



Department  
for Education

# Free school application form 2013

**Alternative Provision (AP)** (updated November  
2013)

**EAST CHESHIRE YOUTH ACHIEVEMENT FREE SCHOOL**

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## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
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?	X	
5. Have you fully completed the budget plans?	X	
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	
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: <a href="mailto:alternativeprovision.fsapplications@education.gsi.gov.uk">alternativeprovision.fsapplications@education.gsi.gov.uk</a> within one of the windows below? <ul style="list-style-type: none"> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	X	
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).	X	

Section I of your application		
11. Have you sent: <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ 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</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul>	X	<input type="checkbox"/>

## Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- 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).

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:**

**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.

X

## **Section A: Applicant details**

Attached

## **Section B: Outline of the school**

Attached



**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.

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

**Basic information**

Pre-registration reference number	6566
Name of proposed school:	East Cheshire Youth Achievement Free School
Is this a route one application or a route two application?	Route two
Name of lead applicant:	[REDACTED]
Address of lead applicant:	Youth Federation, Rossmore Business Village, Inward Way, Ellesmere Port, CH65 3EY
Email address of lead applicant:	[REDACTED]
Telephone number of lead applicant:	[REDACTED]
How you would describe your group?	A single academy
If 'Something else' please describe your group.	
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:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	N/A

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	YES
Company name:	EAST CHESHIRE YOUTH ACHIEVEMENT FREE SCHOOL LTD
Company address:	Youth Federation, Rossmore Business Village, Inward Way, Ellesmere Port, CH65 3EY
Company registration number:	8827502
Date when company was incorporated:	30/12/2013
Please confirm the total number of company members (must be a minimum of 3):	THREE

Please give the names of all company members:	[Redacted]
	[Redacted]
	Youth Achievement Trust

Please list all company directors, providing their name and the position they will hold once the school is open:	[Redacted]
	[Redacted]
	[Redacted]
	[Redacted]
	[Redacted]

Please provide the name of the proposed chair of the governing body, if known:	[Redacted]
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or 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:	n/a
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number	No
---	----

If you are an existing single school or provider 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 or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report	N/A
---	-----

If you are an existing single school or provider 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:	N/A
--	-----

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

If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications:	This school is part of the Youth Achievement Trust, which is an academy umbrella trust. There is another application being submitted by a member of the Trust - Charlton Athletic Youth Achievement AP Free School.
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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.	The company has links to charities Youth Federation and UK Youth. This is explained in the application.
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If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	The development of ECYAFS is being led by Youth Federation (YF), in partnership with the charity UK Youth, ECYAFS will be a single academy trust and will be part of the Youth Achievement Trust (YAT), an Umbrella Trust that has been set up by UK Youth. This is explained in more detail in section F. Youth Federation, Rossmore Business Village, Inward Way, Ellesmere Port, CH65 3EY Charity number: 1143231                      Company number: 07604916 UK Youth, Avon Tyrrell, Bransgore, Near Burley, Hampshire BH23 8EE Charity number 1110590                      Company number 05402004
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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.).	N/A
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Have you received help and support from the New Schools Network (NSN)?	NO
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Yes
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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:	Eastside Primetimers. They have supported Youth Federation and UK Youth in writing the application. Through the Youth Achievement Trust, UK Youth will help in all aspects described in Sections C, D and F of the application
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**SECTION B: OUTLINE OF THE SCHOOL**

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

**Jump to use of freedoms**

In which local authority is your preferred location?	East Cheshire
Proposed opening year:	2015
Age Range:	11 yrs to 16 yrs
If 'other' please specify	
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	No
Do you intend your proposed school to have a faith ethos?	No
If 'Yes', 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:	
Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only:	40
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	28
Date proposed school will reach expected capacity in all year groups:	2017
Places committed by Local Authority and local schools (FTE):	38
Please say what rate of top up funding committed (funding per FTE place):	
Primary intake of pupils	Children with behavioural issues
Other needs that the school will cater for NB. There is not ranking of other intakes, please pick whichever apply:	Excluded children
	Other (please specify below)
	Please select
	Please select
If 'Other', please give further detail:	At Risk of Exclusion
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	No

If 'Yes' please say when you propose the principal designate would start:	n/a
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	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:	Preparing to Teach in the Lifelong Learning Sector (PTLLS) Certificate and Teaching in the Lifelong Learning Sector (CTLLS) Diploma (DTLLS) Certificate in Education qualification
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## Section C: Education vision

### Section C1

#### Vision and background

The vision for East Cheshire Youth Achievement Free School (ECYAFS) is to **re-engage the** disengaged by **raising** their aspirations, **realising** their potential and **recognising** their achievements through an **individualised whole-education** approach facilitated in small working groups by trusted adult role models. It is aimed at 13-16 year olds who have been excluded or are at risk of exclusion and whose issues generally manifest themselves in behavioural problems.

The development of ECYAFS is being led by Youth Federation (YF), a leading youth charity that has experience in delivering Alternative Provision (AP) education in partnership with the charity UK Youth, which has developed a successful approach to AP education through its Youth Achievement network. ECYAFS will be a single academy trust and will benefit from being part of the Youth Achievement Trust (YAT), an Umbrella Trust that has been set up by UK Youth. This is explained in more detail in section F.

By establishing an AP Free School, YF can build on its experience of delivering AP and create an even more robust model of provision, with a strong emphasis on academic achievement, reintegration into the mainstream and in an area where provision is currently lacking. It is intended that the new Free School will work in partnership with YF's current small-scale AP provision – Macclesfield Youth Achievement Foundation (MYAF), including as a means of pupil referral to ECYAFS.

#### Why here?

The area to be served by the school has some challenging characteristics which impact on the educational environment for some young people. There are 36,871 young people between the ages of 11 and 19, living across 231 Lower Layer Super Output Areas (LSOAs) in Cheshire East. Within these there are areas of significant deprivation:

- 35 LSOAs have child poverty rates above the regional average of 22.8%
- 40 LSOAs have child poverty rates above the England average of 20.9%
- Highest child poverty rate in Cheshire East is 51.7%
- This is manifested in 7.61% of pupils having fixed period exclusions in Special Schools.

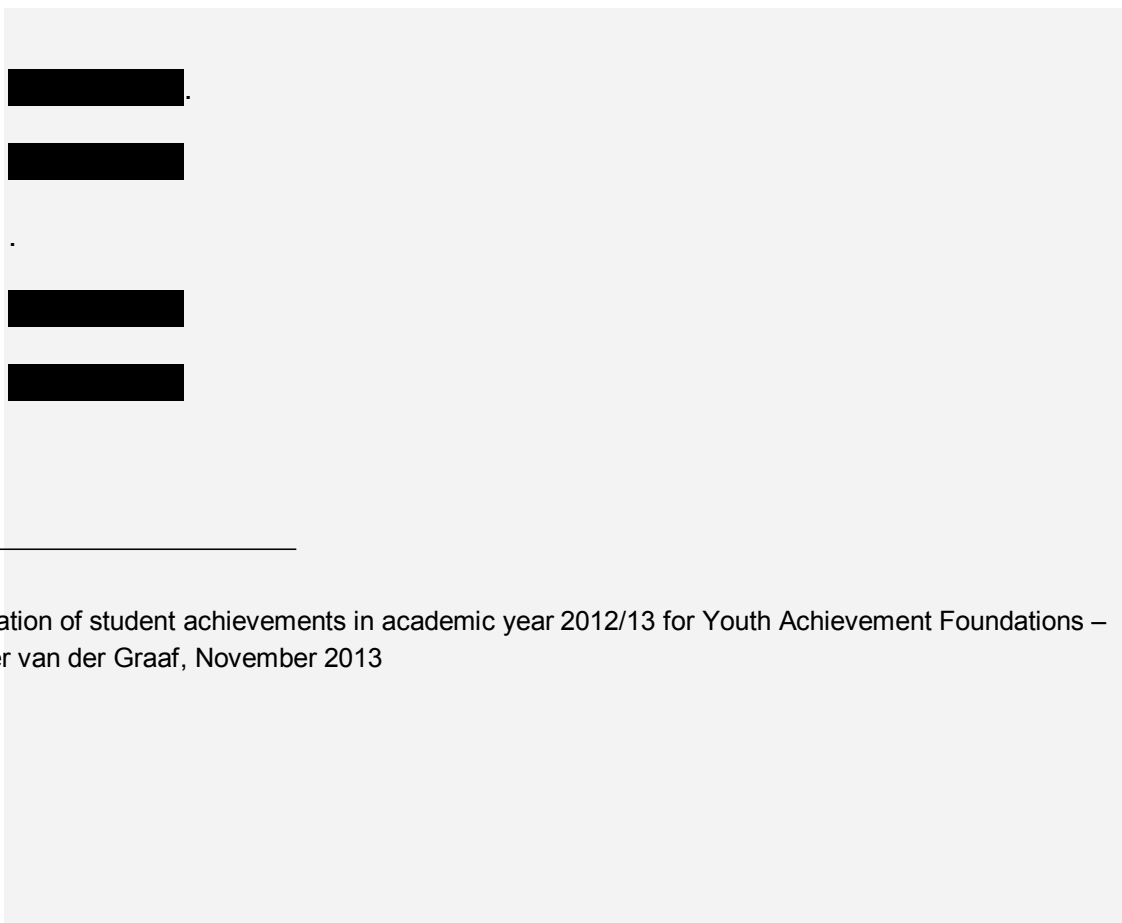
#### Adding to current provision

The local Pupil Referral Unit (PRU) is oversubscribed and currently contracts with YF to support 5.2 FTE pupils each year through MYAF. The lack of sufficient provision coupled with the greater effectiveness of MYAF's approach, and consequently higher levels of attendance, has led local schools to recognise the importance and potential of the ECYAFS proposal for their pupils' future wellbeing. As a result, an initial 35 in-principle referrals from the local high schools have been identified. The actual number of places at the Free School will be 28 in year one, 32 in year two and 40 in year three.

### Why this school?

ECYAFS will draw on several important factors to deliver a successful AP solution for the catchment area:

- YF's current AP programme, which has run since 2009 has been shown to be a highly effective AP facility with a strong record of supporting pupils categorised as not in education, employment or training (NEET) back into education or onto employment. The flexible, youth-oriented delivery, 1:6 teacher/pupil ratios and wrap-around support succeed in engaging students who, for a variety of reasons, have found mainstream education too challenging or have simply decided to 'opt out'. The tangible evidence of that successful engagement is that, in the three years from 2009-2012, 96% of all YF AP students moved into education, employment or training when they left<sup>1</sup>. [REDACTED]



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<sup>1</sup> Evaluation of student achievements in academic year 2012/13 for Youth Achievement Foundations – Dr Peter van der Graaf, November 2013

## **Raising the standard of AP locally**

ECYAFS will offer a broader and more diverse curriculum than other local AP providers. The curriculum will include GCSE Maths and English and other GCSE courses such as IT and science subjects, vocational qualifications such as BTEC, six Award Scheme Development And Accreditation Network (ASDAN) subjects and a range of personal and social development accreditations and training courses.

## **Delivering the vision**

ECYAFS will deliver the vision by focusing activities across three key themes.

### **1) Re-engagement and raising aspiration**

- A whole education, recognising that essential pre-cursors to academic success are personal development, independent living and decision-making skills and discovering meaningful interests and goals.
- A personalised curriculum including specific engagement activities based on the interests of each individual learner.
- Positive and trusted adult role models in the form of Learning Mentors and qualified teachers recruited for their enthusiasm for working with disengaged young people and their ability to establish a good rapport. Learning Mentors also have a wide range of vocational expertise and receive specific vocational teacher training (e.g. Preparation / Diploma for Teaching Lifelong Learning).
- Opportunities to develop behavioural, emotional and social skills through an individualised programme of sports and/or outdoor education.

### **2) Realising potential**

- Experiential learning as the mainstay of the learning process achieved by practical application of academic, vocational and personal development.
- Individualised learning programmes, based on the interests and skills of the learners and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities.
- Small groups of learners (max 1:6) with capability to offer 1 to 1 learner support.
- Practical application of English and maths to develop skills that prepare for accreditation and work towards independence and social integration.

### **3) Recognising achievement**

- Positive learning environments with praise for success and recognition of achievement.
- Appropriately qualified teachers to complement Learning Mentors to enable the teaching of core GCSE curriculum for English, Maths and ICT and other GCSE subjects.
- Appropriately qualified Learning Mentors to complement teachers to enable the teaching of core GCSE curriculum for English, Maths and ICT and other GCSE subjects.

- Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls.
- Celebration of success through: weekly celebrations with learners and staff; rewards for targeted elements; and high profile annual celebration events.
- Relevant vocational learning that broadens the curriculum offer to pupils providing the opportunity to support their classroom learning by gaining practical skills in the workplace and ultimately allowing them to achieve recognised qualifications.

## **Key features of the school**

### *Building on experience*

The ethos of the school is aligned to that of the Youth Achievement Trust and has developed from the experience of providing AP within UK Youth's Youth Achievement Foundation network. The ethos is underpinned by the following key principles:

- A bespoke curriculum that OFSTED judged to be 'outstanding'.
- A structured approach to alternative education.
- Flexibility to tailor the curriculum to individual needs.
- Activities designed to re-engage the hardest to reach young people.
- Small groups with a high teacher/learner ratio as standard.
- Focus on building trusted relationships between young people and adults.
- The use of volunteer mentors enable the school to enrich the experiences that young people have of employers, the life of an employee and the development of employability skills. This is achieved through local community contacts, local businesses and national UK Youth led initiatives, e.g., using Microsoft volunteers for CV writing, application and interview techniques. Additionally, local community members are encouraged to volunteer support time to develop better community understanding, create opportunities for work-based learning and enhance the learning mentor support ratios.

### *Building on relationships*

YF is well known and respected in the local community and has a range of established local partnerships on which to draw in addition to the partnerships afforded by being part of the Youth Achievement Trust network. These relationships will create several benefits for students at the school:

- Work experience opportunities at Peaks and Plains Housing Association.
- A broader range of curriculum choices delivered in different styles and venues such as science lessons delivered at Astra Zenica, Environmental studies delivered with Ground Force and Vocational Studies delivered through the Engine of the North programme.
- Advice and mentoring for young people via partner organization Just Drop In
- Work placements and mentoring for pupils and support for building upgrades through Travis Perkins, Cooperative and the local roundtable.
- Macclesfield Boxing Club is both a source of activity and home to the GB Olympic Female Boxing Team trainer who will provide weekly support to the school.
- Through its contacts with local business and the media projects that YF delivers, ECYAFS teachers and pupils will have access to the latest in technology. General and specialised learning areas will be fitted with ICT infrastructure that will adhere to future upgrades and technological changes.

### *Local community resource*

As YF delivers many employability and PSD training programmes, with a 90% success rate of helping young people into EET, ECYAFS has the potential to become a genuine community resource that pupils can access after Free School hours.

### *Value for money*

ECYAFS is a cost effective option that offers cheaper provision when compared with some AP schools and better value when compared with similarly priced providers by delivering a high quality, more varied and wrap-around service that encompasses afterschool support; transport to and from home; home tuition; and small group work.

### **What will membership of the Youth Achievement Trust offer to ECYAFS?**

- The curriculum is geared towards enabling young people to achieve meaningful accredited outcomes.
- Access to UK Youth accreditation programmes designed to engage and acknowledge personal development
- Network support
- Membership of a wider network of alternative education providers offering peer support and shared experience of best practice
- Bi-monthly meetings for all free school Principals and YAF managers in the network and an annual residential
- On-going training
- Central delivery team drawing on insights from UK Youth's own in-house provision
- Awareness of, and access to, other youth opportunities e.g. National Citizen Service and UK Youth Voice
- Quality assurance
- Provision of standard operating policies and procedures ensuring a consistent approach
- UK Youth oversight via informal inspection visits that reflect OFSTED expectations
- Monthly reporting and monitoring of key performance indicators from each individual school
- Led by a major national youth charity
- Respected and recognisable branding that supports credibility
- A trusted advisor with access to central government providing an insight and influence on national policy
- Provides access to national funding opportunities which aids sustainability and development
- Opportunity to feed into and inform other national youth activities

### **Aspirations and outcomes**

Young people will want to go to this school because their skills will be recognised and the curriculum will be relevant to their interests and needs. They will have a chance to increase their self-esteem and develop their social skills in a way that will help them in relationships with family, peers and others. This will build confidence and enable them to progress and gain meaningful qualifications and experience.

Parents/carers will want their children to go to this school because it will improve family relationships through the school fully involving parents / carers in the individual learning planning and progress of their children. They will see their children succeed academically and in their personal and social development.

Commissioners will want to use this school because it will engage young people who have not been engaged in or attending other local schools in high quality learning. It will also deliver accredited outcomes appropriate to the needs and abilities of the young people, helping them to meet their own targets and provide a foundation for academic success and progression into employment and training. Importantly they can be assured of a high standard of provision delivered by one of the Youth Achievement Trust's free schools.

