

The table below gives the estimated time line for each activity or milestone:

Step	Activity	Target End Date (2014)
1	Establish Recruitment Panel	01 May
2	Verify final Job Description & Person Specification	05 May
3	Decide on advertising scope, timing and frequency	09 May
4	Draft, and approve advertisements/application pack	09 May
5	Advertise the post (e.g. TES, LIPA website)	12 May
6	Identify potential candidates. Invite them to apply	16 May
7	'Application Period' (two weeks)	30 May
8	Blind long-listing v agreed assessment criteria	06 June
9	Invite, confirm Assessment Centre candidates	09 June
10	Prepare for assessment center (exercises etc)	13 June
11	Assessment Centre (two days minimum)	20 June
12	Short-list v Assessment Centre results, criteria	23 June
13	Interviews, presentations and final assessments	04 July
14	Recruitment Panel decision	07 July
15	Governing Body approval	11 July
16	Post offered and accepted	14 July
17	Confirm pay, contract, T&Cs	25 July
18	Notify the other candidates	25 July
19	Notice Period (Outgoing Employer)	01 Sept – 31 Dec
20	Head Designate Start	01 January 2015

Note: If this timeline is delayed for unforeseen circumstances and as a result clashes with the summer holidays, we will instead:

- Split activities to account for the summer holidays but bring forward as many deliverables that we can practically finish earlier, e.g. administrative paperwork, to reduce work later and so appoint as soon as possible in September. **Or**
- Delay the process to start from September 2014 and agree with the successful candidate and outgoing employer the earliest possible start date. In this case we would also prioritise contingency options such as an agreed early release, part-time or interim appointment as detailed above, to avoid any delays to progress and a planned September 2015 opening.

[Job Description and Person Specification start overleaf]

F5 – F8: N/A (Single Route 2 Application)

Draft Job Description

Overview:

- Deliver inspirational leadership and effective management to enable The LIPA Sixth Form College to achieve all its strategic goals and become an outstanding, renowned provider of further education in the creative and performing arts.

Key Accountabilities:

Leadership & Governance:

- Represent and promote the College within the LIPA group of companies and beyond.
- Lead, direct and manage the College according to the Trust Articles of Association and the governance arrangements defined by the Trust, Governing Body (GB) and government.
- Advise the GB on the ethos of the College and design and development of the curriculum, including pastoral care and wider teaching and learning for young people, e.g. work skills.
- Develop and deliver relevant, ambitious strategic plans in three-year cycles, aligned to any corresponding LIPA strategic plan and subject to the input, direction or approval of the GB and College staff as appropriate.
- Lead the College to deliver outstanding academic performance and to be recognised and awarded for its success in delivering other desired outcomes, e.g. higher education and work/employment opportunities in creative and performing arts.
- Manage and control all financial expenditure to ensure the College is financially sustainable and secure long-term without compromising on the quality of education provided.
- Ensure the College meets all performance targets successfully on time and report on this and progress to the GB regularly, including any successes, risks to success and identified issues and diversions from plan, to enable the GB to respond quickly and appropriately.
- Communicate positively and effectively with all internal/external stakeholders (e.g. students, GB, clients, staff, families, communities, suppliers etc). Inform and update them regularly and properly about all College matters that might affect them.
- Implement the operational infrastructure and systems required and lead and manage staff to ensure College operations and discipline meet the standards set by the GB, LIPA and other relevant regulatory authorities and reflect best practice in the sector.

Educational Character, Curriculum Innovation and Quality of Teaching and Learning:

- Consult with all relevant stakeholders to develop and deliver a curriculum and teaching and learning that is relevant, innovative and reflects and meets the needs of all students, current LIPA strategy and practice, the creative and performing arts industry and employers locally, regionally and nationally.
- Teach part of the curriculum as part of timetabled sessions or to backfill other teachers.
- Implement rigorous, continuous Quality Assurance systems to improve the curriculum and teaching and learning and maximise desired outcomes for students.
- Promote and reflect an aspirational culture of achievement for all, based solely on hard work, a deep-rooted vocation for the creative and performing arts and the belief that you couldn't imagine doing anything else with your life other than working in creative and performing arts.

