



Department  
for Education

# Free school application form 2013

**Special** (updated November 2013)

**WOLVERHAMPTON VOCATIONAL TRAINING CENTRE**

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## Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

**Sections A to H**, i.e. the completed Word AND Excel templates and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [special.fsapplications@education.gsi.gov.uk](mailto:special.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

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

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

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

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

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

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

#### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 22 November?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input checked="" type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p><b>9.</b> 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:special.fsapplications@education.gsi.gov.uk">special.fsapplications@education.gsi.gov.uk</a> within one of the windows below?</p> <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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

<b>Section I of your application</b>		
<p><b>11.</b> Have you sent:</p> <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> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

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

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

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

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

**Signed:**

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

**Print name:** [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.	<input type="checkbox"/>
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## **Section A: Applicant details**

Please complete the Excel application form.

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

Please complete the Excel application form.

**SECTION A: APPLICANT DETAILS**

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

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

**Basic information**

Pre-registration reference number	6515
Name of proposed school:	Wolverhampton Vocational Training Centre
Is this a route one application or a route two application?	Route two
Name of lead applicant:	<Redacted>
Address of lead applicant:	Westcroft Sports and Applied Learning College, Greenacres Avenue, Wolverhampton. WV10 8NZ.
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A teacher-led group
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Wave four Jan 2013

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Are you an approved academy sponsor	No
Company name:	Wolverhampton Vocational Training Company Ltd
Company address:	Westcroft Sports and Applied Learning College, Greenacres Avenue, Wolverhampton. WV10 8NZ
Company registration number:	8307952
Date when company was incorporated:	26th November, 2012
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>


Please list all company directors, providing their name and the position they will hold once the school is open:	<Redacted> - Director
	<Redacted> - Director
	<Redacted> - Secretary

Please provide the name of the proposed chair of the governing body, if known:	Not known at this time
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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:	N/A
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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:	
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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	336/7005
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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 the rating of your most recent inspection	Good
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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	<Redacted>
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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 performance data for the last 3 years:	<Redacted>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
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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>	<p>Central Learning Partnership Trust - will become the umbrella organisation that will support the free school trust and allow access to HR, Payroll, Insurance etc through Service Level Agreements already in existence for the Partnership.</p> <p>Sunbeam Community Enterprises Ltd - is a charitable organisation that is a training provision for students aged 18 + with Special Educational Needs. This organisation will rent space within the Free School premises and will enable students enrolled in the Free School to progress to Further Education, employment and training through this organisation.</p>
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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 help
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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?	No
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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:	
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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?	Wolverhampton
Proposed opening year:	2015
Age Range:	16-19
If 'other' please specify	
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
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:	
Will the school accept non statemented pupils?	No
Proposed maximum capacity of proposed special free school for statemented pupils - please use numbers only:	50
Proposed maximum capacity of proposed special free school for non-statemented pupils - please use numbers only:	
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:	1.0 FTE
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	1.0 FTE
Date proposed school will reach expected capacity in all year groups:	2016
Places committed by Local Authority (FTE)	50
Top up funding committed by Local Authority (funding per FTE place)	See Appendix
Primary intake of pupils	Moderate Learning Difficulty (MLD)
Please select other needs that the school will cater for. Please select the most important intakes first as you will be asked to give financial information about these intakes in section G3. If you have more than four different intakes please put financial information in the 'other income' section.	Attention Deficit Hyperactivity Disorders
	Behaviour, Emotional and Social Difficulty (BESD)
	Specific Learning Difficulty (SpLD)
	Please select
	Please select
	Please select
	Please select
If 'Other', please give further detail:	
Will your proposed school include residential provision?	Yes

If 'Yes', please give further detail:	In Year 2 once the school has reached full capacity we intend to open an Independence Centre as part of the school provision. All pupils will spend at least one week in a home environment, this allowing them to put into practise Independent Living Skills in a simulated residential dwelling.
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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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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Please list any other freedoms you intend to use:	Use of Sector Trained staff to deliver the Vocational elements of the Curriculum.
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## Section C: Education vision

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

### Section C1

Wolverhampton Vocational Training Centre will be a Special School for Post 16 students who have a Statement of Special Educational Needs or may have an Education, Health and Care Plan.

Our new school will help equip students for life after school and how to manage in a place of work. Our students will be able to live and work independently in the City and contribute to their local community.

We wish to create a school that will enable our students to prepare for adulthood and to help them to learn essential skills to enable them to work and live as independently as will be possible. We will ensure that the right to learn in a safe and secure environment is paramount. The school will have smaller numbers of students and classes will be of small size (5 students per class) thus allowing students to take educational risks in a supported way and where personalised learning opportunities can be given to these Young People so that they can work towards their own personal goals and aspirations. This will be accomplished through a broad and balanced Curriculum which will offer English and Maths as well as qualifications in Personal development and selected vocational qualifications. The young people that will leave the school will do so being able to contribute both Socially and Economically to wider society.

Our vision for Wolverhampton is to enhance the Special Educational Needs Service for the City. There are currently six Special Schools within the City of Wolverhampton. The schools endeavour to cater for all Special Educational Needs and Disabilities within Wolverhampton. Each school specialises for particular needs for example, students who are diagnosed as being on the Autistic Spectrum, or students with Complex and Cognitive difficulties.

Provision in the City is currently enhanced by students accessing Timken Vocational Training Centre (TVTC). This is a unique provision that offers students opportunities to gain qualifications in Vocational areas as well as offering English and Maths and Personal development qualifications. The qualifications that will be on offer in the Free School will be explained in detail in Section D.

Timken Vocational Training Centre is run as part of Westcroft Sports and Applied Learning College. The Centre admits students from across the City of Wolverhampton as well as neighbouring authorities Dudley, Sandwell, Walsall and Staffordshire. The students are only able to attend on a part time basis. TVTC is able to offer the following:

- offer specialist Vocational training in variety of sectors
- has unique and unequalled partnerships with local employers
- enables student's access to simulated, supported and permanent employment.

The free school will continue to offer quality Vocational training to Young People but on a full-time basis. The school will also ensure that students continue to study English and Maths as part of the core curriculum, as well as Employability Skills.

Rationale:

In Wolverhampton we already have a broad spectrum of Special Schools and these schools cater for a wide range of SEND. However, some students struggle to find appropriate provision when they reach the age of 16 as the Special School Sixth forms cannot meet the demand for a more Vocational and Personalised Curriculum. Destination statistics from those students leaving full time education in 2011 state that only 53.85 % of students from Pupil Referral Units and 50% of those pupils Not In School accessed or continued into Further Education. Some of these students would have Statements of Special Educational Need that would state a specific learning difficulty or a moderate learning difficulty. The specific needs for each student are very unique and not all larger establishments can cater for each individual student.

There are also a number of students who, due to their vulnerabilities and backgrounds, are not willing or able to access the local college or training providers. Analysis of LDD NEET Young People between the ages of 16-18 indicates that factors inhibiting engagement are complex and disparate. (Connexions Wolverhampton Destination Statistics 2011).

The Local Authority is aware of this application and acknowledges the need for this type of provision within the City. Parents and Pupils have also shown a need for more personalised opportunities for post 16 learners and positive destinations into employment are a key feature of the type of provision that they are seeking.



Existing, local Special Schools are unable to meet the needs of this particular group of learners due to the diverse range of need within each establishment. Therefore there is a lack of provision of this type which specialises in preparing and assisting Young People into employment in a variety of sectors across the City. Unfortunately, the majority of students with Statements of Special Educational Need or those with Additional Need who wish to pursue a Vocational course after the age of 16 experience difficulty in reaching the required levels in English and Maths to access mainstream courses at level 2 and above due to their individual Special Educational needs.

An analysis of destinations commissioned by Prospects (Connexions) in 2012, concluded that the statistics clearly identified that some groups of learners may achieve Level 1 in a Vocational element but their Numeracy and Literacy levels will lag behind at Entry Level.

**These Young People in the City of Wolverhampton are at risk of becoming NEET (Not in Education, Employment or Training) or becoming completely disengaged from training and also society as a whole.**

Many of these students exhibit low self-esteem and self-confidence and so find accessing Foundation Learning courses at larger establishments, such as the local Further Education College, both challenging and difficult. Some students find particular environments more difficult to cope with, this may not be purely due to size but the number of people, certain noise levels or simply the amount of contact or support offered from a known member of staff may not be sufficient.

Currently, many students access Timken Vocational Training Centre as part of their Pre 16 and Post 16 provision. This is funded predominantly from a Specialisms Grant through Westcroft Sports and Applied Learning College. The current model of provision offered at the Centre enables some students a stable and consistent transition from school to employment. (See Appendix 1 – Case Study), our aim would be to enable all learners this experience and opportunity. The Free School will be able to offer this transition experience to all learners who are moving on towards employment after the ages of 17 and 18.

Our experience in delivering a quality curriculum at Timken Vocational Training Centre to this group of learners over the last 9 years gives us a sound platform from which to build a new and exciting school that is purposely designed to meet the needs of all of our learners. We have an experienced bank of staff, all of whom have backgrounds in Industry and are trained Instructors and Internal Verifiers. The last OFSTED Inspection (2013) of Westcroft Sports and Applied Learning College rated the entire Training Centre as Outstanding as part of the judgement for Post 16

learners. In 2012 95% of learners that had attended the centre in 2011-2012 achieved a qualification at Entry Level or Level 1. In our new school we can utilise this experience and quality, thus ensuring continuity for the learners and quality practice in the City of Wolverhampton.

The second group of learners that experience difficulty accessing training once they reach the age of 16 are those students from EBSD schools and Pupil referral Units. At present there is no bespoke provision for this group of learners, the Local Authority have acknowledged this and also support the number of places that will be provided for these learners specifically in the new school. These learners need a small and safe environment in which to learn, but they also need to be challenged to practice their skills in an appropriate environment or in a place of work. For this group of students experiencing success is a challenge in itself, but as a City, Wolverhampton Local Authority has acknowledged that more provision needs to be made available for this group of learners.

Whilst the rationale for this school has clearly been influenced by several key factors, essentially it is apparent that the need and demand are evident both from the students, parents and carers and the Local Authority. The rationale for this school essentially stems from a desire to ensure that all of the Young People in Wolverhampton have access to appropriate and quality provision.

Vision:

This school will offer a different approach, a practical, personalised curriculum for all of its students. Through Person Centred Planning we will focus on the outcomes and destinations of the young people in our school. By focusing on a destination at the beginning it will enable both the school and students to focus on what skills and qualifications they need to gain during their time in school. Our students will be able to experience living independently through use of the residential element of the school, a house in the local community that students will be able to access for short periods of time. The school will build upon the success of Timken Vocational Training Centre and Westcroft Sports and Applied Learning College in offering quality training and work based learning opportunities. This will enable the students to gain meaningful and appropriate qualifications that they could use in future employment. We will also offer students the opportunities to develop their independence skills so that they are able to live more independent lives.