*'Teaching re-engages students with learning and supports them in filling gaps in prior knowledge as well as introducing them to new skills. As they re-engage, students are able to show more positive attitudes to education, sometimes for the first time in many years.'*

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Key Stage 1								
Key Stage 2								
Key Stage 3		8	11	15	15	15	15	15
Key Stage 4		20	21	25	25	25	25	25
16-19: commissioner referred								
16-19: student applications								
<b>Totals</b>		<b>28</b>	<b>32</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

## Section D: Education plan – part 2

ECYAFS will offer an individualised curriculum for each learner that attends, however they will draw together around common themes (described in Section C) of:

- Re-engagement and raising aspiration;



- Realising potential; and
- Recognising achievement.

These are reflected in the table below. The balance of the curriculum between the three phases will change as the learner progresses through their placement at the school. This is discussed in more detail in Section D1 below.

ECYAFS will also offer three main types of placement

- Full-time, medium-to-long term placements
- Full-time, short term placements and
- Part-time placements.

A separate table has been completed for each type of placement. Voluntary elements are part of the 25 hours of learning hours; offering an element of choice for learners, creating flexibility to develop personal curriculum models and extend GCSE options and support sessions where appropriate. Mandatory elements may have an element of choice i.e. range of BTEC courses in their vocational element.

<b>FULL TIME (25 hours per week) - MEDIUM-LONG TERM (over 12 weeks)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Curriculum for re-engagement / raising aspiration</b>			
Personal and Social Education	1.5	M	<b>Youth Achievement Award (YAA) Bronze level or the UK Youth Award in Personal Achievement (AiPA) ASDAN Award/Certificate of Personal Effectiveness (AoPE/CoPE) after induction period is completed</b>
Physical Education	2	M	Core curriculum – Certificate in Sport and Active Leisure linking into National Curriculum programme with elements of KS4 programme for leisure/recreation activities (e.g. Physical Arts, Dance, Football, Gym, Tennis, Badminton, Table Tennis, Basketball etc)
Enrichment	2	V	Catch up sessions for Functional Skills/GCSE, Wider Key Skills (WKS), YAA Silver, Reward programme/celebrations, Visits, Visitors, Enrichment programme (e.g. conflict management – LEAP), Interest groups; fishing, sports (boxing/martial arts), creative arts (dance, singing).
Community meeting to review behaviour and learning. Affirmations to reinforce positive	2.5	M	Pastoral matters, timetabling, target setting, recognising achievements

<b>FULL TIME (25 hours per week) - MEDIUM-LONG TERM (over 12 weeks)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
behaviour			
<b>Curriculum for realising potential</b>			
Personal and Social Education	2.5	M	PSHE/Citizenship/CoPE/PSD/WKS, Road Wise and will include Careers Advice and Guidance Award in Personal and Social Development (PSD)
Vocational	2	M	Employability Award BTEC options in Hair and Beauty, Sports and Leisure, Construction, Engineering, Hospitality, Catering and Environmental studies
Options	2.5	V	Unit Awards in History/Geography/Environmental Studies/Sports and Fitness/Food wise ICT courses, First Aid, Food Hygiene Cert, WKS Art, Drama, Dance, Music (using network of quality ACPs and in house resources), Interest groups – attend club training, singing coach YAF Baccalaureate offer: Short courses in Communication skills, History and/or Geography and BTEC IT Users award/certificate = 4.5 hrs a week. Aspirational 2 year English Baccalaureate* EBAC offer: Language GCSE, History or Geography GCSE, Computer Science GCSE (This would replace ICT FS/GCSE if learner undertaking 2 Year EBAC): = 4.5 hrs
<b>Curriculum for recognising achievement</b>			
Maths	3	M	Adult Literacy And Numeracy (ALAN)/Functional Skills/GCSE and embedded through PSD/WKS
English	3	M	ALAN/Functional Skills/GCSE and embedded through PSD/WKS
Science	2	M	BTEC Applied Science/GCSE and embedded through vocational, options, WKS, PSD and PE Delivered through external agency e.g. Forestry Commission (Macclesfield) and

<b>FULL TIME (25 hours per week) - MEDIUM-LONG TERM (over 12 weeks)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
			Astra Zeneca
ICT	2	M	Functional Skills/GCSE (This would be replaced if learner undertaking YAF Bacc. or Aspirational 2 year EBAC*)

<b>FULL TIME (25 hours per week) - SHORT TERM (less than 12 weeks)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Curriculum for re-engagement/raising aspiration</b>			
Personal and Social Education	1.5	M	UK Youth engagement award
Personal and Social Education	1.5	M	ASDAN short courses
Physical Education	2	M	Core curriculum – Certificate in Sport and Active Leisure linking into NC programme with elements of KS4 choices for leisure/recreation activities (e.g. Physical Arts, Dance, Football, Gym, Tennis, Badminton, Table Tennis, Basketball etc)
Enrichment	2	V	Catch up sessions for Functional Skills/GCSE, WKS, YAA Silver, Reward programme/celebrations, Visits, Visitors, Enrichment programme (e.g. conflict management – LEAP), Interest groups; fishing, sports (boxing/martial arts), creative arts (dance, singing).
Community meeting & Affirmations	2.5	M	Pastoral matters, timetabling, target setting, recognising achievements
<b>Curriculum for realising potential</b>			
PSD	2	M	PSHE/Citizenship/WKS, Road Wise and may include Careers Advice and Guidance
Vocational	2	V	Working towards WKS/AiPA/Short course Taster programme from; Hair and Beauty, Sports and Leisure, Construction, Engineering, Hospitality and Catering

<b>FULL TIME (25 hours per week) - SHORT TERM (less than 12 weeks)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Options	2	V	ICT courses, First Aid, Food Hygiene Cert, WKS, Art, Drama, Dance, Music (using network of quality ACPs or in-house resources), Interest groups – attend club training, singing coach Unit Awards in Hist/Geog/Env Studies/Sports and Fitness/Food wise where they complement existing curriculum offer
<b>Curriculum for recognising achievement</b>			
Maths	2.5	M	ALAN/Functional Skills/GCSE work and embedded through PSD/WKS
English	2.5	M	ALAN/Functional Skills/GCSE work and embedded through PSD/WKS
Science	1.5	V	GCSE revision and embedded through vocational, options, WKS, PSD and PE
ICT	1.5	V	Functional Skills/GCSE revision or BTEC IT Users award/certificate
A.N.Other	1.5	V	Revision lessons from Learner's GCSE offer at Commissioning Placement

<b>PART TIME (up to 18 hours per week)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Curriculum for re-engagement/raising aspiration</b>			
Personal and Social Education	1.5	M	Replaced by ASDAN short courses (into ASDAN AoPE/CoPE) as and when achieved
Physical Education	(2)	V	Core curriculum – NC programme with elements of KS4 programme (can be delivered in commissioning placement's contact time)
Enrichment	(2)	V	Catch up sessions for Functional Skills/GCSE, WKS, YAA Silver, Reward programme/celebrations, Visits, Visitors, Enrichment programme (e.g. conflict management – LEAP), Interest groups (if part of agreed programme = reduced option time)
Community meeting & Affirmations	2.0	M	Pastoral matters, timetabling, target setting, recognising achievements

<b>PART TIME (up to 18 hours per week)</b>			
<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
<b>Curriculum for realising potential</b>			
PSD	1.5	M	PSHE/Citizenship/CoPE/PSD/WKS, Road Wise and will include Careers Advice and Guidance
Vocational	2	M	Employability Award BTEC options in Hair and Beauty, Sports and Leisure, Construction, Engineering, Hospitality and Catering
Options	1	M	Unit Awards in Hist/Geog/Env Studies/Sports and Fitness/Food wise ICT courses, First Aid, Food Hygiene Cert, WKS Art, Drama, Dance, Music (using network of quality ACPs), FA Level 1 coaching certificate Interest groups – attend club training, singing coach
<b>Curriculum for recognising achievement</b>			
Academic qualifications			Delivery shared with commissioning placement
Maths	Up to 3	M	ALAN/Functional Skills/GCSE and embedded through PSD/WKS
English	Up to 3	M	ALAN/Functional Skills/GCSE and embedded through PSD/WKS
Science	Up to 2	M	BTEC Applied Science/GCSE and embedded through vocational, options, WKS, PSD and PE if part of placement plan Delivered through external agency e.g. Forestry Commission (Macclesfield)
ICT	Up to 2	M	Functional Skills or BTEC IT Users award/certificate

## **Section D1**

### **High-level curriculum strategy to deliver the vision**

As stated in Section C, the East Cheshire Youth Achievement Free School's vision is: "to re-engage the disengaged by raising their aspirations, realising their potential and recognising their achievements through an individualised whole-education approach facilitated in small working groups by trusted adult role models."

The curriculum strategy is based on experience of providing AP, which shows that this process is an upward spiral, beginning with the re-engagement of the learner. The learners will start by participating in re-engagement activities and once they are engaged they can begin to utilise their talents and experiences to achieve new knowledge and skills. The process of learning and the recognition of success lead

the learner to be more engaged and further develop their potential and portfolio of skills.

For learners, attending this school will be the first step on the path towards a positive change in their lives inside and outside education. Every learner will take recognised qualifications such as GCSEs and BTECs that will enable them to progress on to employment, college or university. Our goal is to enable as many learners as possible to return to mainstream education but, for some, ECYAFS will continue to be the best place for them to achieve their potential.

We reject, and encourage our learners to reject, any assumptions that others might make about their potential based simply on the fact that they have not engaged with mainstream education. Our experience in offering alternative provision shows that learners following a similar curriculum can go on to achieve extraordinary things.



### **Re-engagement and raising aspirations**

There will be a wide range and complexity of issues experienced by the student body and we will make no assumptions about the reasons for a young person's disengagement with mainstream education. Learners will need to overcome a range of barriers to education including: failure of previous educational relationships (exclusion); failure of family relationships (abuse, care); and failure of community relationships (gangs, crime). For some learners they will also carry internalised barriers such as special needs, physical and mental ill health or disability. The wide spectrum of their needs requires each learner to have an Individual Learning Plan (ILP) for support and a bespoke educational approach.

The activities included in the curriculum for re-engagement and raising aspirations have therefore been designed to spark interest and excitement amongst learners and help them to: i) develop trust with the school, teachers, mentors and other staff; ii) build confidence and break down internal barriers and trust; iii) develop trust in education and see the value of learning; and iv) develop a mindset that allows them to invest in their own future.

## Realising potential

Initially learners may have a very low opinion of their own potential, or a very low opinion of the education system's capacity to enable them to achieve. By building on the growing interest, trust and confidence sparked by the re-engagement curriculum the school can begin to direct the learners towards activities that will build up to a portfolio of skills for re-entering mainstream education or entering the workplace.

The curriculum for realising potential involves creating a clear, manageable pathway towards individual goals and includes: i) activities that inspire learners as vehicles for formal learning; ii) formal learning in settings or contexts in which the learner feels comfortable and confident; and iii) activities that stretch and challenge the learner without damaging their developing self-confidence and engagement.

## Recognising achievement

Our experience of working with young people shows that praise and reward are the keys to motivation and engagement. The learners we work with may have had little experience of praise and reward in their recent past and so reintroducing them to achievement and success is critical to their learning journey.

The curriculum for recognising achievement includes:

- Activities that are their own reward, for example, creative or problem-solving activities
- Activities that result in informal recognition, through internal school reward systems, or through reports to parents or care-givers
- Activities that result in formal accredited qualifications, such as GCSEs
- Involvement of learners in planning, hosting and receiving recognition at formal celebration events.

## Expected pupil intake

Having worked with young people in this area for 60 years we have extensive experience of the social and educational issues faced by young people and their families.

**Table 1 – Learner data for local area.**

Social and educational issue	National Average	East Cheshire
Rate of Looked After Children (per 10,000)	59	58
% of learners eligible and receiving free school meals	14.6	8.2
% of learners whose first language is known or believed to be other than English	12.3	2.9
% of learners who have special educational needs (SEN) and a statement	1.9	2.4
Total % of learners with SEN (with and without statements)	20.2	15.7
% of students with a permanent exclusion	0.14	0.15
% of students with a fixed period exclusion	7.85	9.13

Although this context gives some indication of the issues faced by young people in the area it does not explain why individual young people will come to the AP Free School. Many pupils thrive in East Cheshire's mainstream education provision and we hope that many of those that attend the Free School will be able to return to mainstream schools. More revealing is data from the existing AP programme, which gives a clearer picture of the types of experiences learners at the Free School will have had.

**Table 2 – Experiences of learners at the Macclesfield Youth Achievement Foundation.**

	Percentage of students (%)
Low Basic Care	28.5
Learning Disability (e.g. Dyslexia, BESD, ADHD)	43
Teenage Pregnancy	7
Substance Misuse	36
Alcohol Misuse	43
Smoking	64
Sexual Health (inappropriate behaviour)	21
Mental and Emotional Health	57
Victim of Crime/Bullying/Harassment	28.5
Poor Housing Quality	28.5
Likelihood of becoming NEET	43
Bullying others	50
Threat of Homelessness/ Eviction	7
Permanent Exclusion from School	71
Previous/ Current Gang Involvement	14
Offending/ Anti-Social Behaviour	42.5

### **Implications of the student profile for the curriculum.**

#### *Re-engagement*

Most of the learners referred to the school will have a history of truancy and behaviours such as alcohol and drug abuse, violence, aggression or offending which will mean that significant work will need to be done to stabilise their attendance and behaviour and enable them to establish positive behaviours and learning habits.

#### *Individual Learning Plans (ILP)*

Just like in any mainstream school, no two learners are the same. However the complexity of the range and interaction of difficult personal circumstances, negative behaviours, reasons for disengagement and prior achievement means that beyond a core of essential subjects (Maths, English, ICT, Science, Personal and Social Development (PSD), Careers and Employability) the majority of the curriculum will be tailored to each individual.

#### *Personal Development*

Whilst many, if not all, of the Free School's learners will have complex and difficult backgrounds, in order to achieve they will need to take control of their behaviour,



apply themselves to tasks and come to see themselves as individuals with knowledge, skills and potential that give them options and the possibility of change. For this reason the Free School curriculum has been designed to support the personal and emotional development of learners.

### *Accredited Achievement*

All our learners will work towards and achieve core academic qualifications including:

- GCSE Maths, English, ICT
- BTEC Science
- Functional English, Maths and ICT
- Citizenship.

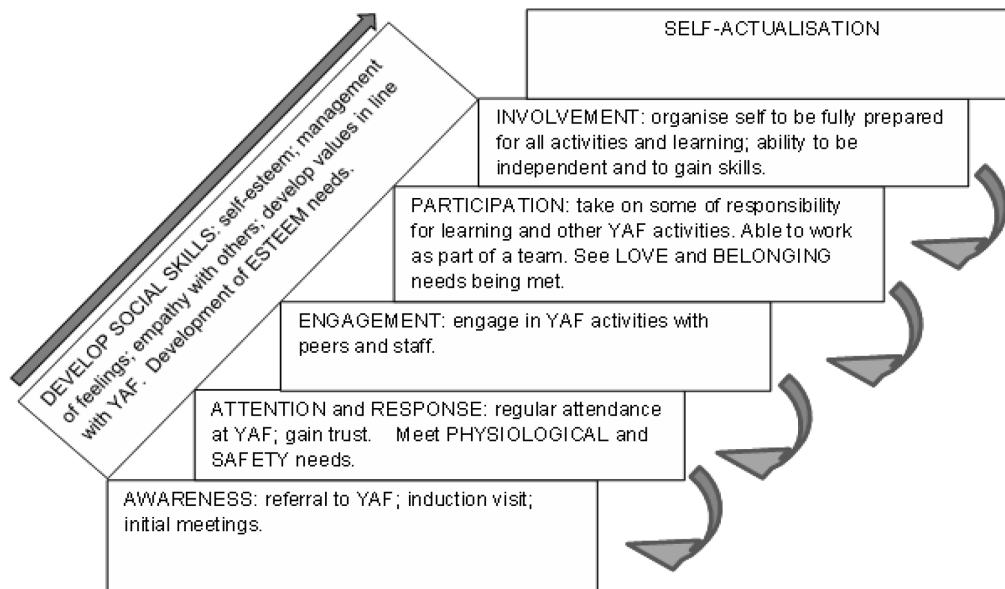
However we have seen tangible benefits in accrediting the whole range of achievement that learners make, particularly the work that they do on their own personal development. For this reason we will also offer qualifications such as the Personal and Social Development and Employability Awards.

### *Positive Destinations.*

Many of the young people who will attend the Free School will have little experience of realistic goal setting or planning for the future. For this reason the curriculum for each learner is focussed around what they want to achieve when they leave school, or positive destinations. This can be seen in the ILP and the targets for positive destinations.