Financial / Resource Management:

- Perform financial duties and responsibilities as detailed in the Trust Articles of Association and financial control/management arrangements defined by the Trust, GB and government.

- Act as Chief Accounting Officer and ensure all monies received are used for the purpose for which they are given only and are accounted for in a manner that complies with all relevant regulations and governance, LIPA arrangements.
- Put in place effective risk management systems to identify, evaluate and manage financial, health and safety or any other risks to the operations, success and reputation of the College and students now and in future.
- Report complete, timely and accurate updates on all on-going and estimated annual income and expenditure to the GB regularly as requested for their review and approval.
- Complete all returns required by any relevant agency accurately and within any deadline set by those agencies, legislation or regulation or the GB.
- Act as custodian of all College assets, including estates and buildings and lead initiatives to maintain and protect such assets and develop future investment strategies.
- Develop, implement and maintain appropriate workforce policies and terms and conditions and promote and maximise the professional development of staff at all times.
- Appoint, allocate work to, appraise, grade and dismiss and determine the salary, terms and conditions of all staff except senior post holders, subject to any other GB set arrangements.
- Deploy and manage all staff effectively and efficiently to ensure the successful operation of the College and to maximise learning, benefits and outcomes for students.

Partnerships /External Stakeholders/Marketing:

- Maintain effective relationships with recognised professional associations and trade unions.
- Develop, grow and maintain effective links and partnerships with any relevant stakeholder, e.g. academic institution, funding body, audit or regulatory organisation, local communities or agency or general advisory bodies, representing the College as requested or to any other stakeholder that may influence to the needs of the College now or in future.
- Create and maximise partnerships and income streams with individuals or organisations that will enable the College to continue to offer high quality education, employment and training opportunities for all students.

General:

- Develop and maintain all Health and Safety and security policies, strategies and systems so that the College meets all legislative requirements and offers a safe learning environment. Ensure that all College activities provide equality of opportunity for students and staff.
- Lead on opportunities to diversify income, grow the College or make it more sustainable.
- Carry out all duties and responsibilities at all times with due regard to all the values, vision, ethos and procedures and policies of the College and LIPA and government.

Notes:

- This Job Description outlines the main responsibilities of the Head. The GB will detail any specific duties or responsibilities as required. The GB may from time to time, in consultation with the Head, require the Head to take on other further duties or responsibilities as requested at that time by the GB or as the needs or demands of the College dictate. All duties and responsibilities are subject to periodic GB review as defined by the GB.
- The Chair of the GB will conduct annual, interim or requested appraisals of the performance of the Head against these duties and responsibilities, according to the College's published appraisal and performance management systems and policies.

Draft Person Specification

Qualifications:

Essential Honours or Masters degree or equivalent in education and/or the creative and performing arts, plus a relevant teaching qualification such as Qualified Teacher Status (QTS).

Previous experience in a Principal/Head or Vice Principal/Deputy Head role for a sixth form college or a further education college.

Evidence in a previous role(s) of improving education performance or standards and of significant continued professional development.

Evidence of implementing strategic growth/ development plans and of delivering long-term financial control and sustainability.

Desirable National Professional Qualification for Headship (NPQH).

Experience and Knowledge:

Essential Substantial and successful experience in managing at senior level in a complex organisation, identifying innovative solutions to complex problems leading and in implementing major change.

Substantial experience and detailed understanding of budgetary and financial management and excellent, demonstrable financial and commercial acumen.

In-depth understanding, knowledge and appreciation of available funding streams and how to exploit them and identify and secure additional funding.

In-depth understanding, knowledge and appreciation of trends and issues in the further education, and the creative and performing arts sectors, including how further education links to secondary and higher education.

Substantial evidence of developing and implementing the design and delivery of innovative curricula and teaching and learning.

Experience of successful teaching in a further education environment.

Desirable Direct experience of working in the creative and performing arts sector.

Experience of representing and promoting an educational institution to different stakeholders, including external groups and committees.

Skills, Competences and Personal Characteristics:

Essential Strong decision making skills and the ability, desire to confront and solve difficult management issues when necessary.

Able to manage budgets and meet financial targets for financial sustainability.

A strategic, innovative and visionary leader, able to communicate a vision, show what is possible and lead and inspire others to embrace and realise it using an open, innovative and creative management that earns respect.