Our new Free School will enable the students to learn skills that are portable allowing them to be more flexible during their working lives. The new school would be able to satisfy demand for a Vocational element to the curriculum, and enhance the students learning experience as we can offer a complete and full-time course for all students.

The students will continue to gain qualifications in English, Maths and ICT, but also learn new skills to make themselves more employable such as Interview techniques, CV writing, and Job Searching as well as being able to manage themselves and their behaviours in a range of working environments.

Our vision is to allow the students to learn and grow in a work-based environment, thus making them more employable to local businesses. The Students also develop independence and gain meaningful and quality qualifications.

It is our vision that once the students leave full-time education that they will make a positive contribution to society through gaining employment and living as independently as possible. Once the students have left, the school will continue to support them on their journey into adulthood and ensure that they access and maintain a positive destination for up to a year after they have left. We will employ a designated officer to work closely with these school leavers and their families and to link with employers and support agencies as required.

All of our students will be offered the opportunity to develop their personal living skills by using a residential element of the school. This will allow students to understand how to manage themselves, a weekly household budget, how to keep themselves and their clothes and house clean whilst also attending school or a work placement or internship. The Independence Centre will provide accommodation on a rotational basis allowing all students access at some points during their time in the Centre. We include this as a vital element of the school curriculum, enabling the students to develop their independence skills to carry them through life. The centre will be an integral part of the school. Students will work towards gaining the residential privilege by completing appropriate units of work and gaining valuable Independent Living Skills. External Residential opportunities will also be offered to students to enable them to challenge themselves in different environments. During their stay students will be given individual challenges as appropriate with clear goals and outcomes for them to achieve. Our intention is to utilise accommodation offered by one of our partners – Wolverhampton Homes. (Explanation of partners and arrangements can be found in Appendix B).

In the second year as we reach full capacity, we anticipate opening an Independence Centre as part of our educational provision. This will enable students to experience living an independent life in a supported home environment. The Centre will be staffed by auxiliary staff who will assist the students to cook, shop, clean and look after themselves whilst maintaining attendance at the free school or work experience placement. The same accommodation will also serve as a training environment for students to utilise their Construction and Ground Maintenance Skills in a realistic context.

All of our students will complete work-based training for various periods of time which would be dependent upon their own needs and personalised curriculum. For example, some students may wish to focus on one Vocational Sector, whilst others may wish to experience several. We intend to offer Level 1 and Level 2 Vocational courses in a range of subjects. Some of these sectors will be based upon Labour Market Information, for example, at present, there are a large number of vacancies in the Care Sector, and therefore one of the Vocational Sectors would be Health and Social Care. We aim to prepare the Young People for the opportunities that are current and those that are likely to be current in the near future. Another example would be Warehousing and fork lift truck driving qualifications, this would enable the Young people to apply for vacancies at what will be a new business (Jaguar Land Rover) in the City.

A key member of our staff team will be responsible for organising Independent Advice and Guidance and work based learning opportunities for all students. All students will be expected to complete their work based learning and also evaluate their own successes and developmental needs with their personal tutors and Careers Advisor.

The school will follow Local Authority terms and dates as the students may have siblings in other local schools, although we intend to offer summer school opportunities. We envisage that the school day will start at 8.45am and finish at 2.45pm, break times and lunch times will be shorter than traditional breaks allowing for sufficient contact time. After the school day finishes at 2.45pm all of the students will be expected to engage in a minimum of one additional study opportunity that will be offered for 1 hour each afternoon to complete additional courses such as First Aid, Peer Mentoring and Sports Leaders Awards. Students will be allocated Personal Tutors and will have time each day with their tutors either as individuals or in small group tutorial sessions. During this time they will review progress and successes and also set new goals and targets. This intensive tutorial programme is part of the personalised curriculum model but essentially maintains the focus on Individual Needs, Assessment and feedback. This part of the curriculum is unique to the Free School Model.

During the school week the students will have allocated time to study Functional Skills in Maths, Literacy and ICT (up to and including Level 2), Employability and Personal Development and one or more Vocational Qualifications. All accredited courses will be taken from the QCF approved list. The focus for each student will be based upon their aspirations and goals. All students will have a personal tutor who will be able to support each individual to achieve their personal targets. Tutors will have allocated sessions with each student and also be responsible for liaising with parents or carers and any outside agencies that are taking an active part in the

students life. Details of qualifications and progress expected from students are explained in Section D.

Students will be encouraged to organise recreational activities for themselves and their peers during tuition periods. Each group of students will be expected to plan and organise at least one event per year, for example, a trip to go bowling. For two weeks each year students will participate in an Enterprise Activity and also expected to take on different roles during this activity.

We intend to also offer additional programmes during holiday periods to enable the students to remain focused and engaged. For example, a summer residential experience, work placements, additional specifically focused Vocational Qualifications (for example, CSCS cards for the construction industry).

Our school will ensure that any external agencies can be comfortably accommodated within the school building to ensure access by both students and parents and carers. We intend to offer the best pastoral support for our students and will employ a suitably qualified Social Worker who will be able to offer additional support for students and their families.

Our students will be encouraged to take part in recreational sports and fitness sessions through our links with the Schools Sports Partnership (PASS) in Wolverhampton. All students will be expected to participate in Intra and Inter school competition. We will also offer additional Sports related qualifications as one of our Vocational Sectors for Employment.

Aspirations:

We will expect all of our staff and students to work to the best of their abilities and strive to achieve their personal goals and ambitions. Students and staff will be encouraged to develop personally and professionally so that they are able to lead fulfilling and enjoyable independent lives.

**Our school will be a centre of excellence, demonstrating outstanding teaching and learning opportunities.**

During their time in school the students will be able to develop their personal skills whilst working towards their chosen destinations. For individual students our aim would be to secure employment and ensure that this would be sustainable by continuing to support the young people in their chosen field.

Our whole school aspirations are that we will be able to engage and support Young People through a difficult transition period on their journey into adulthood, and

sufficiently prepare them with enough skills to enable them to live independent and fulfilling lives.

- That our students will be able to engage with the world around them in a meaningful and productive manner.
- That all of our students will have gained appropriate qualifications to enable them to access and maintain employment and become self-sufficient individuals who contribute to society.
- Our target is that 100% of the Young People that leave the school will have a positive destination. We would class any of the following as positive destinations; job with training, apprenticeship, internship, further or higher education, volunteer work.
- After leaving the school we do not anticipate that any of the young people will be classed as Not In Education or Employment.

Our outcomes are ambitious given that the starting points for many of these young people will be varied and that their own experiences of school and achievement will be mixed. At least half of the intake into school will be Young People whose families will have low socio-economic backgrounds. (We anticipate that 80% of the Young People will qualify for free school meals Pre-16). However, these targets are appropriate as these students have the potential to gain skills, they will have the opportunity to work hard and achieve their goals and aspirations with the guidance and support of a dedicated team of staff.

In summary, we believe that we have the experience and skills to be able to offer these Young People of Wolverhampton a unique, experiential and productive education that will equip them for their lives ahead.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. We would expect a special free school to reach full capacity by the fourth year of its operation.

If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

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

	<b>Current number of pupils (if applicable)</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>		25	25					
<b>Year 13</b>			25					
<b>Totals</b>		25	50					

The school will take 25 students in Year 1 and a further 25 students in Year 2. The school will be at full capacity in Year 2. The students will enrol on a two year course, therefore we will retain the students from Year 1 into Year 2.

## Section D: Education plan – part 2

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

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

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
English	3	Mandatory	This is part of the Core curriculum
Maths	3	Mandatory	This is part of the Core curriculum
ICT	3	Mandatory	This is part of the Core curriculum
Employability	9	Mandatory	This is part of the Core curriculum
Vocational Subjects	9	Mandatory	This is part of the Core curriculum but students will be able to choose from a range of options and Skills sectors.
Tutorial	3	Mandatory	Students will be allocated time with their Personal Tutors to tackle pastoral issues or to utilise for additional support with other subject areas.
Extra-Curricular	4	Mandatory	Students will be offered a range of enrichment subjects including Duke of Edinburgh Award.



## **Section D1:**

Our intake of students will capture a wide range of Special Educational Needs, we anticipate that all of students will have a Statement of Special educational Need that will reflect the following:

- Learning difficulties
- Social, Emotional and Behavioural difficulties
- Attention Deficit and Hyperactivity Disorders
- Specific Learning Difficulties

### *Curriculum Principles*

Our Curriculum model is based on the forecasted levels that have been achieved by the students prior to admission to the school. We anticipate that the majority of students, regardless of their backgrounds, statements or previous educational provisions, will all have achieved either Entry Level 3 qualifications or those qualifications equivalent to Level 1 (BTEC, GCSE grades D-G). Previous experience and knowledge of the pupil demographic based upon student information from Timken Vocational Training Centre and Westcroft Sports and Applied Learning College has enabled us to make these assumptions.

Students currently attending both of these provisions in Key Stage 4 have gained qualifications at Entry Level 3 and at Level 1 in a variety of Vocational Elements. However, all of the students currently attending have also shown a wide range of ability in other aspects of the curriculum such as Literacy and Numeracy as well as their Personal and Social abilities to work in a variety of contexts with others.

**For example, students may be working at a higher level in a Vocational Sector (Level 1/GCSE D-G) whilst their Maths and English levels will be at a lower level (Entry Level 2/GCSE N-U).**

The basic principles of our Curriculum enable the school to provide a personalised approach for all of the students. The current intake at Westcroft Sports and Applied Learning College and Timken Vocational Training Centre (TVTC) reflects the breadth of SEND described. We have a wealth of experience at adapting the Curriculum to reflect Individual Need. All of the students will have a need to develop their Emotional Intelligence and Personal and Employability skills.

All students will have expressed an interest of attaining vocationally specific qualifications through the Annual Transitional Reviews of Statements (soon to be Education, Health and Care Plans) or through meetings with Careers Specialists (Connexions in Wolverhampton).

Both Westcroft School and TVTC have been well established in the City of Wolverhampton for some time. The Local Authority and other schools have requested placements for Post 16 students with a range of needs and continue to do so. We offer quality provision for post 16 students which was graded as “Outstanding” in the most recent OFSTED inspection. (<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/104413>).