### **Type and content of the curriculum**

The Youth Achievement Trust Free School curriculum has been developed using the UK Youth 'Youth Achievement Foundation' (YAF) curriculum as a basis, which is a flexible curriculum designed to be tailored to each individual in order to maximise learning outcomes. Key to the curriculum is its progressive step-by-step approach. This approach is based loosely on Maslow's Hierarchy of Needs, which maintains that actions are dominated by deficiency motivation, striving to meet the lower needs before the higher ones can be addressed, which in a school setting, means that, once the PHYSIOLOGICAL and SAFETY needs have been met, and they may not be for some students in which case they must be met first, a minimum level of BELONGING and SELF-ESTEEM must be reached before academic achievement in terms of COGNITIVE, AESTHETIC and SELF-ACTUALISATION can begin. Hence the importance of personal development to achieve a minimum level of self-esteem and social skills to lead to a sense of belonging and ownership of learning, i.e. *the beginnings of empowerment, taking control of their lives*. See the diagram below (Curriculum Development Model), which shows how the school will use this step-by-step approach:



Curriculum Development Model

The arrows on the right hand side of the diagram are in recognition that, although the overall trend will be for each learner to move up the steps, it will not be a continuous uninterrupted improvement – personal circumstances for each young person are likely to cause them to move back down to a previous level for periods of time during their journey.

ECYAFS believes that all young people, regardless of their history and background, have the capacity to achieve both academic and personal success. The key to achieving this success is to provide a relevant, engaging and bespoke curriculum for each individual in a boundaried, positive and supportive environment.

### Phase 1. Re-engagement and raising aspirations

The rationale for phase one of the curriculum is:

- Learners will come from a wide variety of backgrounds, with a complex mix of personal and educational experiences and challenging behaviours. Thorough assessment of these factors is vital to effective planning for the learner's progress whilst at the Free School.
- Whilst learners may not have clear academic aspirations the majority will have personal aspirations. Key to effective re-engagement of the learner is engaging them in developing a clear plan, which shows how they will use their time at the Free School to take steps towards their goals through academic and personal development.
- Trust, or lack of it, is a critical issue for many young people. Family, social and educational relationships may well have let them down in the past and led them to be mistrustful, particularly of authority. Learners benefit from having a personal learning mentor, with whom they can articulate their goals and plan their curriculum. The personal mentor is an adult with whom they can develop a relationship of trust. Acting as guide and assessor, the personal mentor adds considerably to the value of the learning experience.

- Alongside a lack of trust in others, learners may experience low self-confidence. At this stage of the curriculum re-engagement activities such as sport or physical challenges such as those undertaken as part of the Award in Personal Achievement, will enable learners to rebuild their self-confidence and establish habits that are effective for successful learning such as persistence, patience and working with others.

## **Foundations of the re-engagement curriculum**

### **Individualised elements**

#### *Initial assessment and the ILP*

Each learner will undergo an initial assessment on commencement of the programme to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a one-to-one basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements.

The assessment leads to the learner drawing up and formulating an individual learning plan, agreed with a key member of staff. This will be used to plot which learning activities and support is relevant to the needs of the individual learner and to help tailor and customize the programme to meet their needs.

This will be followed by a full diagnostic assessment of English, maths and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities.

An assessment of the learner's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be provided e.g. measures to address social problems.

#### *Matching with a learning mentor*

The role of the mentors will be to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. When planning, mentors will set high expectations and provide opportunities for all students to achieve. The mentor will support the development of the learners ILP, help them to regularly review their progress, identify appropriate qualification, work placements or volunteering opportunities and ultimately ensure they have a planned transition back into mainstream education or on to employment of further training.

## **Common elements**

### *Core Academic Skills*

The initial assessment of the learner will support mentors and teachers to identify the appropriate point of entry for the learner's academic work, but this will at a minimum require the learner to study Maths, English and ICT. The Free School will offer learners the opportunity to work towards Functional Skills awards in these subjects. Those who are assessed to have a higher level of prior attainment will study GCSE programmes in these subjects.

The GCSE teacher will liaise with the learning mentor and set targets and expectations for the young people to work towards. The process then works as follows:

- The learning mentor and the teacher identify the young person's prior achievements and strengths and record these as a baseline.
- Young people engage in GCSEs.
- The teacher observes young people and their progress in learning, monitoring targets in ILP.
- The teacher and learning mentor reflect on sessions / activities and their impact on young peoples' learning.
- The teacher, learning mentor and learner together identify outcomes that have been achieved.
- ILP is updated.
- Progress is evaluated by comparing outcomes with expectations.

As with all academic learning at the Free School the core academic curriculum will be taught in small groups by qualified teachers, supported by learning mentors.

The Free School's approach to academic learning will be to emphasise the practical application of learning in the first instance. A typical group in a mainstream school might follow a scheme of work compiled of various lesson plans that are geared to cover a set of skills that will be tested at the end of the course. At the Free School this process is turned on its head to emphasise the purpose of the learning.

Teachers and learning mentors will focus on a set of skills that are applicable to a given task that the learner is engaging with in order to give learners a reason to learn. The teachers and learning mentors will then work with the learner to acquire these skills through practical and classroom based learning. Using the individual learning plan the teachers and mentors can begin to 'fill in the gaps' that each learner has, with the overall goal of covering the scheme of work in a set period of time (for example a half term) but with no set order.

### *Core Engagement Activities*

At the re-engagement and raising aspiration stage of the curriculum the Free School will use a range of engagement activities to spark the learner's interest and begin to develop essential personal and academic skills. These activities will form less than a third of the curriculum time but play a vital role in building trust between the learning mentor and the learner and developing key personal qualities for learning such as perseverance, patience and working effectively in groups.

No opportunity for learning is lost and mentors will use the activities to draw out key numeracy and literacy skills. Examples of these activities include:

- Geo Caching (a type of purpose-based orienteering) is not only used to teach geography, map reading and problem solving skills but also the pupils develop their appreciation for their locality and the importance of maintaining areas of natural beauty along with respecting laws of the road and being sympathetic to the local community.
- Barge Training (handling a canal barge);
- Dog Handling;

- Boxing; and
- Gardening.

These are an excellent way to inspire students to experience something new and enjoy activities beyond the school day resulting in students:

- Becoming better motivated and more confident
- Showing improved behaviour and attendance
- Higher expectations and raised attainment

#### *Award in Personal Achievement (AiPA)*

Awards in Personal Achievement are designed to help the learner build up key skills for learning including planning, teamwork, review and evaluation. They are discussed in more detail in the 'Qualifications' section below.

### **Phase 2. Realising potential.**

The rationale behind phase two of the curriculum is:

- Learners who are newly engaged need to develop key personal skills to allow them to achieve. The Free School cannot change the problems that young people face at home or in their communities, but we can support learners to change the way that they deal with those issues. This will be key to ensuring that they succeed at the school and don't fall back into the patterns of unhelpful or risky behaviour that have led to their disengagement from education in the first place. These skills will include resilience, self-esteem, determination and empathy.
- Once learners have started to aspire to academic or career success they need to develop the skills that will enable them to learn effectively and to operate effectively in the workplace. For this reason, the Free School will use Employability Awards and Vocational training to boost these skills.
- Personal development is best directed and extended through relationships with others. Building on the establishment of one-to-one relationships with mentors at this stage nearly all activities on the programme are group based.
- At this stage, building on the engagement activities in phase one, experiential learning is crucial to acquiring and developing many personal skills. For this reason many activities take a practical task as a focus for developing academic skills.

### **Foundations of the curriculum for realising potential:**

#### *Core Academic Skills*

GCSE English Maths and ICT will be delivered every day of the week. It is our aim that any learner attending the free school for three terms or more will achieve GCSE passes in English, Maths and ICT (see targets in section D2 below).

In order to ensure that learners have access to a wide range of academic opportunities ECYAFS will offer ASDAN short courses that replicate the English Baccalaureate at a level that learners can engage with early on in their placement at the school. These will include short courses in Science, Communication skills, History and/or Geography.

#### *Personal Development Programme*

The key underlying aims of this element of the curriculum area are:

- That learners find Personal Social and Health Education (PSHE) enjoyable, challenging and develop positive attitudes towards it;
- To make links between PSHE and other subjects, their own personal experiences and related issues in the wider world;
- To provide all learners with a PSHE curriculum, that is sensitive to both individuals and groups, and also appropriate to their needs and abilities;
- To raise learners' self-esteem and positive self-image to develop the confidence and self-responsibility to fulfil their potential;
- To encourage learners to have worthwhile and fulfilling relationships and develop confidence in forming positive social relationship;
- To develop learners' ability to reflect on their own personal circumstances and to value and respect others opinions;
- To provide opportunities for learners to explore values, attitudes, current life experiences and beliefs and to reflect on these to make informed choices regarding personal and social issues;
- To respect diversity and foster understanding of cultural and/or religious differences.

The subjects covered in the PSHE curriculum are:

Sex and Relationships Education	Physical Activity and Well-Being	Physical and Social Environment
Drugs Education	Anti-Bullying	Learner Protection
Healthy Eating	Independent living	Beliefs and Values
Citizenship and community	Emotional Health and Well-Being	Personal Finance
Expressive Art		

All students will pursue the Certificate in Personal and Social Development – discussed further in the 'Qualifications' section below.

### *Vocational development*

The key underlying aims of the vocational curriculum are:

- To raise standards of achievement;
- To increase the commitment to learning, motivation and self-confidence of learners;
- To improve the retention of young people in learning after the end of compulsory schooling;
- That learners achieve nationally recognised qualifications;
- To develop a sense of personal identity for career progression;
- To understand that everyone has a 'career' (lifelong progression through learning & work);
- To understand the qualities, attitudes and skills needed for employability;
- To develop and maintain their self-esteem and envisage a positive future for themselves;
- To encourage positive attitudes to lifelong learning;
- To ensure learners follow courses and programmes, appropriate to their longer-term ambitions and needs.

The subjects offered in the Free School's vocational curriculum would be:

- Construction (BTEC Award/Certificate in Construction and/or CSCS card)
- Hair and Beauty (BTEC Award/Certificate in Hair and Beauty)
- Football Coaching (BTEC Award/Certificate/Diploma and/or Level 1 Coaching Certificate)
- Hospitality and Catering (BTEC Award/Certificate in Home Cooking and/or Level 1 Food Hygiene Certificate)

In addition to qualifications in specific subjects all students will pursue the Employability Award, which is discussed in more detail in the 'Qualifications' section below.

### **Phase 3. Recognising achievement**

The rationale behind phase three of the curriculum is:

- That praise and positive feedback are central to engaging and effective learning environments and therefore there should be a wide range of opportunities for recognising achievement.
- That for their future success and stability all our learners should gain recognised qualifications that employers and further education providers understand.
- That one of the most important achievements of the Free School will be to ensure that all learners who are leaving the school have positive destinations.

### **Foundations of the recognising achievement curriculum**

#### *Regular opportunities for recognition*

As mentioned before, the school's curriculum is not linear but rather an upwards spiral. We do not anticipate that learners will only access accredited achievement towards the end of their time at the school, but rather as part of a cycle, where each accredited step leads to another, or towards the ultimate goal of a return to mainstream education, progression to further education or training or entry into the workplace. We also believe it is vital to recognise the work that learners are doing to address their own behaviour, to develop effective personal and employments skills as well as the academic success they achieve. For this reason we will recognise a wide range of successes in a number of different ways.

#### *Assessment Approaches*

Recognition will be linked to genuine achievement, which can be assessed in a variety of ways. Careful consideration will be given to the method of assessment so that the desired objectives are achieved, for example improvements in behaviour might be best measured through observation, or self or peer assessment. A portfolio of work or an examination might best assess academic achievement. The methods of assessment that will be used include:

- Discussions between teacher, mentor and learner especially at review stage
- Practical tasks
- Project based assignment
- Group work
- Observation
- Learner self-assessment
- Peer assessment
- Samples of learner's work

- Examination
- Portfolios of learner's work which are internally and/or externally moderated

### *Use of Rewards*

It is essential that learners who are displaying good behaviour and hard work be rewarded with a systematic combination of encouragement and material rewards, as follows:

- Praise – informal and formal, public and private, to individuals, groups, carers and partner organisations.
- Points system – this system is called Progress Plus and it rewards learners for good progress against timekeeping, behaviour and participation. There is a maximum of 5 points available per session and each teacher/learning mentor gives them on a discretionary basis. Points can be accumulated and 'cashed in' at the end of a term for resources that feed back into learning. Learners will not be given any money directly, rather arrangements will be made with local businesses to produce vouchers or invoice the Free School to a given amount, agreed in advance (see [REDACTED]).
- Reward system – in order to further support their development a reward system based upon the number of qualifications achieved during the year is in place to motivate learners, enabling every individual to realise his/her potential.

[REDACTED]'s

### *Accredited and recognised qualifications*

We believe that it is vital for young people to leave the Free School with qualifications that will speak clearly to employers and other educational establishments of the successes the young people have achieved. For this reason we have based our academic curriculum around delivering GCSEs, BTECs and functional skills, discussed in further detail in the 'Qualifications' section below. For the most able learners we will engage extra staff hours (included in the budget for educational experiences) or work with placing schools to ensure that they are able to access the full breadth of the 'English Baccalaureate' at GCSE.

### *Positive destinations*

A particular success of the YAF programme has been to see young people leave alternative provision for positive destinations including mainstream education, apprenticeships, further training and employment. To date 96.7% of MYAF graduates have moved into employment, education and training.

The Free School will adopt a similar approach to ensure that learners secure positive destinations on leaving the school. This will include:

- Interview practice with large employers (HSBC and Microsoft have been involved in the past)



- Support in developing CVs
- Help with application forms
- Volunteering and work experience placements and
- Social enterprise activities. This will be based on previous experience of supporting young people to explore practical business ideas e.g. ceramics, hairdressing and gaining rental income for a sports field, and supporting them with business plans and implementation
- National Citizen Service. Youth Federation is a major provider of NCS in the North West.

### **Types of Placement**

*Medium and long-term provision – over 12 weeks (60% of learners)*

ECYAFS will bring an element of continuity into the lives of its learners and be able to stop the “revolving door” cycle that many of its learners will have experienced. A typical pattern of “revolving door” placements is: a student who gets into trouble in mainstream school → gets moved to another mainstream school, but does not know the staff or other students, so gets into more trouble → gets moved to a Pupil Referral Unit (short stay) and copes slightly better with smaller class sizes → is reintegrated to mainstream but finds large class sizes difficult and so gets into trouble again and therefore begins the cycle again.

Based on previous experience of providing AP, ECYAFS believes its curriculum will help sufficiently establish a more positive cycle of behaviour, which will enable each pupil to return to mainstream education. This anticipated return would be the focus of the curriculum for however long it takes. A recent evaluation of the YAF programme showed that 78% of learners’ destinations were in continuing education<sup>2</sup>. The Free School will build on this success.

The Free School will also cater for two other types of placement:

*Short-term provision – less than 12 weeks (20% of learners)*

We will act as “Day 6” (or any time from Day 1) provision for learners who have been excluded from their mainstream schools. Working with the excluding school and Local Authority, we will put a programme in place for each learner, aimed at engagement in learning and developing personal and social skills, which will help them to re-integrate into their mainstream school at the end of the exclusion period.

We will also address the increasing demand for “respite” placements. These would be for young people who have a particularly significant factor in their lives (e.g. parents separating or family bereavement) that is manifesting itself in disruptive behaviour and disengagement from school. In these cases, rather than excluding the

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<sup>2</sup> Evaluation of student achievements in academic year 2012/13 for Youth Achievement Foundations – Dr Peter van der Graaf, November 2013

young person, they would be referred to our ECYAFS for a 6-week full-time period of respite. The small ratios of learners to staff, the nature of the activities and the emphasis on personal and social development will help the young person come to terms with the external factor and prepare them for reintegration in their school at the end of the 6 weeks.

*Part-time – up to 18 hours per week (20% of learners)*

Where it is seen to be in the best interests of the learners, a part-time option will be available. This will be when a young person has the academic and behavioural ability to remain at their mainstream school but is not able to sustain engagement over 5 days per week. In these cases, the Free School will work closely with the commissioning school to ensure the programmes of study at both schools are complementary to one another. This may include some element of home tuition or outreach mentoring.

### **Pupil Transition**

A structured programme for transition is vital to ensuring that transitions back into mainstream education are well managed and successful. The Free School will have regular (often weekly) contact with schools and make formal termly reports to schools and parents, assessing the learner's progress and opportunities for re-integration. A learner's readiness for transition will be marked by:

- Good attendance at the Free School;
- Punctuality;
- A good attitude to learning;
- Improved quality of relationships with peers and with teachers and mentors;
- Positive trends in "at risk" behaviours.

When the learner is ready, the Free School will create a transition plan with the placing school, based on a gradual transition. The emphasis will be placed on building on positive progress at the Free School so, for example, if a learner is doing particularly well in maths, it may be appropriate to start the transition by returning to maths lessons at the placing school first.