Able to communicate with all stakeholders effectively and persuasively, to build positive working relationships, promote the College and understand the needs of individuals, creating a positive, productive and successful culture.

Critical thinking, analytical and problem solving skills, the ability to successfully implement change and to resolve issues quickly and effectively

A commitment to high standards in all aspects of College life and an ability to be flexible and delegate, plan and control work effectively to achieve results.

Section G: Budget Planning and Affordability













• [REDACTED]







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](#)

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.	We propose to locate the LIPA Sixth Form College on <Redacted>, with the Riverside Ward area of Liverpool, to enable / facilitate student access to LIPA facilities, e.g. sound studios or theatre stages and to integrate operations with LIPA resources, e.g. Student Support services and business services such as site management / HR. Annotated map showing the local area and LIPA location submitted to email address on the left as requested.
--	--

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:	<Redacted>
--	------------

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, <Redacted>, Liverpool,<Redacted>
---	--

In which local authority is the site?	Liverpool
---------------------------------------	-----------

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

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

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

Please tell us how you found the site:	<Redacted>
--	------------

Please confirm the tenure:	Lease
----------------------------	-------

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

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

Who owns the site?	Other
--------------------	-------

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)	No
---	----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

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

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?	Other - please describe
--------------------------	-------------------------

If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	Fit for purpose <Redacted>. Therefore it has the appropriate size and types of rooms. <Redacted>. All staff and students can also easily access student or admin services and other facilities, e.g. catering. The building has excellent transport links (in central Liverpool), some disabled access already in place,
---	--

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:	<Redacted>. See site / building plans submitted to email address on the left as requested.
---	--

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> It may require only minimal or in some exceptional cases moderate refurbishment depending on the specific internal conditions.
--	---

Second choice site

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

In which local authority is the site?	Liverpool
---------------------------------------	-----------

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

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

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

Please tell us how you found the site:	<Redacted> Students and operations currently accommodated there are to move to<Redacted> once this is refurbished <Redacted>. initially it was earmarked for <Redacted>
--	---

Please confirm the tenure:	Lease
----------------------------	-------

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

Who owns the site?	Other
--------------------	-------

Please include information on purchase or lease price if known:	LIPA is committed to ensuring The LIPA Sixth Form College Trust succeeds and therefore is committed to discussing options for a long-term (possibly peppercorn) lease agreement for site with the Trust and LEA/DfE
---	---

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:	No
---	----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

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

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?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	<Redacted>
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:	Approx 3,000sqm over 5 floors.<Redacted>
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>. Otherwise in a serviceable condition without any major issues or restrictions. Water tight and no signs of rising damp, water ingress or asbestos (removal programme completed before LIPA purchased the building).

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	Note - work to identify a suitable third choice is on-going.
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:	NA
If the preferred site is near to the boundary with a third local authority, please say which:	NA
If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
Please tell us how you found the site:	NA
Please confirm the tenure:	Please select
If other, please explain further:	NA
Please include information on purchase or lease price if known:	NA
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:	NA
Name and contact details of agent or local authority representative where available:	NA

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:	NA
--	----

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

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:	NA
---	----

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:	NA
--	----

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	Note - work to identify a suitable fourth choice is on-going.
--	---

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:	NA
---	----

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

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

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

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

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

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

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:	NA
------------------------------------	----

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

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:	NA
--	----

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

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:	NA
---	----

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:	NA
--	----

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?	NA
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Please confirm the size of your existing site:	NA
--	----

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

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

Section H: Premises

N/A (See Excel Form)

Annex – CVs for Key Individuals

The CVs below (starting overleaf) are for the following key individuals named in the proposed Project Team and Governing Body, as detailed in F1 (a) and F3 (a) above.

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

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	██████████
		██████████
		██████████
4.	Brief comments on why your previous experience is relevant to the new school	██████████
5.	Reference names(s) and contact details	██████████

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	██████████
		██████████
		██████████
4.	Finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in 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 	n/a
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	n/a

CV template		
	<ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6.	Brief comments on why your previous experience is relevant 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.	n/a
8.	Reference names(s) and contact details	██████████

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

CV template		
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CV template

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██████████

6. Reference names(s) and contact details

██████████