The difficulty for these students using existing provisions would be accessing the appropriate courses in their chosen sectors or even accessing the provisions themselves. A recent study commissioned by Connexions (Prospects - Wolverhampton) has concluded “... Analysis of LDD NEET young people between the ages of 16-18 indicates that factors inhibiting engagement are complex...” Many Young People in Wolverhampton who have learning difficulties and disabilities find that accessing the right course in the right provision a challenge which is too difficult to overcome.

**Our Curriculum has been designed to challenge and motivate young people whilst giving them the necessary skills both personally and socially to gain access to the field of employment that they have chosen. The emphasis for each student will be focused upon their choices and their aspirations.**

There will also be other factors which may influence the Vocational elements of the curriculum such as Labour Market Information (LMI) for the local area and the West Midlands. This currently indicates that there are still opportunities in Manufacturing, Construction, Warehousing, Catering and Health and Social Care. The LMI will help to shape the curriculum on offer in conjunction with local employers to enable students to leave education with an appropriate skill set to fill these local vacancies.

In addition to the vocationally specific qualifications we have reflected the other needs that this group of students possess in our curriculum model. For example, the difficulties some of them will have had in accessing mainstream schools and other provisions in the past is a reflection of the Emotional, Behavioural and Social difficulties that they have.

The majority of students will have a lower ability in functioning socially in many settings, including their own communities. Statistics have shown that a growing proportion of Young People Not in Employment, Education or Training have a learning difficulty or disability (Analysis of LDD NEET young people in Wolverhampton 2012). Therefore, a fundamental part of the curriculum is dedicated to improving the students skills at managing themselves in a variety of settings including a home and work environment. Our aim, as exemplified in our vision is to

enable students who leave the school to engage in their environments so that they are able to live independent and economically viable lives.

All students will undertake qualifications and experiences intended to challenge their social perceptions and social abilities.

The last element of our Curriculum is intended to enable the students to function independently in a variety of settings. We aim for our students to gain additional qualifications in English, Maths and ICT up to or equivalent to GCSE A-C. All three are integral to everyday living and working.

Students will be assessed prior to enrolment and will receive tuition at an appropriate level to enable them to make progress and gradually move to higher level qualifications. English and Maths will be delivered as integral elements of both Vocational and Personal Development qualifications.

Students will be able to learn skills in an appropriate context and this will enable them to understand the relevance behind developing these skills.

#### *Type of Curriculum*

Our Curriculum is organised to reflect individual needs and aspirations, students will have a set weekly timetable but will also have access to additional tutorials and personal development sessions. All of these elements will be exemplified in the next section when additional organisational details will be explained.

The students that enrol in the school will require additional support throughout the transition process. This includes those students enrolling at the school as well as those graduating from the school. We aim to use Person Centred Planning as the approach to transition as each student should be involved in their pathways towards Employment and Independence.

The students entering the school will be attending a variety of establishments across the City prior to commencing their courses. Therefore, communication regarding the programme of study, expectations and progression pathways need to be clear from the outset. The transition process into the school is a vital element for both students and parents or carers. One of the Senior Leadership Team will have responsibility for co-ordinating and organising the transition for individual students. This will include taster sessions, open days and parents' consultation meetings as well as a named member of staff attending all transitional reviews for those students with Statements of Special Educational Need. All students will be expected to attend and complete an Induction programme prior to commencing their full-time placements.

Based upon our considerable experience with working with the students described, we understand their reluctance to learn in a traditional and formal classroom environment. These students relish the opportunities to develop their skills in a practical and kinaesthetic manner. Hence why we have modelled the curriculum around such an approach based upon our successful and existing model.

We wish to develop the curriculum further by embedding English and Maths skills within the practical and vocational elements, thus enabling students to learn in a contextual environment of which they are familiar therefore removing many barriers to learning. From experience we are aware that many of these students experience difficulties in not only understanding English and Maths skills but essentially in applying these skills in different contexts. By embedding these skills throughout the curriculum, the students will have opportunities to develop their understanding and also apply skills in a variety of areas. Students will also have further discreet lessons for English and Maths in particular by a qualified teacher.

Students exiting the school will also require support through their transition process into the adult world and the world of employment. We already have strong links with employers and have ensured that students moving directly into employment have the necessary support to enable them to develop and grow into their new roles. We also have records of supporting individuals into supported employment pathways and have enabled these Young People to move forward in gaining Independence and living in supported accommodation as appropriate. As highlighted in the Vision Statement we aim to continue to offer support that will gradually reduce over time as the Young People become successful in their transition into life after school.

### *Qualifications*

All students will continue to study Functional Skills in English, Mathematics and ICT. We anticipate that students will be working at different levels and therefore will be assessed upon entry to the school to ensure that they start at the appropriate level. We will offer all three subjects at Entry Level 3, Level 1 (GCSE D-G) and Level 2 (GCSE A-C).

**Students will be actively engaged to gain a Level 2 qualification in English and Maths by the end of their course.** This will encourage flexibility in their study pathways and enable students to make progress at a rate suitable and reflective of their individual needs.

All students will be expected to develop their Personal and Employability Skills by undertaking Edexcel – Employability and Personal Effectiveness Skills Level 1 and then Level 2. Students will begin to study at a Level appropriate for them and each student will be able to progress by completing units and gaining credits towards a

Diploma Length qualification in Employability Skills. All students will study units in Personal Life Skills, Workplace Skills and Sustainable Employability Skills.

As highlighted in a previous study relating to destinations of Young People with Learning Difficulties and Disabilities (this also includes young people with Behavioural, Emotional and Social Difficulties) that although the students may have progressed academically that they are not “job ready” because they lack social and personal skills. **Our aim is to ensure that the students are “job ready”.**

As part of our enrichment programme and additional hours students will be offered a variety of additional and valuable qualifications such as Edexcel – L1 Home Cooking Skills, L1 Money and Finance Skills and L1 Parents to Be. These are key elements of preparing the students for living independently. All students will be expected to participate in these additional opportunities.

A significant strength of the school will be to offer suitable Vocational Qualifications. Although many such qualifications have been discredited in the past, the reality for these Young People is that they will need a Vocational Skill set to enable them to engage with and sustain employment throughout their adult lives.

**We intend to offer suitable and recognised qualifications that employer’s value.**

All of the Vocational elements will be offered at either Level 1 or Level 2, and students will be expected to work towards gaining a Level 2 qualification in their second year. This will equip the students with Vocational Competency – a key factor sought by employers. We aim to offer qualifications in the following sectors initially as we have experienced delivery staff and a proven track record of success. All of the sectors highlighted below are, or will be, growth sectors in the local area over the next 5 Years. (Information gathered from LMI).

Construction, Sport, Hospitality and Catering, Retail, Customer Service Manufacturing, Automotive, Environment, and Health and Social Care

All of the qualifications can be taken from the QCF or NQF and will satisfy current standards set by the DFE. They are all sector specific allowing students to train and gain skills in an appropriate and work based environment.

### *Pathways*

As previously explained in this section, once they have enrolled at the Centre, students will have some flexibility and choice in their programme of study. They will be an integral part of deciding which elements to include in their own learning plans. An essential element to each plan will be a focus on what the identified outcomes will be for each individual. By focusing on an outcome from the beginning the student,

parents and staff will all be working together in order to achieve that outcome. Rigorous and aspirational targets will be set for each student as these will be destination led.

For some students, the focus will be on securing supported employment, for others they will be working towards accessing Apprenticeship or Internship opportunities.

Inevitably, this will require a considerable amount of differentiation within the Curriculum. By creating a timetable which operates through a block system where similar subjects are timetabled at the same time during the week, students will be able to access the right course at the right level of challenge for them. This also allows for flexibility for those students who may be operating at Level 1 in Numeracy but still working towards gaining Entry Level 3 in Literacy.

This model is further enhanced by having a high Staff: Student ratio as students will be able to access additional tutor sessions which may focus on certain skills including personal and social that reflect Individual Targets.

The students that we anticipate enrolling in the school will essentially be amongst the most vulnerable and disaffected Young People in the City of Wolverhampton. This evidence is not purely anecdotal but supported in the Connexions analysis of NEET young people 2012 which states that young people with Behavioural, Emotional and Social Needs are harder to place ..... and are more likely to drop out and become NEET. This evidence is why the students at the school will have a strong pastoral support package which will also be agreed on an individual basis as part of their Learning Plan. Not only will students be allocated Tutorials as part of their weekly timetable but they and their families will also have access to the School Social Worker. The Social Worker will be able to facilitate Early Intervention Strategies if the family or student requires this.

All of the support will enable students to follow their chosen pathway towards their own outcomes. The individual and personalised learning plans will reflect how students, families and staff can enable each student to fulfil their potential and focus on their goals and aspirations.

### *Transitions*

As explained above, each student will have a focus on their own pathway, and an essential part of this is transition. In the first instance this will be a transition into the school. All students will be expected to play a part in this process as they gain experience and are able to make informed choices.

Our vision is to enable the students to move from school into employment and independent living and that during their time as students that they will gain a variety

of skills, not purely academic but also social skills which are integral to being able to live and function in modern society.

Part of the transition process will be to expose the students to life in the workplace through supported Work experience opportunities and also to experience how to live independently by developing those important skills in an appropriate context. The transition from school into employment or further training will be supported by school staff who will visit and review students in their placements and will also offer training and assistance for employers to enable a greater understanding of the needs of the individuals. This post school support will be based upon the individual needs of the students and the environment in which they are working including the needs of employers.

The transitions are a vital element to ensure the success of the students both upon entering the school and exiting the school. These are times when students are at their most vulnerable and are in need of the most support. This is a unique feature of our Centre and one which was well received by an audience of parents whose children had a range of Special Educational Needs. Further exemplification of this can be found in Section E – Evidence of Demand and Marketing.

All of the students that enrol in the school will need and want skills for employment and for their lives ahead. The City of Wolverhampton needs and wants a trained and skilled workforce in the sectors highlighted in a previous paragraph. Local and International Business in the locality want and need employees who are work ready. Finally, parents and carers want and need their children to become independent and capable adults. The curriculum on offer will satisfy all of the needs and wants of the stakeholders we have mentioned. With an appropriate level of differentiation to meet the needs of a wide range of abilities within the student population, we will be able to offer the right level of challenge for each student and enable them to be successful, gain appropriate qualifications and develop skills to enable them to make the transition between school and employment.

### *Organisation of Learning*

As described in the previous section, the curriculum has been designed to allow flexibility and accessibility to learning for all students enrolled.

The students at the school will have a variety of Individual Needs, some of the students will have a Statement of Special Educational Need.