With support from the placing school, the Free School will lead on the transition and will send a worker out into the placing school with the learner. This will be part of the role of the Learning Mentor. This ensures a clear line of accountability for both schools and parents/carers until the transition is complete.

## Qualifications.

Accreditation at ECYAFS							
Qualification title	Awarding Body	E1	E2	E3	L1	L2	
Core Engagement							
Award in Personal Achievement	UK Youth / NCFE			X	X		
Core Academic							
GCSE English	AQA				X	X	
GCSE Maths	AQA				X	X	
GCSE ICT	Edexcel	X	X	X	X	X	
BTEC First Award in Principles of Applied Science	Edexcel				X		
Core Personal and Social Development							
Certificate in Employability Award	ASDAN			X	X	X	
Certificate of Personal Effectiveness	ASDAN			X	X	X	
Certificate in Personal and Social Development	ASDAN				X	X	
Wider Key Skill – Problem Solving	ASDAN				X	X	
Wider Key Skill – Working With Others	ASDAN				X	X	
Wider Key Skill – Improving Own Learning and Performance	ASDAN				X	X	
Core Vocational							
<ul style="list-style-type: none"> <li>Construction (BTEC Award/Certificate in Construction and/or CSCS card)</li> <li>Hair and Beauty (BTEC Award/Certificate in Hair and Beauty)</li> <li>Football Coaching (BTEC Award/Certificate/Diploma and/or Level 1 Coaching Certificate)</li> <li>Catering (BTEC Award/Certificate in Home Cooking and/or Level 1 Food Hygiene Certificate)</li> </ul>	Edexcel  Edexcel  Edexcel  Edexcel					X	
Core Physical Activities							
Certificate in Sport and Active Leisure	Edexcel				X		
Short Courses							
Award Title	Credits	10	20	30	40	50	60
History Award	ASDAN	X	X	X	X	X	X
Geography Award	ASDAN	X	X	X	X	X	X
Road wise Award	ASDAN	X	X	X	X	X	X
Environmental Studies Award	ASDAN	X	X	X	X	X	X
Food Wise Award	ASDAN	X	X	X	X	X	X

Sports and Fitness Award	ASDAN	X	X	X	X	X	X
Youth Achievement Award	ASDAN						X

The Free School will offer the following qualifications:

**Further details on individual qualifications.**

**GCSEs**

GCSEs are the standard qualification for further education and employment and as such ECYAFS will expect all learners to be studying English, Maths and ICT if their literacy and numeracy standards allow. For learners who are not able to access the GCSE curriculum when they arrive at the school they will follow a tailored programme of functional skills development aimed at enabling them to access mainstream qualifications such as GCSEs.

For the most able we will work with placing schools to ensure that they access a broad curriculum of GCSEs based on the English Baccalaureate model.

*NCFE Level Entry 3 Award in Personal Achievement NCFE Level 1 Award in Personal Achievement (QCF)*

The Award in Personal Achievement is accredited by the NCFE and enables young people to take part in a personal challenge; it is an accessible option for the broadest range of young people. Young people are encouraged to:

- Choose a challenge based on their interests
- Set the targets they hope to meet
- Take part in the challenge (Entry 3) or complete a challenge within a team (Level 1)
- Review and reflect on their learning with their peers and will need to complete a learner’s booklet and collect appropriate evidence to show that they have met the qualification’s learning outcomes.

At both levels the Award in Personal Achievement is a single unit, 3 credit qualification made up of 15 Guided Learning Hours and sits on the Qualifications and Credit Framework (QCF) enabling young people who would often not have the confidence, knowledge and/or skills to access more formal learning opportunities to gain valuable qualifications and move towards further educational attainments.

*Personal and Social Development Qualification*

Learners will follow the ASDAN PSD qualification at Level one and two. The Personal and Social Development Qualification (PSD) offers imaginative ways of supporting young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy
- Being responsible citizens who make a positive contribution to society and embrace change
- Managing risk together with their own wellbeing as well as introducing them to new activities and personal challenges.

Students select from a range of ‘challenges’ from the modules that make up PSD at Levels 1 and 2:

MSR: Managing Social Relationships	PW: Preparation for Work
ICD: Identity and Cultural Diversity	MOM: Managing Own Money
IRR: Individual Rights and Responsibilities	YMF: Your Money in the Future

CA: Community Action	MLT: Making the Most of Leisure Time
HL: Healthy Living	EA: Environmental Awareness
HE: Healthy Eating	PA: Parenting Awareness\
FSC: Food Safety in the Home and Community	

### *Employability Awards*

The Employability qualification provides a framework for developing and recognising general employability skills. At Key Stages 3 and 4 we will use the qualifications to accredit preparation for employment training, career education, enterprise education, work-related learning and work experience.

### *Enrichment Activities*

Enrichment Activities aim to develop community links, to create positive experiences for learners and maximise the use of local resources and opportunities. These have the intention of addressing; stereotypical barriers in the community, post-code reliance, youth image, intergenerational understanding, equal opportunities, social confidence, social mobility, youth employment opportunities and community cohesion

### **Curriculum oversight.**

Whilst we strongly believe in the value of the individualised curriculum, without oversight the competing needs of individuals could result in a complex and ineffective working environment for learners, mentors and teachers.

The Principal will be tasked with responsibility to ensure that the curriculum is one that provides:

- Balance to ensure that each of the above areas of learning experience is given appropriate attention in relation to the others and to the curriculum as a whole, taking into account National Curriculum guidance.
- Coherence so that although planned as a whole, it embraces the different areas of learning and experience. The result is that they do not appear unconnected, but contribute to overall progress and achievement.
- Relevance and takes into account prior learning and learners' desire for new experience.
- Flexibility to satisfy the broad aims of education which hold good for all learners regardless of their capabilities; whilst and allowing for and accommodating different needs between learners of the same age and within the same group.
- Integrity to ensure that standards of achievement and teaching and learning are at the heart of all that the Free School does.
- Continuity and progression within and across key stages to ensure both continuity and progress in the standards achieved by learners and in the quality of teaching and learning.
- Effectiveness and efficiency to ensure the quality of education provided for learners is maintained and enhanced through effective and efficient use of resources.
- Consistency with the Free School's aims, values and ethos.
- A process of evaluation and review against the above criteria as part of the annual improvement plan.

## Section D2

### Measuring Performance and Setting Targets

In line with our curriculum structure we believe that it is vitally important for learners to establish effective behaviours for learning in order to allow them to access the curriculum. We have selected a number of targets in this section that represent the establishment of those behaviours.

Key Performance Indicators	Targets	How will this target be assessed?	What information will be recorded?
<b>Re-engagement and raising aspiration</b>			
Learners' attendance will improve.	<b>Attendance</b> Each learner to have minimum 85% attendance	Registration	Attendance/non attendance
	Rationale: this is the most basic requirement for a learner at the Free School and many learners will have declining or even 0% attendance prior to referral. Our target reflects a realistic ambition based on experience with similar cohorts of learners.		
Learners will behave well towards themselves and others	<b>Punctuality</b> Learners will be on time for 90% of lessons	Registration	Recorded late if arrive 10mins after the start of the lesson
	Rationale: punctuality is a fundamental expression of engagement with learning and respect for teachers, learning mentors and other learners. Many of the learners referred to the Free School will have developed a pattern of lateness that they will be expected to improve.		
	<b>Sanctions</b> The number of sanctions given to learners will reduce over time	Observation in lessons	Sanctions include phone calls home and discussions with the Principal. Recorded as part of 'Progress Plus'
	Rationale: sanctions will be used in a behaviour management approach that emphasises praise, encouragement and reward. However sanctions will be required particularly at the start of a learner's placement at the school. This target reflects the need to ensure that behavioural management approaches support learners to reduce the behaviours that result in sanctions and increase those that result in reward.		
	Learners will accumulate	Recorded on 'Progress Plus' charts each lesson	How many points gathered, and for

Key Performance Indicators	Targets	How will this target be assessed?	What information will be recorded?
<b>Re-engagement and raising aspiration</b>			
	positive progress points over the course of a term /placement (as appropriate)		what achievements
	Rationale: to reward learners who make positive progress in their engagement, behaviour, personal development and academic learning.		
	Learners will show a reduction in risky behaviour	Feedback from parents / carers and professionals involved in care of learner outside school	These behaviours will be assessed with the learner at the start of their placement at the Free School and then re-assessed termly, or at the end of the placement if that comes sooner.
	Rationale: learning mentors will support learners to change these patterns of behaviour both within the Free School and/or by referral to outside agencies (the use of outside agencies is discussed in more detail in Section D4 below).		
Learners will engage with the curriculum	Participation in lessons will improve	Observation in lessons by teachers and learning mentors.	Pupils are recorded as having participated for 'most', 'some' or 'all' of the lesson
	Rationale: Participation is a fundamental requirement of effective learning. This target will ensure that learners increase their engagement with the learning opportunities provided and are able to progress.		
	100% of learners will achieve an Award in	Portfolio	Accreditation results

Key Performance Indicators	Targets	How will this target be assessed?	What information will be recorded?
<b>Re-engagement and raising aspiration</b>			
	Personal Achievement		
	AiPAs will be the Free School's chosen tool for accrediting the work that learners do in establishing effective learning behaviours and learning to work well with the others in their groups. They are discussed in more detail in the 'Qualifications' section above.		

Key Performance Indicators	Targets	How will this target be assessed?	What information will be recorded?
<b>Realising Potential</b>			
Learners will demonstrate a readiness to learn and develop positive learning behaviours	90% of learners will achieve a PSD qualification	Portfolio	Accreditation results
	Rationale: achieving a PSD qualification will indicate that the learner has begun to develop skills and knowledge that will help them to manage difficult situations more effectively. It will also support them to break the old habits that have led to their disengagement from mainstream education and enable them to develop new ones that will support them in their academic careers, or in the workplace.		
	90% of learners will achieve an Employability Award.	Portfolio	Accreditation results
	Rationale: ensures that the learner has thought about their life after education and has considered how work will form a central role in this. They will have completed work experience and/or voluntary work and have some practical experience of employers' requirements		
Learners will access high quality teaching and mentoring	85% of observations of teachers and learning mentors will	Termly observations	Teaching observation results



	be good or better		
	Rationale: working with young people with the kind of backgrounds and behaviours described above can be challenging and we will ensure that staff are supported and given opportunities to develop their knowledge and experience at the school. The quality of teaching and mentoring teachers will be observed termly.		
Pupil well-being	Pupil well being as evaluated by the 'Journey to Employment' or JET framework will improve.	Use of JET framework	Outcomes from JET evaluation
	<p>Rationale: to ensure that learners do not fall into the same patterns of disengagement and negative behaviours that have led to their problems in mainstream education. We will target four areas of emotional wellbeing set out in the NPC's Journey to Employment (JET)<sup>3</sup> framework as indicators of learner wellbeing. These are:</p> <ul style="list-style-type: none"> <li>• Self-Esteem</li> <li>• Autonomy and Control</li> <li>• Grit and determination</li> <li>• Empathy.</li> </ul> <p>These will be measured once a term, using the evaluation tools contained in the JET framework</p>		

Key Performance Indicators	Targets	How will this target be assessed?	What information will be recorded?
<b>Recognising Achievement</b>			
Learners will achieve relevant qualifications	90% of students will achieve 2 GCSEs (or equivalent) in English and	Exam Academic progress will be monitored as described in the 'Assessment' section below.	Exam results

<sup>3</sup> Plimmer, D and Copps, J, 'The Journey to Employment' NPC, May 2013

	Mathematics		
	80% of students will achieve 3 GCSEs (or equivalent) including English and Mathematics	Exam Academic progress will be monitored as described in the 'Assessment' section below.	Exam results
	70% of students will achieve 5 GCSEs (or equivalent) including English and Mathematics	Exam Academic progress will be monitored as described in the 'Assessment' section below.	Exam results
	<p>Rationale: maths and English GCSE will form the core of the curriculum. The achievement of recognisable qualifications that employers can relate to is central to the Free School's mission. The mainstream schools that our young people will return to, or the employment market that they will enter will judge them by the same standard as their peers and therefore our targets for academic achievement are based on those of mainstream schools. We expect 80% of our learners to pass three GCSEs, with the emphasis being on ICT or Science as the third subject. We are targeting 70% of learners achieving 5 GCSE passes including BTEC equivalents. We will have the capacity to offer a core 'English Baccalaureate' suite of subjects including humanities and modern foreign languages.</p>		

<b>Assessment and Data Tracking - Learner targets</b>		
Timescale	Description	Method
Day to day	Teachers and learning mentors observing the behaviour and progress of the individual allowing them to give immediate feedback to the young person. Clear learning objectives are set out at the start of every session to ensure that learners can participate in peer and self-assessment.	Observation of the learner Discussion with the learner Self and peer assessment Group work Practical tasks
Termly	Using the evidence collected on a day-to-day basis and from assessment tasks (such as tests) to reflect on progress, inform future targets, review the individual curriculum and address areas of	Reviewing samples or portfolios of learners' work Tests or exams Project based assessments JET evaluation tools

<b>Assessment and Data Tracking - Learner targets</b>		
Timescale	Description	Method
	underperformance.	
Transitional assessment	Takes place when learners return to mainstream school or leave the Free School for further education or training, which incorporates end of course assessment such as GCSEs.	Examination Portfolio-based assessment (such as for the Youth Achievement Award) Presentations by learners

<b>Assessing Teaching and Learning – school-wide targets</b>		
Staff	Description and method	Timescale
Teachers / learning mentors	<p>Session observation and evidence collection by the Principal or independent assessor. Some of these will be joint observation visits for Quality Assurance purposes. Monitoring staff will discuss expectations, intended outcomes and the context of the session (including possible needs of certain learners etc.) with the teacher / learning mentor prior to a session. Feedback –a bespoke lesson observation template is used for this. The teacher / learning mentor will be asked to reflect on the session and will be led through an evaluation against the session objectives.</p> <p>Delivery staff whose lessons are deemed to be unsatisfactory are subsequently monitored, observed and either coached or mentored in order to raise the standard of their teaching to an acceptable standard.</p>	Minimum of once a term

<b>Teaching and Learning Quality Assurance</b>	
Description and method	Frequency
<i>Consistency of observations by Principal or independent assessor</i> Senior staff making observation visits will undertake joint observation whenever possible with a view to moderating one another's judgements to achieve a consistency in the observation process.	At least annually
<i>Establishment of on-going staff team profile</i> The Principal will establish an on-going profile of their staff team's teaching and learning work. The team profile, and notably lesson quality, is principally established through both formal and informal lesson observations, work samples and learner voice meetings or questionnaires.	Ongoing
<i>Lesson quality reviews</i>	Monthly

<b>Teaching and Learning Quality Assurance</b>	
<b>Description and method</b>	<b>Frequency</b>
Supervision meetings provide further opportunities to focus on the quality of lesson provision. Lesson observations, learner portfolios, accreditation data and learner feedback provide a context for meetings.	
<i>Staff performance reviews</i> Staff will have monthly supervisions, six-monthly formal performance reviews and annual appraisals. The aim of appraisal is to review the accuracy and validity of the job description and if necessary to amend it as well as assessing how well the teacher / learning mentor is undertaking their job and to agree any remedial actions necessary.	Six monthly/ annually

### **Staff morale/retention**

We recognise that working with the group of learners that will attend the Free School will have particular challenges for staff. Staff will be supported through regular supervision, both internal and external and the opportunity to discuss difficulties as part of a team. They will have access to a wide range of professional development opportunities via the YAT and UK Youth.

### **Responsibility for Assessment**

Overall responsibility for measuring and achieving success will lie with the Principal. However, teachers and learning mentors will have their own targets for both measuring and achieving success with specified individual learners. School-wide results of the tracking will be fed back at weekly staff meetings and worked on more closely at termly staff development sessions. The teachers and learning mentors will constantly monitor individual learner performance. The Deputy Principal will keep day-to-day overviews of performance and the Principal will keep a half-termly overview through checking reports and Individual Learning Plan reviews. The reliability of tracking will be checked by regular standardisation meetings.

### **Monitoring and Evaluation Systems**

#### *School tracking systems*

- An Internet based programme (BKSB) for initial screening, full diagnostic assessment and regular progress monitoring in English, Maths and ICT.
- A report generated tool (Indicate) for the measurement of personal and social development, together with completed learner self-assessment charts.
- Recognised national accreditation for the measurement of academic progress.
- All records will be maintained on a bespoke Management Information System, which will then be able to help with the generation of reports. We are exploring the use of the SchoolPod system for this purpose.

KPI data will be used to review progress on a monthly basis. Attendance and behaviour will be assessed daily so that action can be taken swiftly where necessary. One of the benefits of being a relatively small school with high staff to learner ratios is that changes can be implemented very rapidly and in close consultation with learners and their parents.

Reports will be delivered to governors and their sub-committees termly on:

- Teaching and learning initiatives
- The standards and outcomes achieved in each subject delivered
- The standard achieved at the end of the year compared with national and local benchmarks
- The evidence of the impact of local and national strategies on standards.

The Free School Governing body will ensure that:

- All statutory elements of the curriculum are met
- Any changes/amendments to the curriculum are considered to ensure that where appropriate this course of action best meets the individual needs of learners
- It considers the advice of the Principal when approving curriculum changes and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- It participates actively in decision-making about the breadth and balance of the curriculum
- It is advised on statutory targets in order to make informed decisions.

### **Audit and external review**

The Principal or senior members of staff will audit record keeping to ensure that recorded data is accurate. This will be done by:

- Reviewing of learners work and internal verification of portfolios
- Lesson observation
- Review of attendance, punctuality and behaviour records.

The Free School will also have access to external audit via the YAT, which has access to the UK Youth network of experts and consultants who advise on specific issues such as behaviour management. The Principal will be part of the Youth Achievement Trust alternative provision network that will meet regularly to provide opportunities for sharing good practice and for the Principal to access peer to peer support. The YAT schools will have access to the latest in educational research via the relationship with the Young Foundation and Universities including the University of Greenwich and Teesside University. The YAT will also offer free schools within their network the opportunity to have an independent external evaluation based on the Ofsted Framework, with a report offering a view on the current performance of the school and proposals for improvement. ECYAFS will use this opportunity once per year.

### **Change and improvement**

The monitoring data will be used to drive changes and improvements in performance. This will be done through the training and development of the Principal, sharing best practice at the regular Youth Achievement Trust network meetings, developing and presenting new initiatives and as a means of responding to Ofsted.

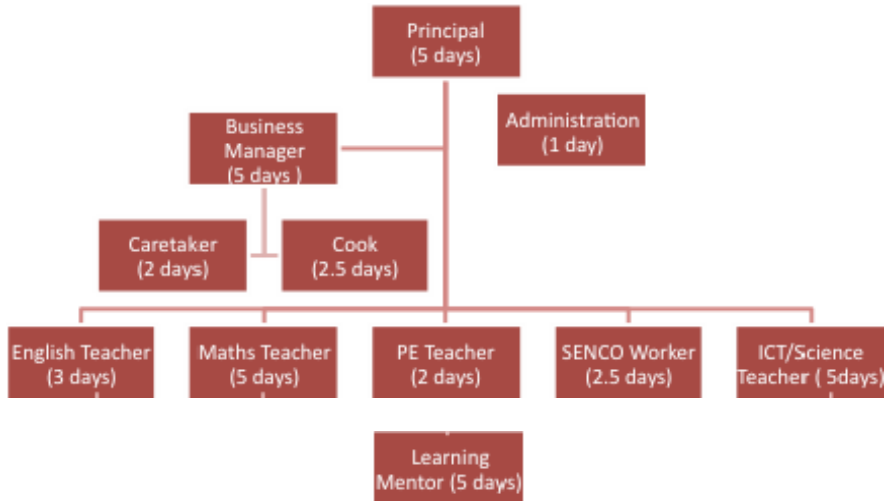
### **Liaising with and reporting to parents/carers and commissioners**

The Free School believes that regular and meaningful communication with parents and commissioners is vital to the success of both the individual learners and the school as a whole. We will achieve this as follows:

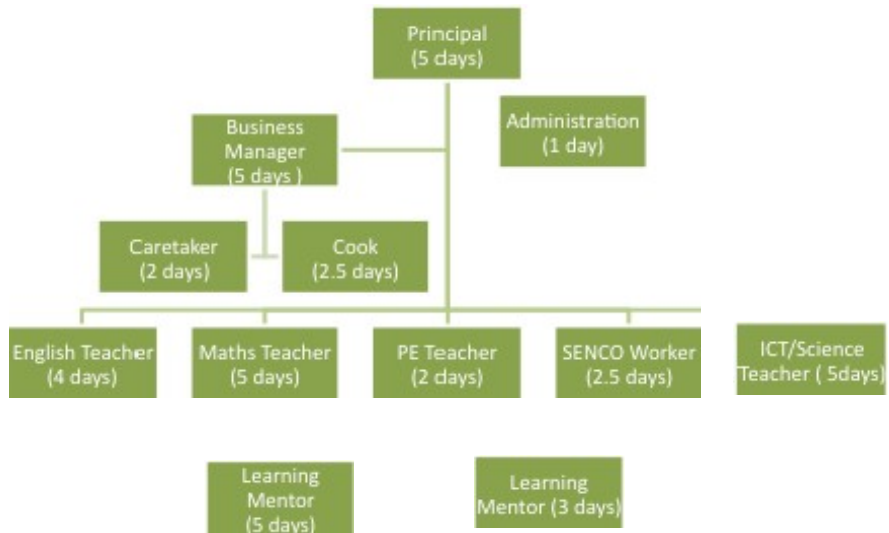
- At the start of each learner's placement establishing a three-way agreement between the school, the parents/carers and the learner. This establishes the expectations and obligations of all parties, to form the foundation of an effective working relationship.
- Learning mentors and teachers will be in regular (in many cases) daily contact with parents and carers, reviewing how the day has progressed and any issues that may have arisen. This will give parents/carers a regular opportunity to feed back on the performance of the school and suggestions for developments.
- There will be formal written reports to parents/carers once a term, followed up by a parents evening to allow for a regular opportunity for the school, the learner and the parent to discuss progress. This allows for all parties to agree formal changes or developments to the individual curriculum, or other aspects of the learners experience at the school.
- As with parents, the school will have very regular informal contact with commissioners. Termly formal meetings will be held with commissioners regarding the learners that they have placed in the school. Again this will be a two-way conversation with commissioners asked for their opinions on possible developments that would improve the school's performance.
- There will be an annual review of each learner's progress that will involve self-assessment from the learner, input from peers, tutors, mentors, parents/carers and commissioners. This is often a very positive opportunity to celebrate success but also to review how things might be improved either within the school, or plans made for transition into mainstream education or training.
- The website and termly newsletter will be key communication tools for engaging with a wide range of stakeholders including parents and commissioners. They will offer the opportunity for learners to celebrate success, for the school to communicate news, and to raise its profile in the local area.
- The Free School will produce a prospectus and an annual report covering the progress in the year.

Section 03  
 ECYAFS Staffing structure

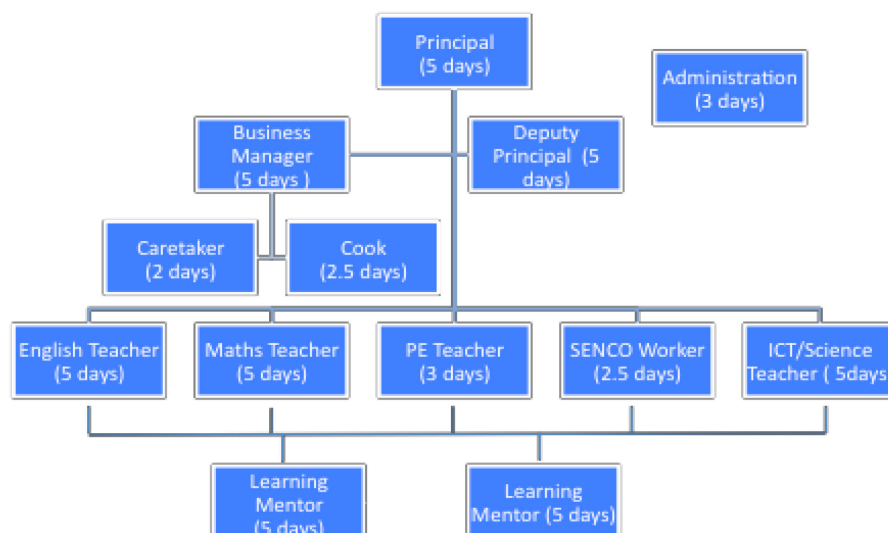
Year One



Year Two



## Year Three



### Breakdown of school roles and responsibilities

Role	Responsibility
Principal	Overall responsibility for the school, staff, students and the quality of the education provided.
Deputy Principal	Plays a major role in managing the school, particularly in the absence of the Principal.
Business Manager	Provides specialist expertise on a range of support functions, such as liaising with external partners to secure additional funds for the school, managing budgets, looking after health & safety, premises and project management, negotiating contracts and ensuring the environment of the school is encouraging students to maximise their potential.
Teachers	Plan, prepare and deliver lessons to meet the needs of all students, setting and marking work and recording student development as necessary. Will have Qualified Teacher Status (QTS).
Learning Mentors	Delivery of at least one of the vocational areas of the curriculum as well as functional skills in English and maths and personal and social development. They will be able to work on their own with groups of up to 6 learners. They will be qualified to at least, or working towards, PTLLs level (Preparation for Teaching Lifelong Learning).
Administration	To support the day-to-day tasks to enable the school to perform its duties.
SENCO Worker	Support of individual students through assessment, allocation of appropriate resources and ensuring that the correct teaching methods are delivered to optimise learning.



## Phased Growth

Year/Staff days per week	2015/2016	2016/2017	2017/2018
Number of students on roll	28	32	40
<b>Leadership Team</b>			
Principal	5	5	5
Deputy Principal	0	0	5
<b>Teaching staff</b>			
English Teacher	3	4	5
ICT Teacher	2.5	2.5	2.5
Maths Teacher	5	5	5
PE Teacher	2	2	3
Science Teacher	2.5	2.5	2.5
<b>Teaching support staff</b>			
SENCO	2.5	2.5	2.5
Learning Mentors	5	8	10
<b>Other staff</b>			
Business Manger	5	5	5
Administrator	1	1	3

## Section D4

### *Pupil Cohort*

ECYAFS will specialise in educating young people with behavioural, emotional and social disorders. As discussed in Section D1 above we anticipate that the needs of the student body at the Free School will be varied and complex. All learners at ECYAFS will have special educational needs, regardless of whether they have a specific Statement of Special Educational Needs or not.

ECYAFS aims:

- To identify pupils with learning needs as early as possible prior to admission.
- To ensure that all our learners have access to an alternative curriculum at a level that is differentiated and appropriate for their individual needs.
- To develop, maintain and implement individual challenges and target plans.
- To provide the maximum opportunity for accredited success for all learners, providing high levels of support where appropriate.
- To work as a team to ensure the needs of our learners are most effectively met.

### **Initial assessment of learners needs.**

As discussed in Section D2 above each learner will go through an initial assessment in three phases:

- An assessment to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a one-to-one basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements.

- This will be followed by a full diagnostic assessment of English, maths and ICT skills.
- An assessment of the learner's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be provided e.g. measures to address social problems.

A 'Needs to Outcomes' analysis will be produced by the staff team and any concerns highlighted will be addressed by the Principal. This analysis will involve a systematic collation of information relating to a learner, gathered from: professional documentation (e.g. referral forms, SEN Statements); direct observation / discussions by the mentor with the young person; telephone / person-to-person conversations with other professionals; and any other reliable sources. This will highlight strengths and areas where development is needed and will feed into the targets in the learners ILP. Targets will have these features:

- They will give the framework for assessing how successful delivery has been
- They will give a clear focus and will inform any changes needed in planning
- They will enable young people to focus
- They will enable young people to assess their own progress
- They will come from short / medium term plans that are dynamic

Another crucial source of information is the Referral Form, which will be completed by the commissioner of the place for each learner and signed by commissioner and parent / carer. The form will include the following information:

- Personal details
- Equal opportunities information
- SEN status (Statement, School Action, School Action Plus)
- Whether in care
- Whether entitled to free school meals
- Medical information
- Attendance record
- Details of exclusions
- Agencies involved (including contact details)
- SATS results and / or predicted GCSE outcomes
- Reading age
- Any other relevant information

The referral form will also be accompanied by any of the following documents:

- Medical information and consent form (must be completed for all referrals)
- CAF assessment
- Statement
- Attendance records
- School reports
- Behaviour reports
- Educational Psychologist reports
- Any other information that will help to provide the right learning plan for this young person

## **Individual Learning Plans**

We have outlined throughout section D our commitment to delivering an individualised curriculum for each learner, which is at the core of our approach to ensuring that the needs of all learners are met.

The cycle of individual learning planning is as follows:

- The Teacher and Learning Mentor (LM) set expectations for young people using alternative provision accreditation programmes, literacy and numeracy strategies to form individual learning plans. These will be linked to the expected outcomes agreed with the placing School / Authority.
- LM identifies achievements of young people and records strengths as baseline.
- Young people engage in programme.
- LM observes young people and their progress in learning, monitoring the targets in the ILP.
- LM reflects on sessions / activities and their impact on young peoples' learning.
- LM and learner identify outcomes that have been achieved.
- ILP is updated.
- Process is evaluated by comparing outcomes with expectations.
- Weekly behaviour targets can be negotiated in line with current progress to encourage the development of social behaviour.

## **Approaches to meeting different needs**

Once a referral has been accepted and confirmed, the Principal will provide an overview to all staff on the needs and operational levels of a new learner. An overview of needs will be given including educational, health, cultural issues, key emotional issues, etc. Information is gained from the learner's Statement of Special Educational Needs (if present), referral documentation, risk assessment and any other additional information from previous placements. Information is also gained from home visits and induction opportunities.

ECYAFS will have a range of different techniques for meeting individual's specific needs:

- Induction Period - The induction period allows a learner to settle into the Free School by learning about our routines and expectations, and by establishing the expected basic, acceptable norms of behaviour towards peers and staff in the activity sessions and around the school premises. This enables the learner to experience our approach to learning and gives them information about the range of activities available for when they have an opportunity to influence their activity programmes. It is particularly beneficial for learners who have missed long periods of schooling and need time to build positive relationships with adults again.
- Curriculum - The school aims to offer all learners:
  - A programme that re-engages them in learning.
  - An alternative curriculum differentiated to the learners' needs.
  - A range of delivery styles, learning strategies and approaches.
  - A flexible curriculum model that allows for individual needs to be met.
  - Activities that will lead to accredited outcomes.

- Individual Learning Plan - The individual learning plan will identify targets for development, success criteria and strategies to support the learner in sessions. This will be shared with the learner and staff team. The plan will also identify a review date, where the Learning Mentor and learner will meet to review progress made towards the targets set. The provision will then be reviewed, new targets set or previous targets revised as appropriate to the individual learner.
- One-to-one Support Sessions - When a learner is placed on one-to-one support provision, they can be withdrawn from other sessions as necessary. The activities and opportunities the learner participates in during these sessions will focus around their identified development areas. Youth Federation and two partner charities - Catch 22 and Just Drop In, will provide the one-to-one support sessions. The Senco worker will deliver one to one catch up sessions as required.
- Outside Support - Where the above is not sufficient, the school aims to offer the additional provision to individual learners, where appropriate, by way of outside agencies to support individual needs.

### **The Role of the SENCO**

The key task of the SENCO is to ensure that Special Educational Needs (SEN) provision is both efficiently and effectively managed. It is expected that all legal and statutory requirements be met for students with SEN via the SENCO.

The SENCO, with the support of the Principal and governing body, takes responsibility for the day-to-day operation of provision made by the ECYAFS for pupils with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils. Working with the Deputy Principal the SENCO has the following responsibilities:

#### *Progress and achievement of students*

- To monitor the achievements, welfare and discipline of students, and to follow up the progress reviews, liaising with the pastoral team and parents when appropriate.
- To liaise with subject teachers, feeder schools particularly regarding transition, and external agencies such as Exam Boards, Education Welfare Officers, Educational Psychologist, other alternative education providers etc.

#### *Teaching and learning*

- To influence the whole Teaching and Learning policy to promote aspects of inclusive teaching.
- To collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- To work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement are set for SEN pupils.
- To oversee and monitor the quality of Personal Development Plans (PDPs) and other support plans such as pastoral support plans and maintaining detailed information for subsequent meetings with parents.

- To review PDPs and support plans monthly with parents, students, and teachers and agree and communicate new targets.
- To lead the Annual Review meetings for statemented students.

#### *Leadership and management*

- To contribute to the school's development plan.
- To support the professional development of all staff, including newly qualified teachers.
- To encourage all staff to recognise and fulfil their statutory responsibilities.
- To develop proformas for essential repetitive paperwork to create an administrative infrastructure as part of an effective communications system.
- To disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.
- To provide regular information to the Principal and governing body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision-making and policy review.

#### *Efficient and effective deployment of staff and resources*

- To provide advice to the Principal relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEN.
- To organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT.
- To maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to ECYAFS.

#### *Curriculum*

- To ensure that work in support of schemes of work is developed and reviewed regularly in co-operation with all staff in the school.
- To contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

#### *Ethos and culture*

- To provide leadership in promoting an ethos and culture within the ECYAFS, which focuses on the individual needs of learners.
- To facilitate, within the whole ECYAFS, behaviours that support and contribute towards developing the values of the ECYAFS.

### **Safeguarding, behaviour and attendance**

#### *Safeguarding and child protection*

In order to comply with the legislation (and to fulfil its moral obligations), the Free School will create and maintain the safest possible environment for children, young people and vulnerable adults to enjoy sports, arts and other recreational, educational, social and leisure pursuits provided through the work of the school or in partnership with other agencies and / or community voluntary sector organisations.