From the evidence gathered by Parent Partnership and Prospects (See Section E Evidence of Demand and Marketing) we anticipate that the students enrolling will be attending known and partner organisations in Key Stage 4. Students with

Statements of Special Educational Need and who have been diagnosed with a Learning Difficulty will probably find basic skills in English, Mathematics and ICT difficult but be more able in a practical context, whereas, students who have been diagnosed as having a Behavioural, Emotional or Social Difficulty will need a curriculum that focuses on the practical and work aspects primarily with the other skills being delivered through that context.

All students will arrive with their own ideas and aspirations, our aim is to enable each student to realise their ambitions by using concepts taken from Person Centred Planning. The focus for each student will be what they intend to pursue once they have left full time education. This will allow us to plan the necessary steps needed to help them to achieve their goals and which elements of the curriculum we should prioritise. Throughout the initial entrance transition and progress tutorials we can enable students to have a preference and choice in their personalised curriculums. The majority of students may not have had this opportunity in their previous establishments.

Prior to the students enrolling in the school they will have a baseline assessment to ascertain the level that they are working at for English and Maths. The baseline assessments will take the form of structured activities which will determine the abilities of the students across the different elements. In English this will be Reading, Writing and Spoken English. In Maths this will be Number, Shape and Space and Data Handling.

This will enable the Principal Designate and the Senior Staff to group the students according to their ability for these sessions. It will also determine how support staffs are deployed to ensure that the students are appropriately supported during these sessions particularly. This will enable students to access the courses at a level appropriate for them, it will also mean that for those students operating at different levels in different subjects will be able to access those subjects at the right level. For example, a student may need level 1 Numeracy but also Entry Level Literacy. By organising the sessions in blocks on the timetable students will be able to move across levels accordingly ensuring that the level of challenge is appropriate for each individual.

All staff will be made aware of the abilities of students through staff briefings and access to Individual learning Plans, so that they can plan English and Maths activities within the Vocational subject delivery also at the appropriate level. By adopting this cross curricular approach, the basic skills will be reinforced in a practical and contextualised manner.



Although each student will have a personalised curriculum, there are statutory obligations that the curriculum will need to satisfy, particularly for those students with a statement of Special Educational Need. Many students will have a statement which specifies a learning difficulty, whilst other with a statement will have a behavioural need stated. For those students with a learning difficulty the most common elements needed to remove barriers to learning will be to provide the following:

A broad and balanced curriculum

To differentiate activities to a suitable level

A higher staff: pupil ratio or smaller classes

To develop independent living skills

These elements have been found to be common amongst 4 out of 5 statements for pupils currently attending Westcroft Sports and Applied Learning College which is a school designated as meeting the requirements of pupils with Complex and Cognitive Needs.

In order to meet these statutory requirements, the curriculum offer for each student will contain English, Maths and ICT skills, combined with Personal and Social Skills which will compliment a Vocational qualification. All of these will be offered at a suitable level of challenge for the students. Whilst aspiring to achieve Level 2 in all areas of the curriculum.

Some students enrolling at the school will have a statement of Special Educational Need which specifies a Behavioural, Emotional and Social Need. The common elements for provision for these students are as follows:

A broad and balanced curriculum

Additional support with social development

Supported opportunities to develop skills to work as part of a group

Clear and consistent boundaries, rewards and sanctions

These requirements have been found to be common in 4 out of 5 statements.

As with other students, these will also be able to participate in English and Maths and to study a Vocational Qualification. However, these students will need additional support from skilled staff, as well as more emphasis placed upon their Personal and Social development and suitably accredited qualifications. It is our intention that

these students will have approximately 50% of their time focussing on this element of the curriculum.

A senior leader with pastoral responsibility for these students will co-ordinate a balanced curriculum offer as required for each individual.

The timetabled week would be divided into 30 sessions which would last for 45 minutes each. Registration sessions will be held at the beginning and end of each day so that students have a positive start and finish either individually or as part of their group.

All students will be able to have choice in their Curriculum and through a managed and Person Centred Transition process the focus will be on their intended destinations from the outset. This will enable students and parents and carers to recognise the relevance and importance of all parts of the student's curriculum. Person Centred Transition meetings will be held twice a year, this will allow the Senior Leader responsible for curriculum development to plan for the forthcoming academic year whilst ensuring that the student's needs are being met and that progress is being made. Reviews of the Student's Statements of Special Educational Needs will be held in accordance with National and Local Legislation.

All students will be offered the opportunity to participate in Enrichment Sessions although this may not be appropriate for some students. The students will have the opportunity to participate in Outdoor Education through our partner organisation WASPs (Westcroft Adventure Sports Programme), to develop Community links within their own communities using the Community Hubs, to take part in Inter school competitions across the City and West Midlands (again through Partnership Organisations such as PASS (Partnerships Across School Sports) and the WMSSSA (West Midlands Special School Sports Association), plus also using Leisure Facilities in the area including planning on how to get there, budgeting for the costs and finding out opening times or booking the facilities.

Personal and Social Skills will focus upon subjects such as Skills for Work, Industry Knowledge, Work Experience and Social and Personal Skills. Each of these subjects will be made up from a selection of Units which will earn students credits that they can pool to achieve different sizes of qualification. However, for some students unit accreditation will also be available depending upon their individual need. As part of this element of the curriculum, students will also be able to gain skill in Independent travel, and Independent Living. These parts will not be formally assessed as part of a qualification but will be gain school based awards. These are an integral part of the curriculum for each student to ensure that they are able to travel to and from school, and their place of employment in the future.

All of qualifications for Employability and Vocational Skills will be practical and experiential with the focus on contextual learning. For example, for credits in Skills for Employment students are required to attend a mock interview, they will be assessed on the appropriateness of their dress, attitude and ability to answer questions fully, after some practise and feedback on their progress students will undertake the assessment when they are ready. As with past accredited courses we would look to invite a colleague from one of our business partners to come and be the interviewer, thus allowing the students to experience being interviewed by an unknown adult and also in unfamiliar surroundings therefore making the situation as “real” as possible. Any units that need to be formally accredited will require students to demonstrate their competencies through an evidence portfolio as required by the Awarding Body and at Level 2 an external assessment.

The final element of the curriculum offer will be a Vocational Qualification, this may be a single qualification such as a BTEC Level 1 Diploma in Construction which would take approximately 360 guided learning hours, or, this may comprise of smaller accredited qualifications such as a Level 1 Award in Manual Handling (70 Guided Learning Hours) and a First Aid at Work Certificate (16 hours) combined with a level 1 Certificate in Customer Service (120 Guided Learning Hours). Students will also have opportunities to gain further credits as part of the extended curriculum which takes place outside of normal school hours. Students will be expected to work towards a full Level 2 Qualification in their second year.

The Vocational element will be tailored towards the focused outcomes for students and time spent studying this element will be based upon individual needs and the agreed destinations and focused outcomes for the students. The Vocational subjects on offer will be flexible and reactive to the needs of students and local employers whilst reflecting trends taken from Labour Market Information. Students will be made aware of the choices available to them when they attend their initial interviews as part of the application process.

Pupil’s progress will be monitored by Senior Leaders on staff through records maintained on the Centres Learning Platform/Cloud. By using a web-based system the Centre staff will be able to access student records using wireless technology during sessions with students. Progress in Vocational Qualifications will be tracked using a spreadsheet of units completed. Targets for individuals will reflect the number of Units that they should achieve each term.

This will ensure that both staff and students are aware of what progress is being made and in which elements of the curriculum. When Senior Staff monitor progress made by students, they may identify those making above or below expected progress. Should this trend emerge for an individual then an additional meeting may

be called with the student to amend their personalised curriculums to further differentiate and meet their needs.

Designated and additional Tutorials will then be allocated to that Individual to further enhance their learning.

### *Timetable*

The school timetable will essentially be divided into 30 sessions lasting 45 minutes each. This will allow some flexibility to offer single, double, triple or even whole day sessions with a specific focus. For example, single tutorial session, double or triple Functional Skills sessions or even a whole day session focussed on Work Skills or Vocational Qualifications. The premise behind this idea being that by allowing blocks of time students can develop deeper understanding of the subject matter, or consolidate their learning throughout that session.

The school day will look as detailed below:

Registration	1	2	Break	3	4	Lunch	5	6	Registration
8.45-9.00	9.00-9.45	9.45-10.30	10.30-10.45	10.45-11.30	11.30-12.15	12.15-13.00	13.00-13.45	13.45-14.30	14.30-14.45

Registrations will be held at the beginning and end of each day so that if students are working on whole day sessions then these can continue un-interrupted, also, it will enable the tutors to establish the successes of each student's day.

The content of the Curriculum has been considered in great depth and with relevant and previous experience of delivery of a variety of accredited courses. Each course has been chosen to ensure a depth of experience and opportunity for each student in an appropriate context.

All Vocational Qualifications have been taken from the QCF or NQF approved list, and will be updated and amended as needed before and whilst the school is open. Students will work towards the level of Vocational competence which is required by employers again, students will be encouraged to progress at a pace appropriate to their needs but maintaining a strive towards Level 2 competency.

The Qualifications have been chosen carefully from a wide selection in this sector however, these qualification offers a breadth of personal development skills such as Personal Life Skills, Workplace Skills and Sustainable Employability Skills.

**It is essential that the students have experience in developing a wide range of portable skills that they are able to transfer between environments including the home environment and the work place or even a variety of work places.**

All aspects of the students curriculum are considered to be core elements and absolutely intrinsic to the holistic development of each individual. Students have choice and flexibility in the Vocational element of the curriculum and in certain aspects on the Work Skills element. For example, not all students will require travel training, but for those that do, this would be included in the Unit plan. Some students would also require access to external support services such as Mental Health or Social Services, again, these sessions would be included in their personal timetables and built into their Personal Skills sessions. Support offered by external services would not be accredited unless the students were offered additional and enriching opportunities such as Sports coaching qualifications.

English and Maths elements would be delivered in a variety of environments as well as being discreet subjects, for some students it may be more appropriate to build these objectives into their vocational portfolios, but for others it would need to be delivered in small group classroom based activities.

**The pedagogical approaches would reflect the needs of the students, therefore, enabling access and removing barriers to learning.**

This would be challenging for some students on roll as they may have had negative experiences in the past which would have led to fear and apprehension when returning to the same subject matter. Staff will receive updates and training throughout the school year as is deemed necessary by the Senior Leadership team who will also liaise with other specialist provisions within the City to moderate approaches for individual students. A proportion of students will be offered pastoral support and will be able to access additional services such as counselling which will be offered by the school on an individual needs basis and organised by the school social worker.

All students will be expected to choose from a range of opportunities offered as Additional out of hours Provision. The school day is designed to finish at 14.45, this would allow students to have additional tutorial sessions for support with Academic Work or Personal Issues or they may opt into additional courses such as Peer Mentoring or Sports Leaders. The Additional sessions would run until 16.00 each evening after school. Students would need to contribute to any additional costs involved such as certification or transport. We would work with partner organisations to assist with the delivery of some aspects of the Additional Provision such as PASS, who can deliver the Sports Leaders award amongst others. We would also look at

delivering the Duke of Edinburgh Award as this would enable students to gain credits whilst contributing to their local communities as part of the course.

All students will be able to access Enrichment sessions which will enable students to access leisure facilities in the City, to take part in Sports and other Off Site Educational Visits. Reward trips will also be offered as students gain sufficient credits to access these trips during Enrichment sessions. Reward trips may be a visit to the cinema or swimming, but opinions will be gleaned from the students themselves through their representative body for ideas for these and enrichment sessions.

A key element that combines many, if not all, of the students personal development would be a residential experience. We have had many years of experience at organising and running successful residential experiences in a range of environments that can be tailored to meet the needs of the students and provide appropriate levels of challenge from sheltered accommodation in cabins or hostels to fending in the open and camping in small groups.

The range and abilities of the group would dictate the level of challenge offered during the experience. The costs of such activities would require some contribution from the students themselves and also encouraged through the students organising and managing fund raising activities throughout the year. This links to the Work Skills Curriculum and the Enterprise Units offered within that qualification. The students can gain accreditation whilst raising money for their own residential experiences.

Students will be organised based upon their individual needs, their specific difficulties in accessing the curriculum and their aspirations for their destinations once they have left school.

The maximum group size would be 6 students for any given session in any sector of the curriculum. This will enable staff to personalise the learning experiences for each student whilst also allowing staff to support individuals and groups of students to progress at an appropriate rate. With group sizes maintained at 6 students the teacher will be able to differentiate the content to meet the individual needs of students whilst providing them with sufficient challenge. Effective use of support staff will be a key element to this form of delivery, with support staff being deployed to support individual students or to deliver to a small group (no more than 3 students).

For students who require additional hours of teaching then tutorial sessions will be added to their weekly timetables and as needed additional learning after standard school hours. This model will be used to deliver English and Maths, and Personal and Social Skills. In order to reflect the breadth of ability three different groups will

be timetabled together so that students may access the level that best suits them. For example, three Personal and Social Skills groups will run adjacently with each group focusing on a different subject area within that element and at a different levels depending upon the abilities of the students. So, for example, across a morning session three groups will be run focusing on Interview Skills.

The level will be determined by the group of students undertaking that particular Unit. When the Unit is complete the students in that group will then move onto the next unit at the same or a higher level. If a student requires a smaller group or more individual attention then a member of the support staff will be deployed to deliver the curriculum to that student under the guidance and direction of a qualified teacher.

This model allows students of similar ability to progress at a similar rate, by dividing the students into ability based groups it allows the teaching staff to differentiate the content more effectively and also to deliver the content in a variety of imaginative and stimulating ways.

Students will have choice over which vocational sector they wish to focus on as some students may wish to study more than one vocational area. Other elements of the curriculum will be tailored to individual need and also each student's previous achievements. For example, a teaching group for Maths may include five students all of whom are working at Level 1, this group may include students from Year 1 and Year 2 intakes. Although these students may be working in different Vocational Sectors they can all access these sessions together. Whilst this session is being delivered parallel sessions for students working at different levels will also be offered at the same time. This allows students to move between levels as they progress.

Some of these students may also access additional tutorial sessions which would revise what was delivered in the group session. Students will be encouraged to take assessments when they are ready and have made sufficient progress, once successful then they would access a different teaching group at a higher level. All students will be expected to work towards Level 2 in English and Maths (GCSE A-C).

Staff in the school will all be responsible for a tutor group. These groups will be organised by interest and need. Staff will meet with their tutor group at least twice a day. These staff will become the student's personal tutor and will monitor progress and behaviour as appropriate. All staff will be responsible for safeguarding and the Principle Designate will be the named Safeguarding Lead.

The model below demonstrates the organisational structure just described in Year 1 of the school.

	Year 1	Year 2	Year 3
Tutor Groups (Maximum of 5 Students in each)	4  Mixed interest groups	8	8
Functional Skills (Literacy, Numeracy, ICT)  Not all students would access these sessions at the same time, see examples of personalised timetables earlier in this section	3  Entry Level 3, Level 1 and Level 2	3	3
Vocational Sectors  Initially 5 sectors but we would anticipate this to grow or change as demand requires based upon student choice and LMI information	5	5	7
Personal and Social Skills  These will be based upon different ability groups, not all students would be accessing this element of the curriculum at any given time.	3  Entry Level 3, Level 1 and Level 2	3	3
Tutorial Sessions  These will be offered to all students, not all students would access these at the same time, some of these sessions may be group tutorials.	2	3	4

This curriculum model will be flexible enough to meet individual need but also enable staff to deliver quality sessions to all students at an appropriate level, engaging these Young People and enabling them to succeed in areas they may not have experienced success in before. The curriculum will allow staff to support the students in a range of contexts and across all subjects ensuring that students remain involved and on task.

The essence of this curriculum is to ensure that these students do not face extrinsic barriers to learning and that all individuals are able to focus on the goals and aspirations that they themselves have set.



## **Section D2**

Our vision for this school is to enable young people with a variety of learning and additional needs to succeed in a variety of areas. Primarily the focus for each student will be to prepare them for employment opportunities and to live independent lives.

All students will be able to work towards appropriate qualifications in a variety of Vocational Sectors as well as developing social skills alongside English, Maths and ICT competencies up to Level 2 (GCSE A-C Equivalent).

A key success measure will be the positive destinations of students once they leave full time education. Our aims are for all students to secure supported employment, a job with training or internships and for some apprenticeships. All of the success measures for each student whilst they are attending school will be leading towards their destinations. It is also the schools intention to continue to support these students once they have moved on from school to ensure that they are able to manage in their chosen environments. This will include appropriate training for the employers or training providers to ensure that they are able to continue to support each individual as they continue on their chosen pathways.

In order to measure the success of the students whilst they are attending the school, we will put in place a variety of measures to ensure that student's progress in all areas is appropriately tracked. This will enable staff to use early intervention techniques to support students and their families as needed.

### *Whole School Measures*

It is clearly stated in the vision that the aspiration for the school will be to enable all students to move forward towards adulthood by securing employment, by moving into further education or by gaining a place on an Apprenticeship or Internship.

A measure for success of the school will be accurately known by the end of Year 2 when the first cohort of students will leave full-time education. Indicators that 100% of students have moved to a positive destination will be gained as students attend interviews or are offered places prior to their leaving date.

This measure will be more accurately known once the exit transition process has begun to support students as they move forward.

In the interim period, whole school indicators to measure success will be based upon the progress made by students throughout the academic year. This information will be collated when staffs are able to review which units of work have been completed and which qualifications have been achieved.

The whole school aim is that all students will make a minimum of 1 National Curriculum level of progress in all areas of the curriculum by the time they leave working towards Level 2. Indicators by the end of year one will clearly demonstrate if all students will achieve this. Once data has been analysed then intervention measures may be put into place to encourage further progress, this may be an attendance or a pastoral plan, or it may require additional sessions for students in some elements of the curriculum (as described in Section D1).

We would also anticipate that students will make progress and be more successful in other aspects such as developing friendships or socialising appropriately with their peers. This may be measured by using sanctions information and from the rewards system in place, or simply through observation and feedback from the students.

All students will be expected to have completed a Travel Unit which will not be part of an accredited course. Our aim is that all students will be able to travel independently to and from school in readiness for the rest of their life. This is an integral part of the curriculum and all students will be expected to complete this unit successfully.

Our vision is that when a student leaves the centre that he or she will have gained skills that will enable them to move towards employment. These skills will be delivered through the accredited courses and assessed as part of the units that the students need to complete. The skills are clearly exemplified in the course specifications such as skills needed to prepare for interview, skills needed during interview. By keeping accurate records of units achieved we will be able to measure the range and number of skills achieved by the students.

Our whole school success measure will be that:

- All students gain a Level 2 qualification in personal, social and employability skills.
- All students gain a minimum of a Level 1 qualification in English and Maths whilst aiming to achieve a Level 2
- All students gain a Level 2 qualification in a Vocational qualification

#### *Individual Success Measures*

The key measures for success will be based around individual need. All students will have an Individual Study Plan. Within the plan each student will have individual targets based upon behaviour, attendance and academic achievements. The targets will be agreed between tutors, students and parents along with a Support Action Plan which will identify which individual will hold responsibility to enable the student to achieve their targets. For example, if a student's agreed target is to improve

attendance to 94%, the responsibility lies predominantly with the student but also with parents to encourage and support that individual to get to school on time. The tutor and School Social Worker will also be able to offer advice, support and rewards to positively encourage the student to improve their attendance and to meet their targets.

All students will receive dedicated Tutorials to enable them to meet with their tutors to discuss progress and any potential difficulties so that the appropriate support can be allocated to that student. During these sessions students may also have additional sessions for elements of the curriculum, for example, English or Maths sessions. Students will also have access to homework support sessions which will operate beyond the normal school day as part of the “out of hours” provision.

Students and parents will be expected to attend Termly Briefings, these will be agreed appointments when tutors, students and parents will be able to monitor and discuss the positive successes whilst also agreeing new targets and appropriate support. At these meetings the Individual Support Plan may be altered as the needs of the student may have changed. The student’s programme of study may also be reviewed to ensure that it remains appropriate for that individual.

The range of qualifications that will be delivered will enable students to achieve credits through completing units that when combined together will reward the students with an overall qualification. Due to the organisation of the curriculum students will be able to achieve a variety of units in different and appropriate contexts. Academic success can be monitored by tracking completion of units in a designated period of time.

This system will also enable flexibility to “fast track” students in areas where they can achieve greater success and to offer additional learning opportunities and support if a student is finding completion of some units difficult.

Pastoral care of students will be of paramount importance in the school due to the needs and learning difficulties of the students. This is reflected in the staffing structure and staff responsibilities (Section D3) with senior staff holding overall pastoral responsibility for a cohort of students and with a qualified Social Worker also on the staff team to liaise with outside agencies and offer support to individuals and families. These roles will be further explained in Section D3.

Overall achievements of students will be measured against destination data, OFSTED Inspection Grades and student and parent satisfaction surveys. If parents can see success then they are more likely to support their son or daughter to attend regularly and focus on attaining more success.

Our vision is to provide quality opportunities for these Young People to achieve success in a variety of ways through both Academic and Personal and Social Curriculums.