The school will safeguard the welfare of young people and all others involved in our work by protecting them from neglect, physical, sexual or emotional abuse. The school will therefore:

- Ensure that all staff and volunteers (legally responsible adults) working with children, young people or vulnerable adults: are carefully selected, are checked by the Disclosure and Barring Service (DBS), and understand and accept their responsibility for the safety of children, young people and vulnerable adults in their care.
- Raise awareness of child protection issues amongst community voluntary groups, clubs and organisations it works with.
- Ensure that the young person's welfare is of paramount importance, regardless of age, gender, ability or race, when planning, organising, advising on and delivering activities.
- Respond swiftly and appropriately to all suspicions or allegations of abuse, and to ensure confidential information is restricted to the appropriate external agencies.
- Raise the awareness of relevant staff, partner organisations and volunteers of child protection issues through the provision of training.
- Monitor and review the effectiveness of its safeguarding and child protection policy on a regular basis.
- Ensure that all organisations or individuals, with whom it works, through the adoption of the principles of its policy, meet the same level of determination with regard to child safety.

#### *Recruitment of employees, volunteers and consultants*

The aim of the recruitment and selection processes for employees, volunteers and consultants is to ensure that the best person for a particular role is appointed. To this end every reasonable step is taken to ensure that when decisions are made, the only personal characteristics taken into account are those that are necessary for the requirements and proper performance of the work involved. However, with regard to criminal convictions, the Free School needs to balance the need to protect the interests of young people with its desire not to discriminate unfairly against ex-offenders. In addition to the DBS check covered in that procedure, staff or volunteers working in *loco parentis* with young people will be required to have attended a specific training course on Child Protection.

#### *Basic Rules*

The word "session" is used below to cover all situations and the word "staff" includes volunteers and consultants:

- Staff working with young people will be appropriately trained and qualified to ensure the safe provision of services, coaching and use of equipment.
- Staff working with young people will carefully plan sessions with the care and safety of children as their primary concern including the use of appropriate activities that are testing and stretching yet not unnecessarily rough or overly demanding.
- Staffing ratio guidelines must be followed. In youth work practices the ratio of legally responsible adults to children tends to be 1.8 regardless of age, other guidance suggests 1:10 for older children. The Free School will be working in ratios of 1:6, which falls well within the guidelines.

- Outside of the school environment, wherever possible, staff will avoid being alone with a young person, including offering lifts or taking children to their own home, unless part of an organised school transport scheme. Where this is not possible, at least one other member of staff must be made aware of the arrangements.
- Staff planning sessions will comply with the standards set by their appropriate professional body, e.g. Sport National Governing Body, National Arts Council.
- Staff planning sessions at third party premises must ensure that they have access to the 24hour emergency contact number of the nearest Social Services Department.
- Staff will be expected to keep an attendance register for all organised sessions.
- Parental consent and medical information about the young person will be obtained in advance when the school is working directly with, and has responsibility for, the young people. Staff will have access to Medical Information and Parental Consent Forms for all young people taking part in sessions and this information should be treated as confidential and is governed by the provisions of the Data Protection Act 1998.
- Young people and parents will be given a 'named person' to whom they may report any worries or concerns. The contact names and telephone numbers for 'named people' will be visibly displayed, for instance on posters.
- Staff will ensure that sessions start and end on time.
- Staff will be expected to promote, demonstrate and incorporate the values of fairness, trust and ethics throughout the session.
- Staff will give due regard to issues of safety at all times. This includes carrying out appropriate risk assessments before all sessions.
- All accidents / incidents involving staff or participants will be recorded in the organisation's accident / incident book immediately, or as soon as practicably possible.
- Staff and volunteers will be responsible for familiarising themselves with building / facility safety issues, such as fire procedures, location of emergency exits, location of emergency telephones and first aid equipment.
- Staff will be responsible for reporting suspected cases of child abuse to the appropriate people.

### **Behaviour management**

An engaging curriculum and engaging teaching are keys to effective behaviour management. In general, if learners are engaged in their learning poor behaviour will be minimised. Since the target learners for the Free School are those with a history of behavioural issues, behaviour management underpins the whole vision for the school.

The Free School will create an environment that encourages and reinforces positive behaviour; recognising this as necessary for effective learning to take place. The school will have a Behaviour Management Policy to ensure a consistent approach to rewarding good behaviour and achievement, and challenging inappropriate behaviour. Good behaviour is most effectively achieved when there are clear expectations of learner conduct. Learners bring with them a wide variety of behaviour patterns and the aim of the Free School is to work within standards of behaviour based on the basic principles of honesty, respect, responsibility and consideration.

The intention of applying rewards and sanctions is to demonstrate to learners that their behaviour and actions have consequences.

### *Use of Rewards*

Rewards and incentives are central to the encouragement of positive behaviour and help learners to recognise that positive behaviour is valued. It is therefore essential that the learners who are displaying good behaviour and hard work be rewarded with a systematic combination of encouragement and material rewards, as follows:

- Praise – informal and formal, public and private, to individuals and groups
- Reward system – in order to further support the development of learners, a reward system based upon the number of qualifications achieved during the year will be in place to motivate learners, enabling every individual to realise their full potential

### *Use of Sanctions*

The school recognises there may be occasions when sanctions need to be applied to reinforce acceptable standards of behaviour. In the case of behaviour falling below these recognised acceptable standards, sanctions should not only clearly inform the learner, but also aim to amend the situation and help the learner accept responsibility for their actions, as follows:

- In the event of minor breaches of discipline – notified verbally
- In the event of more serious breaches of discipline – written notification
- In certain circumstances of serious or gross behavioural misconduct it may be necessary to suspend a learner immediately from their programme. In these circumstances, wherever possible, the learner will remain under the supervision of the Free School.

### *Restorative Processes.*

Conflict often causes harm to the School community, individuals and the local society and a restorative process will focus on repairing that harm. People most affected by the conflict should be able to participate in its resolution if they choose to.

It is the responsibility of the School to maintain order and the responsibility of the staff and learners to build healthy and respectful relationships. Young people will be encouraged to participate in restorative processes to repair any harm that arises from conflict. This includes repairing damaged items; refitting broken glass with the maintenance team; contributing to the replacement of damaged items; meeting with harmed people to understand the effect of the conflict; meeting with peers and staff to discuss consequences and what can be done to avoid the negative behaviour that led to the conflict. The School will involve parents and carers in the process and may invite a third party to act as mediator in the conflict resolution and reparation process.

The Restorative Process:

- Develops – accountability, emotional literacy, responsibility, confidence in justice, conflict resolution skills
- Improves – understanding, behaviour, learning, relationships
- Increases – empathy, life skills, enjoyment
- Reduces- conflicts, need for sanctions



- Complements – SEAL, PSHE, Citizenship

### *Parent / carer cooperation*

A positive partnership with parents / carers is essential to developing a common approach to behaviour expectations and strategies for dealing with issues. Where behaviour is causing concern parents / carers will be informed at an early stage. Where appropriate, cooperation will be requested to help support learners to resolve the situation. It is important to reinforce positive contact with parents (e.g. telephone calls to say how well their child has done something) on a regular basis, so that parents are more prepared to help when issues of poor behaviour have to be managed.

### *Principles of behaviour support*

Fundamental principles that underpin a sound approach to behaviour management include the following:

- The quality of the relationship between mentors and learners and the creation of a positive ethos make a major contribution to the standards of behaviour
- Expectations of behaviour must at all times be realistic
- Discipline and control techniques must be fair and consistently applied
- All learners must be valued equally
- If the needs of all individual learners are always met, incidents of challenging behaviour are likely to be minimised

Behaviour management strategies include the following:

- A system of positive rewards and incentives for appropriate behaviour is always preferable to the imposition of punitive sanctions
- Positive reinforcement through praise, encouragement, the extension of privileges and a meaningful reward system is the most effective method
- The initial strategy for dealing with unacceptable behaviour should be a verbal reprimand delivered in a controlled and appropriate manner
- It has, however, to be accepted that stronger sanctions may be required to manage and control challenging and recurring bad behaviour
- When applying sanctions, fairness and consistency must be demonstrated at all times
- Whole group punishment for the misdemeanour of one or two individuals is not acceptable practice
- Learners should be involved in the formulation of policy to ensure shared ownership and wider acceptance of behaviour standards
- The staff should ensure that comprehensive records are kept of any instances of challenging behaviour and of any sanctions which are applied

Learning Mentors should employ a range of strategies to modify inappropriate behaviour including low-level purposeful interventions. Examples of low-level interventions include:

Tactical ignoring	Moving learner to another seat	Allowing take up time
Rule reminder	Repetition	Partial agreement
Simple redirection	Defusing	Compromise

Examples of actions that are considered to be minor are:

Talking out of turn	Swearing by accident during conversation
Moving from seat without being told	Defacing writing materials
Hindering others from learning	

If the inappropriate behaviour continues or begins to escalate, then the teacher or learning mentor should seek assistance from their line manager.

### *Celebration of Achievement*

Learners need to be given tangible incentives to break inappropriate behaviour patterns. The policy ensures that **every** learner experiences some degree of success and recognition. It is important that the system regularly communicates 'good news' to learners, parents and others involved with the individual's social and education plan. In line with that:

- Certificates for good work and good behaviour are issued publicly.
- Parents and carers are regularly informed about the pupils' successes.
- Pupils' work is displayed prominently around the Free School.
- An annual event will be held to celebrate the successes of all learners at the end of the academic year.

### **Attendance**

The Free School recognises that all learners have the right to participate in the school's curriculum. Regular attendance is essential to enable learners to take part in all the opportunities available and to develop their full potential. Learners, teachers, parents / carers and governors all have some part to play in securing these aims.

### *Registration*

There will be scrupulous maintenance of registers using the Management Information System (MIS), careful monitoring of the attendance of individual learners and swift follow-up action in order to help continuing regular attendance. The ways in which registration is conducted, e.g. the degree of formality involved, and the extent to which it is seen as related to achievement, influence the maintenance of accurate attendance records and also foster good attendance among learners.

### *Post-registration truancy*

Lesson Registers will also be taken. Each lesson will be recorded; relevant codes will be used for visits, reception duties, music, Learning Support lessons, etc. All staff may access individual learners' attendance records for registration and lessons.

### *Follow-up action*

The most effective follow-up is related to the speed with which action is taken to determine both the reason for absence and what has to be done to get a child back to the Free School:

- Staff will pass daily registration details (both registration and lesson attendance) to the Principal for checking.

- Principal will authorise first-day calling.
- Referral of a 3-day learner absence to the Principal.

When learners do return to the Free School after a long period of absence:

- Discussions will be held with the learner to identify possible school-based causes for absence, e.g. bullying, difficulties with learning, difficulties in particular sessions.
- Attainment goals will be negotiated with the learner.
- Improvement will be acknowledged and praised.
- There will be a non-confrontational supportive return to the free school, including assistance with work that has been missed.
- A monitoring card may be issued to check attendance and punctuality.

#### *Involvement of parents/carers*

Establishing good links and a working partnership with parents / carers is an important pre-requisite to good attendance.

- The Free School will make it clear to parents / carers why children need to attend regularly, what action will be taken when children are absent, how parents / carers are expected to notify the school of their child's absence and, in particular, what are to count as valid reasons for absence.
- The school will arrange for parents / carers of learners with unsatisfactory attendance to be fully involved in the setting of attainment goals (possibly involving the attendance team).
- Parents / carers will be kept fully informed of improvements made by their children (or failure to improve).
- For identified learners, weekly letters will be sent to inform parents / carers of learners' attendance and punctuality.

#### *Liaison with referral agencies*

The appropriate staff member, through discussion with agencies, will identify children "at risk" before they transfer to the Free School, and plan ways in which to support them.

#### *Discussion*

The issues of non-attendance / truancy / lateness will be regularly discussed in the staff meetings and during target-setting sessions. Learners should be aware of the school's Attendance Policy and of their rights and responsibilities.

#### **Other Agencies**

It is recognised that the Free School will need to work with a large number of other agencies to ensure the needs of all learners are fully met. Examples of agencies that the SENCo will need to work with are: Just Drop In, Total People, Catch 22, Trade Skills and My Mind Centre (Drugs). The school will act as a 'hub' for the services working with each young person, brokering the support available from each so that the young person and their family do not have to manage each of these relationships individually. More information on the partner agencies is shown below:

- Just Drop In will support ECYAFS pupils with regards to issues such as housing, drug use and employment, provide training in CV writing and form filling and professional counsellors for one to one support to the FS students.
- Total People will provide hairdressing training and qualifications, parental awareness training and outdoor adventure training in exchange after hours use of the school premises.
- Catch 22 will provide free support for young people who have run away from home.
- Trade Skills will provide a range of construction skills leading to BTEC.
- My Mind Centre with support with issues such as self-harm.
- Child and Adolescent Mental Health Services (CAMHS) will provide one to one support for ECYAFS students who have self-harmed or have issues with drugs.

## Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>	8	10		125%	11	13		118%
<b>Key Stage 4</b>	20	25		125%	21	25		118%
<b>16-19: commissioner referred</b>								
<b>16:19: student applications</b>								
<b>Totals</b>	28	35		125%	32	38		118%

## Section E: Evidence of need – part 2

### Section E1

**Table 1 – Contacts with Commissioners who have committed to refer to the East Cheshire Youth Achievement Free School**

School Details	Level of Support
All Hallows Catholic College Macclesfield SK11 8LB	YR 1: 1, YR 2: 1 Letter received
Fallibroome Academy Macclesfield SK10 4AF	YR 1: 3, YR 2: 3 Letter received
Head of Commissioning Children and Families Service Cheshire East	YR 1: 10, YR 2: 10 Letter received
Macclesfield Academy Macclesfield SK11 8JR	YR 1: 2 to 3, YR 2: 2 to 3 Letter received
Tytherington High School Macclesfield SK10 2EE	YR 1: 7, YR 2: 10 Letter received
Wilmslow High School Wilmslow SK9 1LZ	YR 1: 4, YR 2: 4 Letter received
Poynton High School and Performing Arts College Poynton Cheshire SK12 1PU	YR 1: 2, YR 2: 2 Letter received.
Knutsford Academy Knutsford Cheshire WA16 0EA	YR 1: 1 to 3, YR 2: 1 to 3 Letter received
Hazel Grove High School Stockport SK7 5JX	YR 1: 3, YR 2: 3 Letter received
TOTALS	Sept 2015: 33 – 36, Sept 2016: 36 – 39

#### Information provided to potential commissioners

A copy of the original letter that was sent to potential commissioners is included below. Meetings were held with each school, academy and local authority and the vision shown in this proposal was shared with them.

To:	From: Youth Federation Unit 4, Rossmore Business Village Inward Way Ellesmere Port CH65 3EY Tel: 01513571971
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20 September 2013

Dear

**Support for Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy**

I am writing to you from the Youth Federation, which is working in partnership with the national charity UK Youth to set up an **Alternative Provision Free School**, with a projected opening date of September 2015. This new Free School will operate from a site, yet to be identified, in the East Cheshire area, and will admit young people in the 13 to 16 age range (i.e. Years 9-11).

Admission numbers are provisionally planned to be 28 in Year 1, rising to 32 in Year 2 and 40 in Year 3. It is intended that the new Free School will be predominantly for full-time placements, but will also be able to cater for substantial part-time placements, and / or short-term attendance for small groups.

The Youth Federation has a good track record in providing alternative education, and a range of other opportunities, across East Cheshire for young people who have become disengaged from mainstream education and who have either been excluded or are at risk of exclusion. The main aim of the new Free School will be to enable young people on the margins of mainstream education to move forward in life either by returning to education or finding employment.

The partnership with UK Youth gives us the opportunity to benefit from a wide range of nationally proven support and services and the ability to share and develop a common ethos with other similar organisations affiliated to UK Youth.

In order to complete our application to the Department for Education to open the Free School we need to show evidence of demand. Part of this includes showing the support of the Commissioners and their commitment to send students to us, *in principle at this stage*, subject to demand. We are writing to you to obtain your confirmation that you would be happy to send students to us and in approximately what numbers.

We plan to offer these young people a Free School in which learning and teaching will be inclusive and enjoyable. We will offer a fresh start, positive learning environment and specialist trained support. The whole student will be educated in readiness for adult life. To do this we will value all our students' uniqueness in

partnership with parents/carers helping them explore and express their beliefs. We will give students the highest levels of support in reaching their personal best in all areas.

In order to offer this education we propose to charge an average top up fee of [REDACTED] per Full Time Equivalent pupil to complement the sum of [REDACTED], which will be provided by the Education Funding Agency.

We believe that this Free School is necessary in this area because there is, and will continue to be, a small but significant number of young people who will not engage fully with mainstream education, for a variety of reasons which often manifest themselves in behavioural issues and for whom there is not currently enough provision in the area. The best way to motivate these young people is in a small, individualised environment, which is often difficult to provide within larger mainstream settings. This will help schools and academies to concentrate on the large majority of young people who are able to flourish in their mainstream settings.

I would be grateful if you could confirm your support for our plans by completing the attached letter of support, preferably on your organisation's headed paper, and returning to me, at the address at the head of this letter, a signed copy so that we may include it in our application to the Department for Education. It would be helpful if you could return your letter to us by **Friday 18<sup>th</sup> October**, so that we can meet the deadline for submitting our application.

We are currently in the process of contacting possible commissioning organisations in order to set up meetings in early October to allow discussion in more detail, so that you are able to make a decision based on full knowledge of our proposal and to keep you informed about the wider range of Youth Federation's current operations.

In the meantime, please do not hesitate to contact me, or my colleague [REDACTED] (contact details below), who is co-ordinating the process of gathering support, if you have any particular queries at this stage regarding our plans or the process to open the Free School.

Yours sincerely,

[REDACTED]

– Youth Federation

cc:

[REDACTED]  
[REDACTED]

(Acting for Youth Federation and UK Youth)

**The following pages contain copies of the letters of support referred to above:**

Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
LONDON  
SW1P 3BT

All Hallows Catholic College  
Brooklands Avenue,  
Macclesfield  
Cheshire  
SK11 8LB  
(Logo removed to reduce file size.)

21 November '13

Dear Sir / Madam

**Confirmation of Support for the Youth Federation Proposal to Establish the  
East Cheshire Youth Achievement Free School**

All Hallows Catholic College confirms that we support the Youth Federation **East Cheshire Youth Achievement Free** School application.

We understand that the **East Cheshire Youth Achievement Academy** is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making 1 referral of full time equivalent (FTE) places to the **East Cheshire Youth Achievement** Free School over the first academic year following the school's opening and 1 referral in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 21 November '13



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



Dear Sir or Madam

**Confirmation of Support for the Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy Free School**

Fallibroome Academy confirms that, in principle, we support the Youth Federation **East Cheshire Youth Achievement Academy** Free School application.

We understand that the **East Cheshire Youth Achievement Academy** is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making three referrals of full time equivalent (FTE) places to the **East Cheshire Youth Achievement Academy** Free School over the first academic year following the school's opening and three referrals in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 29 October 2013

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

**Children & Families**  
Dalton House  
Dalton Way  
Middlewich  
Cheshire CW10 0HU

Tel: 01606 271504  
Email: [REDACTED]

DATE: 24 October 2013

OUR REF: FB/reg

YOUR REF:

Dear Sir/Madam

**Confirmation of Support for the Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy Free School**

Cheshire East Children and Families Service confirm that we support the Youth Federation **East Cheshire Youth Achievement Academy** Free School application.

We understand that the **East Cheshire Youth Achievement Academy** is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making 5-10 referrals of full time equivalent (FTE) places to the **East Cheshire Youth Achievement Academy** Free School over the first academic year following the school's opening and 5-10 referrals in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 24 October 2013

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

The Macclesfield Academy  
Park Lane Macclesfield  
SK11 8JR

22<sup>nd</sup> October 2013

Dear Sir or Madam

**Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy Free School**

The Macclesfield Academy has been fully informed of the Youth Federation East Cheshire Youth Achievement Academy Free School application. We understand that the East Cheshire Youth Achievement Academy would be an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion.

In principle, we support the need for alternative provision in East Cheshire. However, our support for the application is, at this stage, conditional upon:

- There being clear plans for a curriculum which would enable any students referred to the Youth Achievement Academy to make, at the very least, expected progress in Mathematics and English and to achieve a nationally recognised vocational qualification.
- There being an explicit commitment to a set of behavioural expectations (eg in terms of attendance, punctuality, dress code, smoking and language) which would ensure that the Youth Achievement Academy did not undermine the work of local secondary schools in establishing a positive ethos based (amongst other things) on very high expectations of behaviour for learning.

Our aim is to meet the needs of as many of our students as possible from our own resources including our ASPIRE centre. However, we recognise that this may not always be possible and, if the above conditions were met, we would consider making 2-3 referrals of full time equivalent (FTE) places to the East Cheshire Youth Achievement Academy Free School each year.

We recognise that there may be a need for a top-up contribution in order for the East Cheshire Youth Achievement Academy Free School to be viable. However, we should need to have a clearer sense of the nature and the quality of the provision before we were in a position to judge whether [REDACTED] (or, indeed, any other specific sum) constituted good value for money.

[REDACTED]

[REDACTED]

**Headteacher**

20 November 2013  
Free Schools Applications Team  
Department for Education  
3<sup>rd</sup> Floor  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Tytherington High School  
Manchester Road  
Macclesfield  
Cheshire  
SK10 2EE  
(Logo removed to reduce file size).

Dear Sir/Madam

**Confirmation of Support for the Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy Free School**

Tytherington High School confirms that we support the Youth Federation **East Cheshire Youth Achievement Academy** Free School application.

We understand that the **East Cheshire Youth Achievement Academy** is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making \_\_\_\_\_7\_\_\_\_\_ referrals of full time equivalent (FTE) places to the **East Cheshire Youth Achievement Academy** Free School over the first academic year following the school's opening and \_\_\_\_\_10\_\_\_\_\_ referrals in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Yours faithfully

Signature: [REDACTED]

Print name: [REDACTED]

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



7<sup>th</sup> November 2013

Dear Sir or Madam

**Confirmation of Support for the Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy Free School**

Wilmslow High School confirms that we support the Youth Federation **East Cheshire Youth Achievement Academy** Free School application.

We understand that the **East Cheshire Youth Achievement Academy** is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making 4 referrals of full time equivalent (FTE) places to the **East Cheshire Youth Achievement Academy** Free School over the first academic year following the school's opening and 4 referrals in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Yours sincerely,

[REDACTED]

[REDACTED], [REDACTED]

# Poynton High School and Performing Arts College

[REDACTED]  
[REDACTED]

29<sup>th</sup> October 2013

Free Schools Applications  
Team  
Department for Education  
Dear Sir, Madam

## **Confirmation of Support for the Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy (Alternative Provision)**

Poynton High School confirms that we support the Youth Federation **East Cheshire Youth Achievement Academy** Free School application.

We understand that the **East Cheshire Youth Achievement Academy** Free School is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making **2** referrals of full time equivalent (FTE) places to the **East Cheshire Youth Academy** Free School over the first academic year following the school's opening and **2** referrals in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Yours faithfully

[REDACTED]

[REDACTED]  
[REDACTED]



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

31 October 2013

Knutsford Academy  
Bexton Road  
WA16 0EA

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Dear Sir/Madam

**Confirmation of Support for the Youth Federation Proposal to Establish the East Cheshire Youth Achievement Academy (Alternative Provision)**

Knutsford Academy confirms that we support the Youth Federation **East Cheshire Youth Achievement Academy** Free School application.

We understand that the **East Cheshire Youth Achievement Academy** Free School is an Alternative Provision School, which will admit up to 40 young people in the 13 to 16 age range (Years 9 to 11), who have become disengaged from mainstream education and have either been excluded or are at risk of exclusion. We acknowledge that the school will be established in the East Cheshire area and that it will open in September 2015, if the application is successful.

We anticipate making 1-3 referrals of full time equivalent (FTE) places to the **East Cheshire Youth Achievement Academy** Free School over the first academic year following the school's opening and 1 to 3 referrals in the second year.

We confirm that we agree to the proposed top-up contribution figure of [REDACTED] per full time equivalent (FTE) place per academic year.

Signature: [REDACTED]

Print name: [REDACTED]

Date: 30 October 2013





### Contextual evidence of need.

The table below summarises other AP providers delivering similar programmes serving the area where ECYAFS will be based. As can be seen from the table there are no other providers in the area who deliver comparable programmes combining re-engagement activities and academic learning in the way that the ECYAFS will do.

Name of AP provider	How many places do they provide?	What age range do they cover?	What types of placement do they offer?
Challenger Troop	10 on each course	12-16	Military Uniformed Youth Engagement Programmes 12 Weeks (13 contact days including overnight residential) Teambuilding and leadership through outdoor activities, some accreditation but no academic element.
CR8	1:1 basis	13-16	Length and type of placement flexible, through negotiation with schools. Engagement and behaviour management through creative activities. Delivery of GCSE tuition. Limited number of places
Respect	10 on each course	13-16	Cheshire Fire and Rescue Service run positive activities to improve engagement and behaviour. Short term, no academic element. 10 week courses one day a week
East Cheshire Pupil Referral Unit	30 full time places on offer	14-16	Full and Part time places available

Although the Pupil Referral Unit (PRU) is able to offer a similar number of places it is not able to offer similar programmes for the most disadvantaged and hard to reach, something which is demonstrated by the support for ECYAFS from the local authority who commission AP places on behalf of schools. They wish to commission places at ECYAFS because of Youth Federation's track record at delivering results with these young people. None of the other providers have access to the benefits that being part of the UK Youth Free Schools network will bring in terms of quality assurance, curriculum development, sharing of best practice and training opportunities.

### Section E2

N/A

### Section E3

#### Clear Plans to Manage Referrals.

The criteria for being referred to the Free School will be flexible enough for the School and Commissioners to admit a wide range of students who would benefit from

the innovative approach that the school will bring. However we would expect that all learners would fall into one of the following groups:

- Excluded or at risk of exclusion
- Less than 70% attendance at previous school / college
- Traditional GCSE delivery learning process not working
- Zero predicted accreditation outcomes above grade F GCSE
- Involved or on the verge of Youth Offending
- Involved in minor or serious gang related activity and/or victim
- Self-excluded from mainstream education
- Significant behavioural issues
- Unsettled home background
- In need of continuity in life / education
- Unable to leave their home or area due to safeguarding concerns

The Principal of ECYAFS will lead on referrals and Commissioners and Schools will contact him/her by telephone or email in the first instance to discuss placing a learner. The Principal will ensure that each young person has a single education health and care plan that illustrates that ECYAFS would add value to the student's education.

Referrals will be accepted on a first come first served basis. In the first year we would be looking to identify suitable students in March 2015 for a September 2015 start. For a referral made during the academic year the Free School would aim to be able to start the learner within a maximum of six days from referral. There will be a fast-track system for young people who have been excluded from their referring school

The process for initial assessment is described in detail in Section D4 and will involve detailed information from the Commissioner or referring school, online assessments of current levels of achievement and learning styles and discussion with the learner about their aspirations and goals. This will all feed into the individualised curriculum for each learner.

As discussed in Section D2 the Free School will be in regular contact with Commissioners to discuss the progress of learners they have placed at the Free School.

## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

Name	Member of core applicant group	Role in pre-opening by area of expertise	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	Summary of relevant expertise	30
		[REDACTED]	[REDACTED]	
		[REDACTED]	[REDACTED]	

Name	Member of core applicant group	Role in pre-opening by area of expertise	Summary of relevant expertise	Available Time (hours per week)
		██████████	██████████	
██████████	N	██████████	Summary of relevant expertise	15
		██████████	██████████	
		██████████	██████████	
██████████	Y	██████████	Summary of relevant expertise	15
		██████████	██████████	

Name	Member of core applicant group	Role in pre-opening by area of expertise	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]		[REDACTED]	[REDACTED]	
[REDACTED]	Y	[REDACTED]	[REDACTED]	15
[REDACTED]		[REDACTED]	[REDACTED]	
[REDACTED]		[REDACTED]	[REDACTED]	
[REDACTED]	Y	[REDACTED]	[REDACTED]	

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

F1 (b) Skills gap in pre-opening

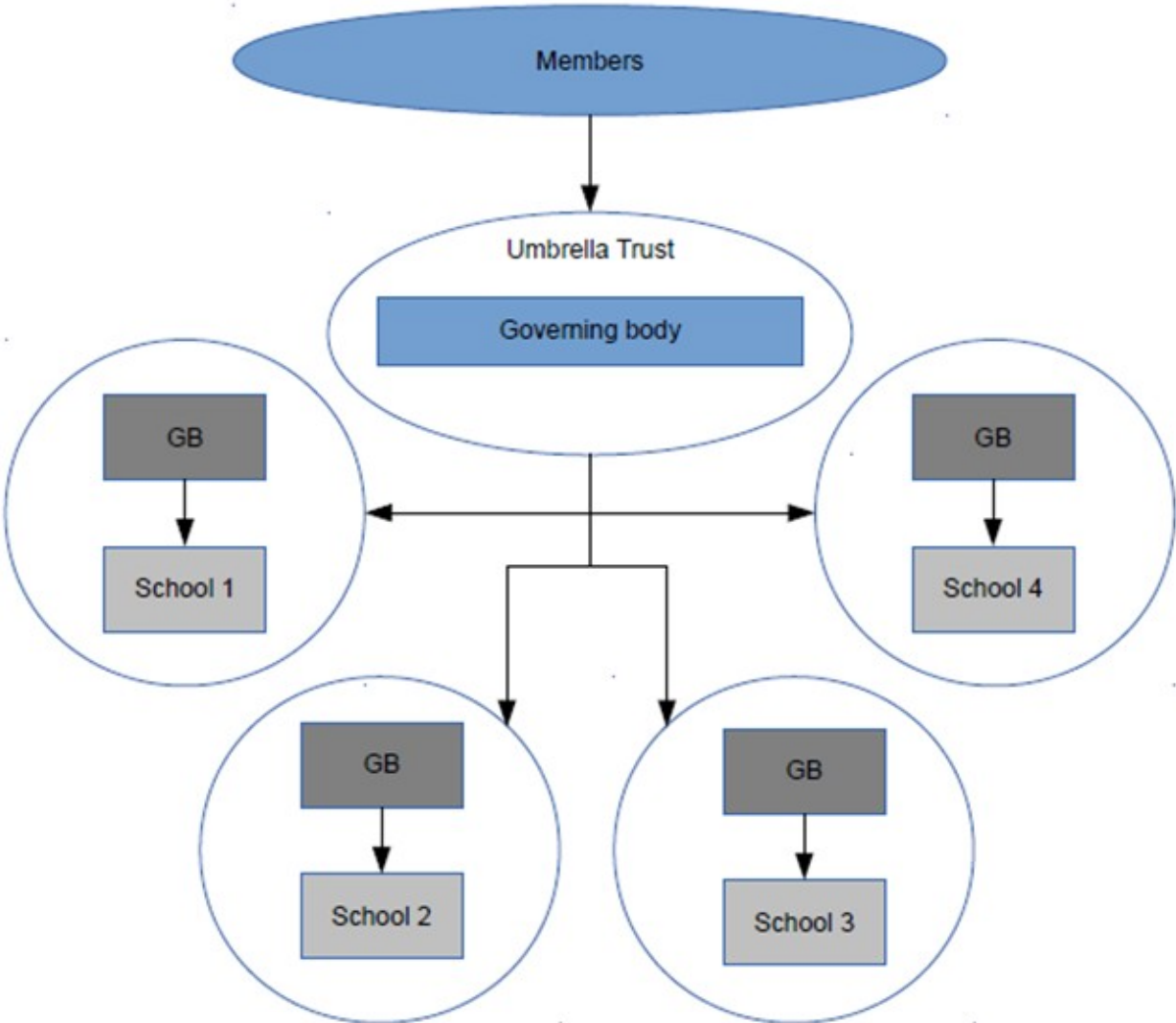
Skills/experience missing	How you plan to fill the gap
Buildings and property	We will seek advice on a range of building issues such as leases, financial and legal obligations of the building from ██████████. ██████████ is a law firm based in the North West and they are one of the largest and most reputable specialist law firms that cover all of the above criteria.