Whole school targets reflect the ambition of the school in ensuring success for the students both academically and socially. Due to social and personal difficulties many students will have struggled to achieve success previously. Therefore, we anticipate that by the end of full time education:

- All students (100%) leaving the school assessed as working at Entry Level upon admission will be expected to achieve a minimum of one qualification of certificate size in a Vocational area at Level 1, one qualification of certificate size in personal and employability skills at Level 1 and also to have made one level of progress in each of the Functional Skills areas of English, Maths and ICT.
- Most students (75%) leaving the school assessed as working at Entry Level upon admission will be expected to achieve a minimum of one qualification of certificate size in a Vocational area at Level 1, one qualification of certificate size in personal and employability skills at Level 1 and also to have made one level of progress in each of the Functional Skills areas of Literacy, Maths and ICT.
- Some students (25%) leaving the school assessed as working at Entry Level upon admission will be expected to achieve a minimum of one qualification of certificate size in a Vocational area at Level 2, one qualification of certificate size in personal and employability skills at Level 2 and also to have made two levels of progress in each of the Functional Skills areas of Literacy, Maths and ICT gaining Level 2.
- All students (100%) leaving the school assessed as working at Level 1 upon admission will be expected to achieve a minimum of one qualification of certificate size in a Vocational area at Level 2, one qualification of certificate size in personal and employability skills at Level 2 and also to have made one level of progress in each of the Functional Skills areas of Literacy, Maths and ICT gaining Level 2

Whole school targets to ensure quality of teaching and learning also reflect the schools ambition to deliver the best possible education for the Young People on roll.

We anticipate that all lessons observed through an OFSTED Inspection would be graded as good with 75% of those graded as outstanding.

Quality Assurance assessments by Awarding Bodies will uphold the standards set by the school through the policies and procedures to ensure quality delivery in all areas of the curriculum.

These targets are ambitious given the nature and difficulties of the students likely to enrol in the school. However, by ensuring quality accurate baseline assessments of student upon entry we would anticipate that the targets described above are reflective of the abilities of the students.

Some of these targets may require examination, such as English and Maths and the new NQF qualifications, which would require exam conditions for the on demand on line tests. This in itself may prove to be a challenging environment for some students and so reasonable adjustments may be made. For example, we could arrange for 1-1 support for some students to encourage engagement throughout or for the students to take the exam in a separate room under managed conditions.

A key element to achievement will be monitoring and tracking student progress throughout their time in school. Accurate tracking systems and working with students and families will enable Senior Staff within the school to identify and solve issues before they arise and as they arise. This area of measuring achievements is exemplified below. Maintaining accurate records of pupil achievements will enable staff to evaluate the rate of progress of each student. Staff briefings will be held every term and this will enable staff to highlight difficulties and plan interventions to enable those students making below expected progress to achieve their targets.

As mentioned previously in this section each student will have an Individual Learning Plan (ILP). This will essentially map the curriculum for each student and highlight targets for them to work towards and achieve. Each plan will include a personal timetable for each student, what they will be studying and when they will be expected to attend school or an Employment Experience (EE). Within this plan will be negotiated targets with clear success target may be to progress from reading 50 High Frequency words to reading 80 High Frequency words within four academic weeks.

Student's achievements and completed assessments or units will be recorded on a spread sheet which will be maintained on the school's secure platform or cloud. All staff will have access and will be able to input data into these files. Students will also keep an on line record of their achievements and this will be incorporated into sessions as part of the plenary element of the lessons.

Also within the plan will be targets that may not lead directly to a summative success measure, these targets may focus upon the engagement of an individual within a learning opportunity or that they are able to interact with their peers without causing conflict. These targets will enable staff to plan their delivery to meet the individual needs of the students within each group.

Tracking of student's progress will be measured through a series of key indicators such as attendance and behaviour. Personal Tutors will have the responsibility to

report any absence to the School Social Worker or a Senior Member of staff immediately. This will trigger a first response from school to establish any valid reasons for non-attendance through a phone call, text or home visit. If attendance issues persist then the Social Worker and Tutor will initiate a review meeting with the student and parents. Through this meeting new and achievable targets for the student will be set with clearly identified indicators and support mechanisms to enable achievement of those targets. Through this review meeting the student's ISP may also be reviewed and amended.

Monitoring of inappropriate behaviours will take place each week at Tutor Briefings. Within these briefings individual students that give cause for concern will be discussed, issues identified and actions to support that student agreed. This may involve arranging a meeting with students and parents to discuss some aspects of their ILP, their behaviours and new targets set to resolve these issues. These meetings may also involve outside agencies that may already be working with the families in order to facilitate a consistent and clear approach for the student and their parents.

A key role in communicating effectively with parents and families will be that of the Social Worker. This member of staff will be responsible for ensuring that all written communication is received by parents through follow-up calls or texts. Any involvement and impact made by external agencies will be established by the Social Worker who will act as a link between school, home and the agency in question. Any changes to circumstances will be immediately reported to the Senior Leadership team as this may impact on the student's education. Pastoral reports and monitoring will be done using the schools secure platform or cloud so that staff can have access to relevant information that may impact upon a student's behaviour, for example. The Social Worker and Senior Staff may wish to advise staff of different approaches for students experiencing difficulties, for example, cool down time away from the group that they are working with or releasing students for meetings or therapy sessions as appropriate.

Parents and Families will also be expected to support the students by ensuring that they attend relevant meetings and that they advise the school on any additional changing circumstances. Their support for their son or daughter is vital and it will be the responsibility of the School Social Worker to ensure that they are aware of this.

Senior members of staff with Pastoral responsibilities for those students will oversee and monitor student progress through Tutor feedback, student feedback and parental feedback.

Senior staff will also co-ordinate monitoring of academic achievements by students and ensure that all completed units for accreditation are logged accurately. These Senior Leaders will also undertake the Quality Assurance roles for either Vocational Subjects or Personal and Employability and Functional Skills. Part of these roles will be to monitor accurate assessments of students work as well as monitoring planning and delivery. This will link with Appraisal Policy and Procedures.

By maintaining accurate records of student progress, Senior staff will be able to evaluate progress made by individuals and groups of students.

All monitoring and assessments will be stored electronically through the schools website and portal. This will be a password protected area of the site but by storing the data in this way, it means that staff can access this information even if they are not on the school site. This will prove to be useful when attending meetings or doing home visits to monitor student welfare. It will also enable senior staff at school to monitor those students who may be educated through one of our partner organisations.

Students will also have an individual home page which will operate as a Learning Blog where they will be able to record their own successes and monitor their own targets. By enabling remote access students can access their ILP's on line at any time. Student's home pages will also allow tutors to leave feedback for each student on their progress. Students and tutors will also be able to record targets achieved, new targets that have been set and also to log any concerns regarding the student's welfare. Only approved staff will have access to the Learning Blogs.

The Principal Designate will report on whole school progress, monitoring and tracking to the Board of Directors. This report will include analysis of collected data such as the number of units completed by individuals or groups of students. The analysis will take into consideration and compare students with similar needs, or students from different ethnic backgrounds or on their gender. By analysing data effectively, the Principal and Senior staff will be able to identify any anomalies or causes for concern. This allows for reflective and effective practise as additional measures can be sought or closer monitoring systems put into place. Should evaluation consistently cause concern then staff competence may be brought into question. This will also be included in the report should this be deemed necessary. The evaluation may also include data from Raise Online, and additional comparative data analysis software such as CASPA which also considers a student's Special Educational Need.

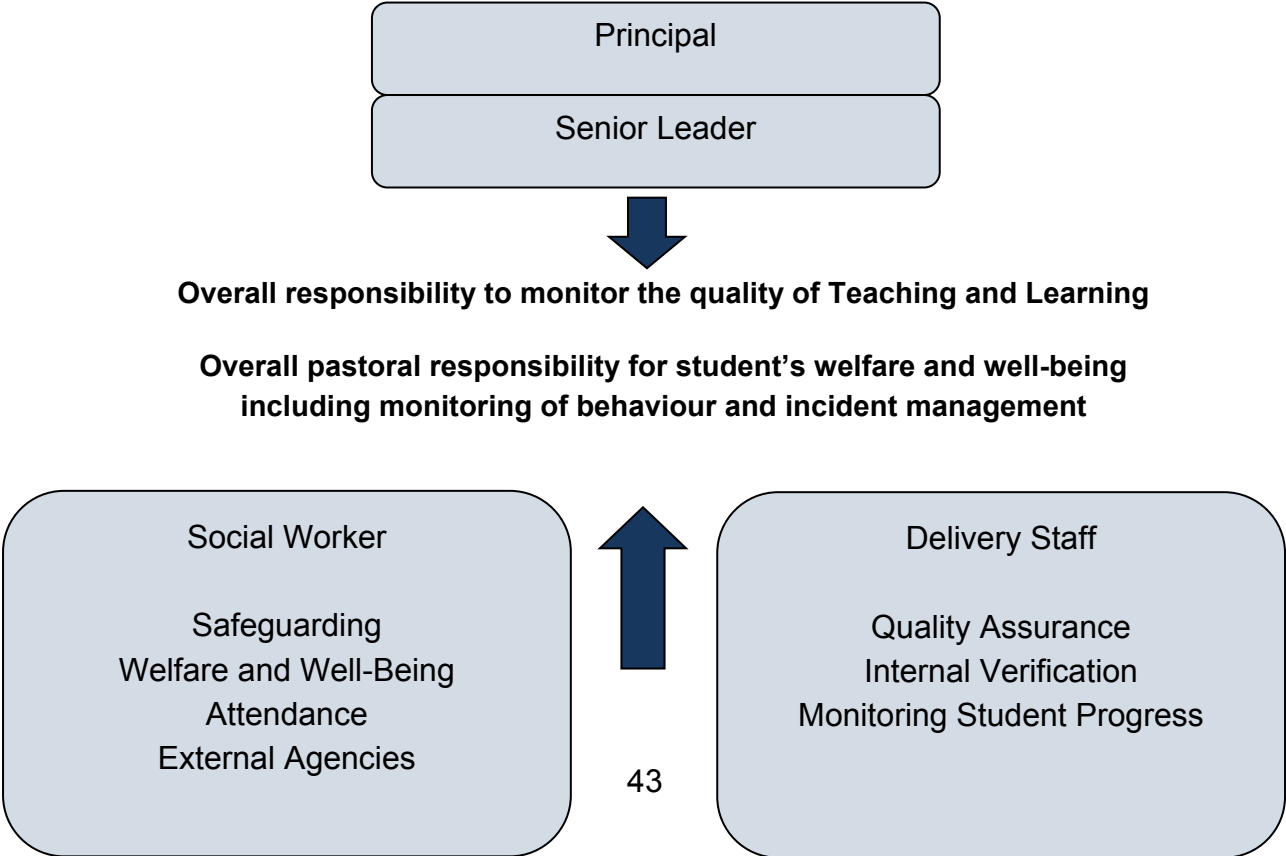
The report will also include data on behaviour and attendance. For example, the number of modifications of a student's personalised curriculum. The report will

reflect on whether the school is achieving the whole school targets and therefore fulfilling its vision the Board will have an opportunity to question and analyse the data and evidence for themselves. This exercise is designed to scrutinise the effectiveness of the school and its curriculum.