**Section F2**

**Governance structure**

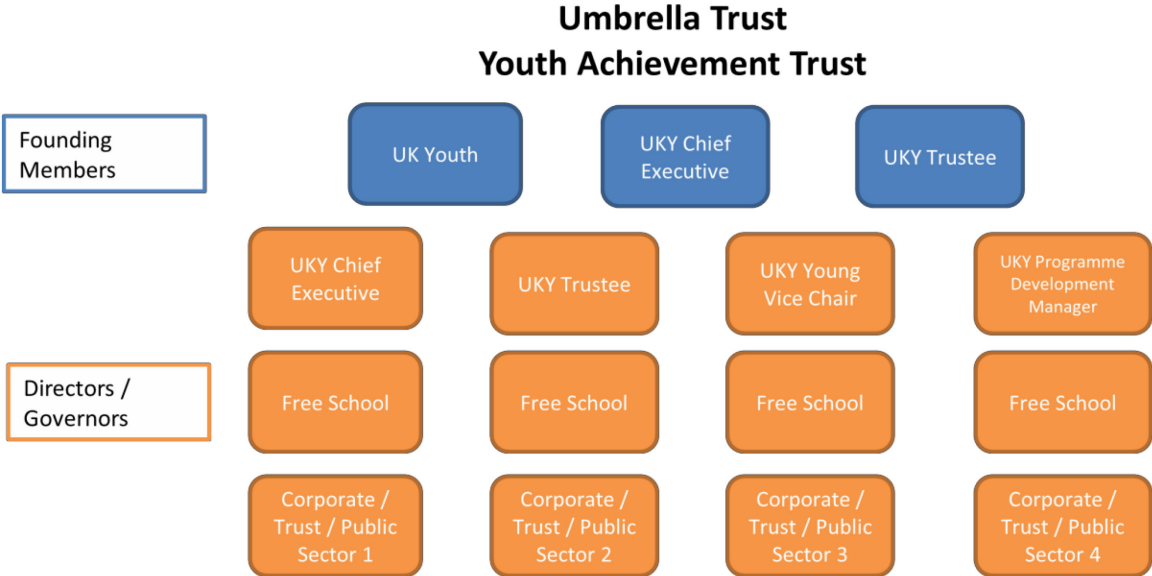
East Cheshire Youth Achievement Free School (ECYAFS) will be a single academy within an Umbrella Trust, which is called Youth Achievement Trust (YAT) and was set up by UK Youth. The Youth Achievement Trust is one of the founding members of East Cheshire Youth Achievement Free School along with individuals from Youth Federation. Each school within the Youth Achievement Trust will: i) be a separate Academy Trust with accountability for its own performance; ii) enter a separate funding agreement with the Secretary of State for Education; iii) have a Governing Board with ultimate responsibility for running its Free School; iv) employ its own staff; v) has legal interest in any land; vi) receives funds directly from the Education Funding Agency. The Umbrella Trust’s Board of Directors appoints members and governors of each academy trust, with provisions for majority control in case school performance becomes inadequate or significantly deviates from the overarching vision and ethos for UK Youth’s Free Schools network.

The diagram below shows the relationship between the individual schools and the Umbrella Trust



There will be an Operating Agreement between the YAT and ECYAFS. This will reflect the Memorandum and Articles for ECYAFS and will stipulate services to be provided, licence fees to be paid, issues surrounding appointment of directors / governors etc. It is planned that other Free Schools will be established in the future to fall under the same Umbrella Trust and follow the same governance structures as outlined below.

The diagrams below show the structure of the Umbrella Trust and Academy Trust.



**Founding Members** are responsible for: i) setting up Umbrella Trust company; ii) appointing Directors / Governors to the Umbrella Trust.

**Directors / Governors** are responsible for: i) refining and adopting the overarching vision and ethos for Free Schools within the Umbrella Trust; ii) ensuring the governance structure of the network is enacted in relation to the trust and in relation to DfE requirements; iii) approving the nomination of Governors on the Free School Governing Boards



## East Cheshire Youth Achievement Free School Ltd - agreed structure



**Company Members** are responsible for: i) setting up company; ii) agreeing Umbrella Trust vision and ethos and developing further for local needs; iii) establishing Free School; iv) identifying Governors / Directors and agreeing appointments with Umbrella Trust; v) overall strategy for Free School.

**Directors / Governors** are responsible for: i) governance of Free School; ii) implementing strategy; iii) appointment of Principal and senior staff; iv) expenditure of funds; v) ensuring compliance with statutory requirements

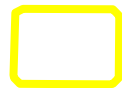
**Principal** is responsible for operation of Free School including compliance with all statutory requirements and safeguarding.



Nomination by Youth Federation and appointment by Umbrella Trust.



Nomination and appointment by Umbrella Trust.



Nomination and appointment by Youth Federation.



Statutory appointments



### **East Cheshire Youth Achievement Free School**

Under the Memorandum and Articles of ECYAFS, the YAT can appoint up to 3 members. This ensures that the vision and ethos of the Umbrella Trust outlined in section C is protected. There will be up to 13 governors of the Free School of which Youth Achievement Trust will appoint 7. This will help to safeguard the ethos of the Umbrella Trust.

The Board of governors will be responsible for the governance of the school, implementing strategy, appointment of the Principal and senior staff, expenditure of funds, ensuring the quality of educational provision, challenging and monitoring performance and ensuring compliance with statutory requirements. They will also be responsible for ensuring that the day-to-day management of the Free School is undertaken effectively and that it is performing against its targets. To do this Principal will regularly report on performance to the governing body and also provide other reports that the governors may need in order to carry out their obligations. Special sub-committees will be set up to manage specific areas such as HR, SEN and Finance.

The Principal will take direction from and be answerable to the Board of Governors. He/she will take responsibility for any matters delegated by the Board of Governors. Key aspects, in so far as they relate to the Principal's relationship with the Board of Governors, are that he/she must:

- Report to and be answerable to the Board of Governors for the Free School.
- Implement the Free School strategy, as determined by the Members, in partnership with the Board of Governors.
- Advise and work with the Board of Governors on the formulation of policies and their implementation.

- Provide advice to the Board of Governors on the formulation of the annual and projected yearly budgets in order that the Academy secures its objectives.
- Ensure compliance with all statutory and regulatory obligations for Free Schools.
- Keep the Board of Governors aware of events in the Free School, through attendance at meetings and the submission of written reports.
- Ensure that proper decisions of the Board of Governors are put into effect as efficiently as possible

### **Conflicts of interest**

The Members are made up of executives of Youth Federation and the Umbrella Trust. Since The Umbrella Trust is responsible for safeguarding the vision and ethos of its AP Free School model, it is right that the strategic direction should be such that the approach, vision and ethos is maintained and safeguarded in this way. This does not in itself give rise to any potential conflict of interest. In fact the Umbrella Trust is a means of securing independent challenge to members and governors. If individual Members have a conflict of interest on any particular issue, they are obliged to declare it and the other Members will make the decisions (for example, if a potential governor appointment was a friend of one of the Members).

**F3 (a) Proposed governors**

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]		5
			[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3
		[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
		<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	
			<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>	

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	

### F3 (b) Skills gap for governing body

#### Gap analysis

A skills gap analysis has been conducted amongst the current members of the governing body. This has shown that there is a wide range of expertise across the governing body.

Finance			√				
Education	√	√		√		√	
Project and programme management	√					√	
HR					√		
Marketing, communications, stakeholder management				√	√		
Governance							√
Business and commercial							√
Technology		√					
Leadership and management				√			
Contract management				√			
Legal							
Involvement of young people	√					√	
<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>						
Legal	A governor with appropriate legal expertise will be recruited using an open recruitment process. We will also have [REDACTED]. [REDACTED] is a law firm based in the North West and they are one of the largest and most reputable specialist law firms in the area.						
Involvement of young people	More direct input from young people will be needed during the pre-opening period. [REDACTED] will lead on this aspect of the opening programme and will be able to ensure a consultation is conducted with young people from Youth Federation and its partners.						

## **Section F4**

The Principal will be in post at least 8 months prior to the planned opening of the school following this timescale:

- May 2014 – place advertisements
- 30<sup>th</sup> June 2014 – Shortlist applicants
- 10<sup>th</sup>-11<sup>th</sup> July 2014 – Interviews and notify successful applicant
- January 2015 – Successful applicant starts in post (depending on period of notice they are required to give, this could be earlier).

The Principal Designate will therefore be in post at least two full academic terms before the opening of ECYAFS. His/her responsibilities will be as follows:

### **Core Purpose**

The core purpose of this role is to provide professional leadership and management of East Cheshire Youth Achievement Free School and to set, monitor and maintain the highest standards in all areas of the school's work.

The Principal will:

- Contribute to the vision and provide leadership and direction;
- Effectively lead and manage teaching and learning to secure the highest possible levels of progress and attainment;
- Promote excellence, equality and high expectations of all students;
- Effectively and efficiently deploy resources to achieve the school's aims;
- Evaluate school performance and identify priorities for continuous improvement;
- Ensure effective and efficient day-to-day management, organisation and administration of the school;
- Secure the commitment of the wider community, and encourage the involvement of parents and carers;
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.

### **Key Responsibilities**

To have responsibility for the internal management, organisation and operation of East Cheshire Youth Achievement Free School by undertaking the following tasks:

#### **STRATEGIC**

- Work with the Governing Body to anticipate and prepare for future needs and further development of the school within the local, national and international context;
- Translate the vision into a School Development Plan with agreed and prioritised objectives and plans
- Work within the school community to translate the school's vision into practice that promotes and sustains continuous improvement in the school;
- Support members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents;
- Ensure that learning is at the centre of strategic planning and resource management;
- Be responsible for East Cheshire Youth Achievement Free School's management and development of all its resources;
- Plan the opening of the school in collaboration with the Governing Body and provide input to the design of any new or refurbished buildings;



## **LEADERSHIP**

- Develop a shared vision which inspires and motivates students, staff and all other members of the school community
- Provide a personal example of positive leadership
- Develop and embed an enabling culture with distributed leadership and responsibility and that recognises and celebrates success

## **EDUCATIONAL**

- Have a clearly defined educational philosophy as set out in Section C and undertake the implementation of this policy for the all-round development of each learner within a stimulating and orderly environment.
- Review the intended learner target group and identify their likely priority and other needs.
- Ensure the development of a meaningful and effective curriculum based on vocational relevance, practical activities and identified issues to successfully address these needs.
- Establish and maintain a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.
- Ensure suitable accommodation for the range of curriculum areas.
- Appoint staff capable of delivering the range of curriculum areas.
- Allocate specific responsibilities to individual staff, including learner personal development, accreditation, learner monitoring and evaluation.
- Arrange staff training in the range of accreditation used (as shown in Section D).
- Develop and deliver appropriate staff induction, support and supervision.
- Establish, in consultation with staff, evaluation techniques for both curriculum and students.
- Be responsible for identifying those learners who have Special Educational Needs and where necessary, making provision for them.
- Keep abreast of current educational thought.

## **PASTORAL**

- Achieve robust systems of pastoral care and personalised learning to ensure every student feels valued, and is known and supported during their time at the school.
- Act "in loco parentis" in respect of all learners in the school.
- Involve learners in the development of the school through a 'learners' Forum'.
- Provide support to and be approachable by staff, learners and parents.
- Ensure the physical safety and health welfare of the learners.
- Ensure the soundness of the fabric of the school building and grounds so that the safety of those working within is not endangered.
- Ensure that the requirements of the Health and Safety at Work Act are met.
- Have overall responsibility for day-to-day discipline in the school.
- Be responsible for 'Public Relations' with parents, press, the community and others.

- Encourage staff development and promotion in order to enhance the career prospects of the staff and the level of job satisfaction for their benefit and that of the School.

### **ORGANISATIONAL**

- Report to and be answerable to the Board of Governors for the School.
- Implement the School strategy, as determined by the Members, in partnership with the Board of Governors.
- Advise and work with the Board of Governors on the formulation of policies and their implementation.
- Provide advice to the Board of Governors on the formulation of the annual and projected yearly budgets in order that the Academy secures its objectives.
- Ensure compliance with all statutory and regulatory obligations for Schools.
- Deploy staff in an efficient manner.
- Ensure the efficient management of available resources.
- Ensure efficient communication throughout the School and with appropriate external organisations (e.g. Department for Education and OFSTED).
- Ensure effective links with Integrated Working Teams and use of Common Assessment Framework
- Support recruitment, training and development of all staff
- Oversee the coordination and work of voluntary staff

### **ADMINISTRATIVE**

- Keep the Board of Governors aware of events in the School, through attendance at meetings and the submission of written reports.
- Ensure that proper decisions of the Board of Governors are put into effect as efficiently as possible.
- Provide information about the School to parents and others.
- Ensure that learners and staff maintain a satisfactory level of attendance.
- Have overall responsibility for the security of the School and its contents.

### **GENERAL**

- Liaise with the Local Education Authorities, schools, academies and other commissioners as necessary.
- Assess the efficiency of the Foundation and those working in it against established criteria.
- Delegate as necessary and appropriate to ensure that the duties required fulfilling the above demands and responsibilities are properly carried out.
- Establish a school culture and curriculum that fulfils the vision and requirements of the local community and the original vision of the school.
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and its value to the wider community.
- Represent the East Cheshire Youth Achievement Free School on the Headteachers' Group and be an integral part of the strategic development of education provision in the area

### **PRE-OPENING ACTIVITIES**

As soon as possible after appointment, the Principal will be engaged in the full range of implementation activities required to open the school. His or her key functions, however, will be to:

- Work in close partnership with the Governing Body, DfE, and EFA to ensure that East Cheshire Youth Achievement Free School opens successfully.
- Act as an ambassador for the school, building relationships with key stakeholders.
- Lead on the recruitment and induction of the school senior management team and staff to ensure there is an excellent team in place that is signed up to and able to deliver the vision for the school.
- Take the lead on ensuring that the accommodation provided for the academy meets its requirement.
- Lead the school through the DfE and Ofsted requirements prior to opening.

### **Interview process**

#### *Day 1 - Introduction*

Explain the background to the development of the school. This will include fully outlining the Free School Vision and Curriculum, as described in Sections C and D of this application. (The successful candidate will be invited back prior to starting in post for in-depth discussion of the Free School application and the pre-opening requirements).

Time with governors of both the Academy Trust and Umbrella Trust.

Discussion group and question and answer session.

In-tray exercise.

#### *Day 2 - Formal interviews*

By the end of Day 1, the candidates will have a full understanding of the aims and ethos of the new school. The interviewers will also have found out a good deal about the candidates through informal conversation and the more formal discussion groups and in-tray exercise. The formal structure of the interviews on Day 2 will give an opportunity for the interview panel to explore the candidates' suitability in depth and will also offer candidates the opportunity to ask any questions which have not been answered on Day 1. All assessment of the candidates will be made against the Person Specification.

### **Attracting high quality candidates to the role**

The role will be advertised in key publications including the Times Educational Supplement. The opportunity to be involved in setting up and leading a high quality AP free school will be attractive to ambitious candidates who want to see a step change in the way AP education is delivered. The role will also be advertised within the school's governors' and partners' networks.

## **Section G: Budget planning and affordability**



## Section H: Premises

It is anticipated that the location will be in Macclesfield Town Centre [REDACTED]. Discussions are currently underway with [REDACTED] from East Cheshire Council to identify a suitable site.

## Annexes

CVs:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]

Employer	Title and Dates	
[REDACTED]	Job Title	[REDACTED]
	Date Employed	[REDACTED]
	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
[REDACTED]	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
[REDACTED]	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
[REDACTED]	Previous Job Title	[REDACTED]
	Date Employed	[REDACTED]
	Qualifications with date attained (list most recent first)	[REDACTED]

	Training undertaken with dates (list most recent first)	[REDACTED]
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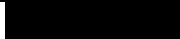

[REDACTED]

[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: 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.	<b>For finance only:</b> details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , average point score per entry and per student for level 3 qualifications If the above are not available,	



	<p>the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available): 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

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

[REDACTED]  
**Curriculum Vitae**

**NAME:** [REDACTED]  
**Date of Birth:** [REDACTED]  
**Address:** [REDACTED]  
[REDACTED]

**Nationality:** [REDACTED]  
**DfES. Ref. No.:** [REDACTED]  
**Qualification Date:** [REDACTED]  
**Status:** [REDACTED]

[REDACTED]  
**Telephone:** [REDACTED] **Mobile:** [REDACTED]  
**e-mail:** [REDACTED] **Web:** [REDACTED]

[REDACTED]  
**PROFILE:**  
[REDACTED]

**KEY ACHIEVEMENTS:**

[REDACTED]

**Name:**

[REDACTED]

[REDACTED]

**Address:**

[REDACTED]

**Telephone:**

[REDACTED]

**Mobile:**

[REDACTED]

**Date of Birth:**

[REDACTED]

**EDUCATION:**

[REDACTED]

**EDUCATIONAL QUALIFICATIONS:**

[REDACTED]

**VOCATIONAL QUALIFICATIONS:**

[REDACTED]

**PROFESSIONAL QUALIFICATIONS:**

[REDACTED]


**EMPLOYMENT:**

[REDACTED]

CV template

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

	your latest school (where	
5.b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

		
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## Profile

~~Redacted~~

## Contact details

~~Redacted~~

## KEY Achievements

~~Redacted~~

## TRANSFERABLE SKILLS



## CAREER TO DATE





[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

---

[REDACTED]

---

**QUALIFICATIONS**

[REDACTED]

**KEY SKILLS**

[REDACTED]

## CAREER HISTORY



[REDACTED]

**Profile:**

[REDACTED]

**Experience:**

[REDACTED]

**Academic/Training Qualifications:**

[REDACTED]

**Outdoor Qualifications:**

[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](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in

[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

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

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, not

[Redacted]
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:

[Redacted]
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In which local authority is your preferred location?

East Cheshire
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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:

Other - please explain
------------------------

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](mailto: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:	[REDACTED], [REDACTED], Middlewich, Cheshire, [REDACTED]
--	--

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

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

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

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

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

**Second choice site**

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

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

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

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

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

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

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

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

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

Please Include information on purchase or lease price if known:	Please select
---	---------------

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

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

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

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

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

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

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

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

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

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

**Third choice site**

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

**Fourth choice site**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**For independent school convertors**

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

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

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

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