Through keeping accurate records, and staff being able to analyse and evaluate progress and achievement, it will become apparent if some targets are not likely to be met. It will become the responsibility of the Principal Designate to establish why this may occur. It could be poor delivery in which case staff capability may be evaluated, or it may be behaviour of students in certain environments, in which case the environment or method of delivery may need to be changed.

The Principal and Senior Leadership Team will be responsible for monitoring the overall quality of teaching and learning in the school. All staff will be expected to evaluate and monitor their own area of delivery and identify any issues within it. Delivery staff will report to their line managers which are shown on the staffing structure documents in Section D.

Senior Leaders within the school will hold the responsibility for supporting subject development and monitoring impact on student achievement. All subject delivery will also be evaluated through Internal Verification, this system will be implemented immediately in Year 1 with the Senior Leadership team sharing responsibility. By year 2 when all staffing is in place, the areas for Internal Verification will be evenly distributed across the Senior Leadership Team.





By following a proven Quality Assurance model in this way opportunities for Professional Development are easily identified, and by working in partnership with the Awarding Bodies such as Pearson's (Edexcel), then standards will improve and Quality Assurance Standards will be reached.

In summary, by firstly ensuring accurate levels are recorded upon a student's entry to the school, and, by working closely with students and parents, our targets for success and measuring achievement will be reached. This will enable the school to meet the needs of individual students but also ensure that their achievements along the way are also recorded and reported accurately. Feedback to students and parents is crucial to ensure support for the students is appropriate and successful. Our aim is that 100% of all students progress to employment, a job with training or internship or an apprenticeship. By ensuring robust and systematic analysis and evaluations of student progress, staff can identify problems and work towards overcoming those issues to ensure the success of the student.

### **Section D3**

The Wolverhampton Vocational Training Centre is unique in the vision of providing quality Vocational Training alongside other key elements of Personal development and Functional Skills. In order to reflect the vision the staffing is also diverse and allows for skilled craftsmen to become part of the delivery team in the form of instructors.

The staff will be split into Vocational and Non-Vocational delivery staff. All staff will be appointed on merit and suitability to the different roles on offer. The team of Vocational staff will all have backgrounds in the sector that they will be delivering for example, in order to deliver relevant employability skills in Hair and Beauty then that member of staff would need to have worked in this sector previously. The Board of Governance will adopt pay and conditions of service for all staff that reflect national and local agreements.

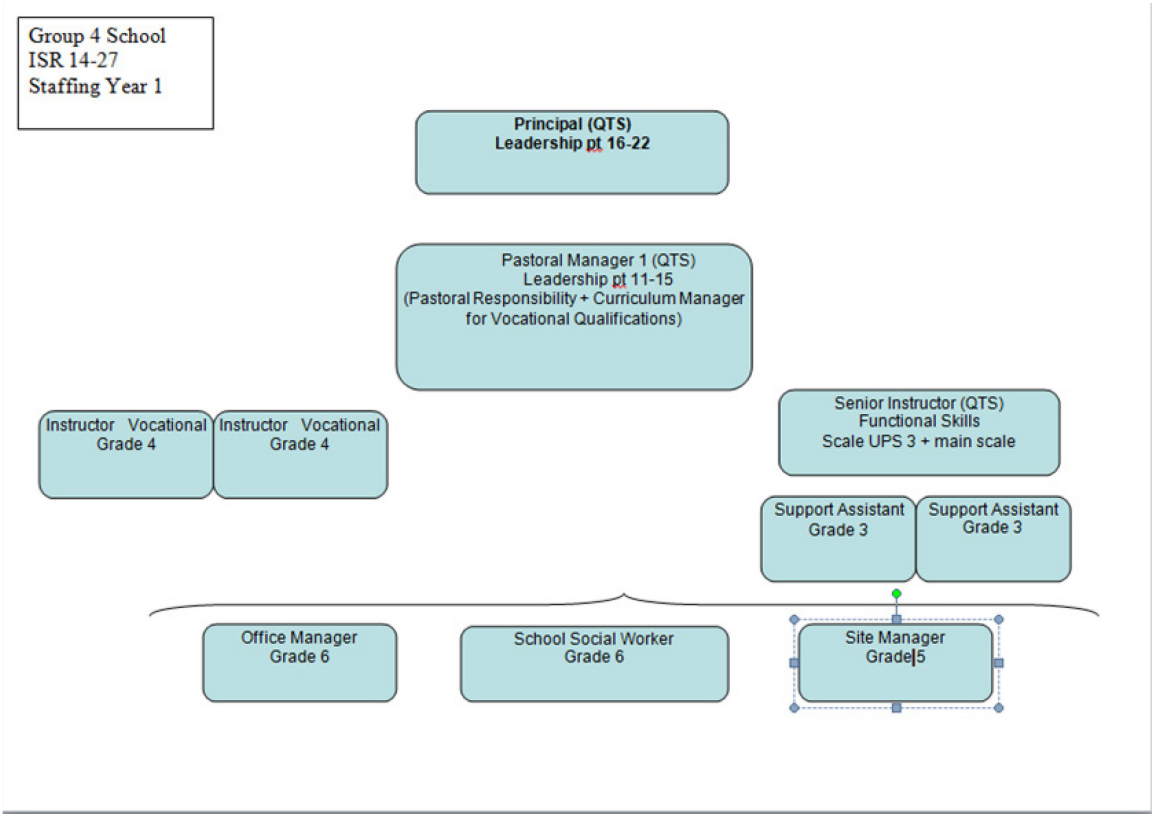
All of the Vocational staff will have suitable qualifications for their vocational sector, they may not, however, have Qualified Teacher Status (QTS). All of the staff team will undertake relevant and meaningful CPD to work towards QTS. As this will be a Special Free school and it will be designated as a 16-19 provision it therefore crosses into the guidelines that govern Further Education Institutions. Previous Government Legislation confirms that "...the staff and teachers employed at a further education institution shall have qualifications appropriate to the giving of adequate instruction in the subjects in which courses are provided..." (The Education

(Teachers' qualifications and Health Standards) (England) Regulations 1999). This document also confirms that “ ....in the case of an unqualified teacher appointed, ..., to give instruction in any art or skill or in any subject or group of subjects (including any form of vocational training) the teaching of which requires special qualifications or experience if at the time of his appointment ..... the governing body (in the case of a special school not maintained by the local authority) are satisfied as to his qualifications or, as the case may be, experience....” Therefore, the need for Instructors in the vocational sectors will be the key to a diverse and creative curriculum for all students (see section D1 and D2).

The Non-Vocational staff team will be led by qualified teachers and these staff will deliver all of the Personal and Employability Skills and also all of the Functional skills. This will ensure quality appointments of staff in all key areas of the curriculum.

The specific roles and responsibilities will be described later in this section as all staff will have designated responsibilities.

The school will open with a core team of staff for delivery of the curriculum which will consist of the Principal Designate, two Senior Leaders, Vocational staff and support staff. All Qualified Teachers and Vocational Instructors will deliver areas of the curriculum and this will include the Principal Designate. The structure for Year 1 is shown in the diagram below with the proposed Group of the school and ISR range for the Leadership Team.



The Principal will undertake a 20% teaching commitment, this will benefit the school in two ways. Primarily it will be more cost effective to utilise the skills and experience on the staff team to full effect, plus, this contact will allow the Principal to understand and develop knowledge of planning, delivery and evaluation of good practice alongside other delivery staff. It will enable insight into the diverse range of needs presented by the students and through effective evaluation will enable the curriculum to develop the flexibility that it requires to meet the needs of the students.

The remaining Senior Leader will undertake a minimum of 60% teaching commitment and will deliver Functional Skills and Personal and Employability Skills. They will have an allocation of management time to initiate tutorial sessions with students, to liaise with partner organisations, and to begin to evaluate the effectiveness of the school and the quality of teaching taking place. The Senior Leaders will be needed from the outset as the pastoral (including safeguarding), curriculum, monitoring, appraisal and assessment systems will need to be developed before and during the first year that the school is open.

Due to the complex and diverse range of needs described in Section D1 and D2 the school will require a strong and consistent approach from the Senior Leaders (this includes the Principal Designate). Although this may not be viewed as cost effective in the first year, by ensuring that these posts are filled with capable and competent staff enables the school to put systems in place quickly and effectively whilst also developing partnerships with other organisations and potential employers. Having a clear management structure enables Senior staff to monitor the effectiveness of the provision from the outset, evaluate impact and make necessary adjustments effectively.

The Senior Leaders will be able to mentor other staff in post and ensure that delivery, and teaching is outstanding in all areas. The vision of the school is to offer a quality curriculum and a quality provision for the students and the precedent for this quality will need to be set by the Senior Leadership Team. If all members are in post when the school opens in 2015, then the workload can be shared and these staff will be able to focus on their areas for development.

The Senior Leadership Team will need dedicated time to evaluate practise and effectiveness and to implement Improvement plans whilst also remaining reactive and flexible to meet the range of needs of the students. These two members of staff will co-ordinate tracking and monitoring to ensure that students are making appropriate progress in their personal curriculums.

Vocational Instructors will all have a full teaching commitment with any meeting times or training as part of their contracted hours. They will also be expected to follow the

Internal verification Procedures that will meet the statutory requirements of the awarding bodies.

Support staff will also have a full commitment and may be deployed to support individual students or to support groups of students in all areas of the curriculum. In year 1 we anticipate employing two support staff, however, depending on the needs of the students and the level top-up funding from the Local Authority to reflect these individual needs, it may be necessary to employ additional support staff. These costs will be added to the financial plan but will be covered by any additional funding that is allocated by the Local Authority for that individual student.

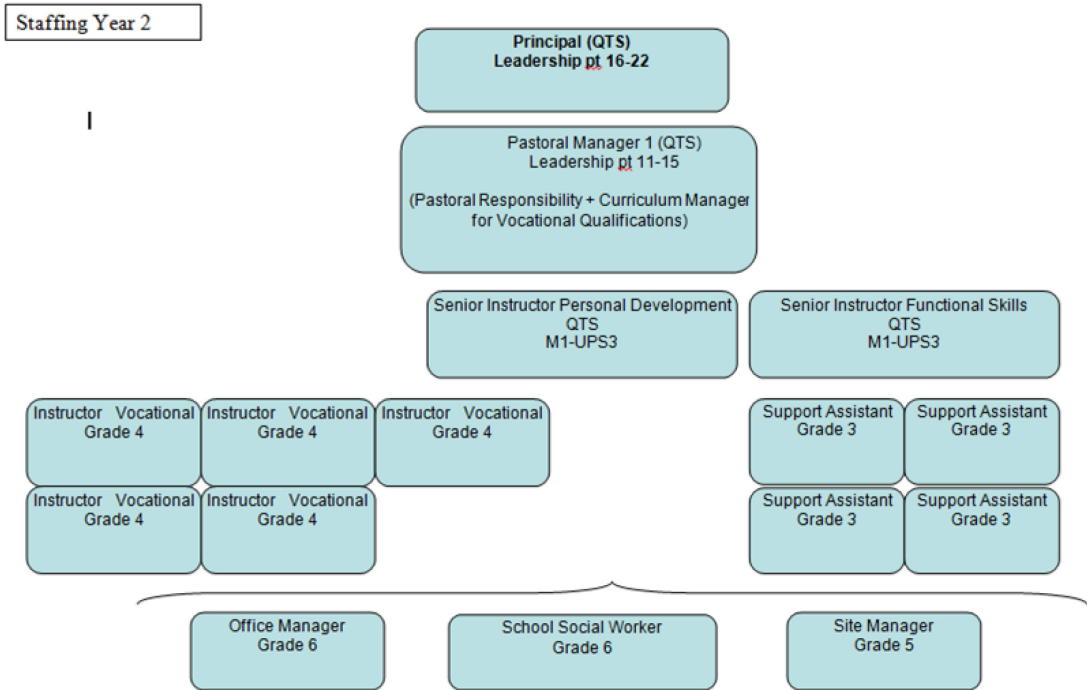
The role of the School Social Worker is essential to promoting attendance and to monitor behaviour of students from their enrolment. A key element for this position will be to engage parents and ensure regular contact with student's families. This position is vital so that any daily pastoral issues and welfare of all of the students can be monitored to ensure early interventions take place as soon as they are needed.

Also essential will be the Office Manager and Site Manager as they will support the Principal to ensure that the school runs efficiently and smoothly. The Board would seek to employ cleaning staff who have successfully gained appropriate skills from one of the partner organisations, Sunbeam Community Enterprises Limited. This is a social enterprise that seeks to employ adults with learning or additional needs and so has experience in supporting and training staff for specific employment opportunities.

The vision for the school is to enable these students to gain employment and therefore, the cleaning of the school building will be arranged through a contract with Sunbeam, and the cleaners will be recruited through them as a supported employment package (this has been reflected in the financial plan). The Site Manager will be responsible for liaising with Sunbeam to ensure that the staff are suitably trained and have suitable support for them to be successful in their employment. Their contracts will be managed by Sunbeam Community Enterprises Ltd as will any on the job mentors. I have included these posts on the staffing structure as, even though they will not be employed directly by the centre, **it demonstrates our vision and how opportunities for employment can be brought about.**

The last key area which has not been shown on the staffing diagram will be catering staff. The Trust is keen that this will also be contracted to Sunbeam Community Enterprises Ltd and this organisation will be responsible for the running of the school kitchen whilst the pupils are in attendance. Students and staff will be expected to pay for any meals provided on site.

As the school numbers grow in Year 2, the number and range of staff will also need to grow to accommodate the students effectively. This is shown in the diagram below.



We anticipate that the numbers of students will grow sufficiently to warrant the employment of some of a middle management tier of staff. These two additional posts will be necessary to cater primarily for the growing numbers of students.

Both of these posts will require an 80% teaching commitment in either the Vocational Sector or the non-Vocational Sector.

The Senior Instructor post will essentially take some of the daily management of the department from the Senior Leader. This member of staff will also become the Lead Internal Verifier for all of the Vocational Sectors to ensure a consistent and quality approach is used by all Vocational Instructors. An essential part of this role will be to continue to develop the courses and curriculums of the vocational sectors as well as introducing new sectors and new units for the students.

Similarly, the Senior Instructor for Personal Development will take on the key role in developing the subject material and designing the delivery of new units for delivery to students. This role will be essential to link with the Vocational Instructors to develop a cross curricular approach to delivering employability skills through the Vocational elements of the curriculum.

Once these middle leaders are employed the two Senior Leaders will be able to focus on management and quality assurance as well as developing their pastoral roles which will now lie across two cohorts. The middle management tier will essentially lead on Internal Verification for all awarding bodies, this may include new ones as the curriculum develops and grows. Awarding bodies require rigorous assessment procedures are in place and that student's work demonstrates clearly that they have achieved the criteria set out in the course specification. Internal Verifiers will need to cross check students work with the specifications to ensure that they have satisfied the criteria. By monitoring in this way, the middle managers will be able to identify areas for development such as feedback to students, or ensuring that all work is clearly linked to the specifications. The self-evaluation process will lead to further staff training and Continuing Professional Development opportunities for all staff. These two middle leaders will be essential to ensure that the quality systems needed by awarding bodies are fully in place and are effective. From previous experience and an understanding of the new quality assurance policies set by the awarding bodies we anticipate that Verification of qualifications and assessments will require a high level of professional integrity and standard.

It is essential that the two senior members of staff have some additional time to manage the behaviour system as well as liaising with the School Social Worker and other partner organisations to ensure the well-being of all students. As numbers grow the diversity of need will grow too, from experience, some students and families will require a large amount of time and support dedicated to them to ensure their success. We anticipate that in Year 2 that the teaching commitment for the Senior Leaders will reduce to a minimum of 50%. They will still deliver Functional Skills and some elements of the Personal and Employability courses available to students.

The Principal Designate may choose not to undertake a teaching commitment in Year 2 as other management factors will need to be addressed, such as student welfare issues, liaising with partner organisations, quality assurance, and most importantly evaluation of the effectiveness of the school. The Principal will also manage the transition of students completing full-time education and ensure that they all progress to employment, jobs with training, internships or apprenticeships and that the students all have a managed support package designed to aid their transition.

Additional Support staff will be employed and as explained earlier this may be more than planned initially as individual student needs may dictate that additional staffing is implemented.

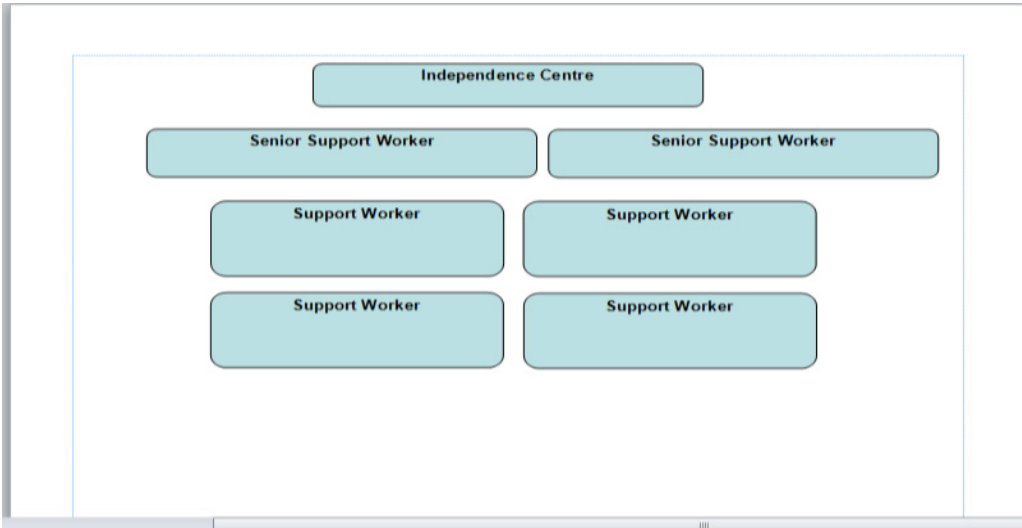
The Senior Leadership Team will be fully in place to evaluate the successes of the school and to implement new initiatives and maintain quality standards.

Additional Vocational Instructors will be employed to increase the diversity of Vocational Sectors on offer within the curriculum. These Vocational Sectors will be designed to match with Job Market Indicators for the City of Wolverhampton. A key role of the Principal will be to ensure that the curriculum remains responsive and appropriate to both the needs of the students and also to the local area. The Principal will need to foster new relationships with organisations and employers and will be expected to manage and co-ordinate the transition of students from school and into a positive destination.

By the end of Year 2, the Senior Leaders and the Board will be able to make informed decisions regarding staffing and may choose to amend and change some of the roles described in this section of the application. Aside from the core team of staff needed to effectively run the school, the remainder of the roles within the staff team should remain flexible in order to maintain the flexibility needed to cater for each new cohort and each individual student enrolled at the school.

The staffing structure has been designed to be reflective of the vision of the school and the curriculum which has been designed to meet the needs of a wide range of students and their families.

We anticipate that by Year 2 that we would be able to open the Independence Centre (IC) as part of our educational vision. The IC would require additional staffing to ensure that the students are supported during the evenings and weekends. See the diagram below:



The Senior Support Workers for the IC would be responsible for ensuring the maintenance of the property as well as organising staffing rotas to ensure that there will be a member of staff available whilst the students are in the accommodation.

The support workers would assist the students in everyday tasks involved with Independent Living to ensure that they develop these skills in this contextual and appropriate environment.

All students will be expected to spend a minimum of one week per year living at the Independence Centre. The Free school will provide an allowance for food and cover utility bills and costs to run the IC.

**The IC is an essential element of our vision as we aim to enable the students to lead full and independent lives once they graduate.**

#### **Section D4**

The students entering the school will all have a variety of Individual Needs. It is our intention to demonstrate how the school will meet these needs in a variety of ways. Approximately half of the students will have a Statement of Special Educational Needs which would identify either a Learning Difficulty or a Behavioural, Emotional and Social Difficulty.

The school will adhere to the SEN code of Practice by ensuring that all aspects of the school including the physical environment and curriculum are fully inclusive. The Board is made up of professionals who have a wealth of experience when working with students with Special Educational Need or those students with additional needs. **The whole concept of the school, its client group, the curriculum, the staffing structure and support organisations named in this document have all been brought together by a single factor which is to meet the needs of the students.**

The students that will attend will be of a similar academic ability, however, their individual needs will be very different. I have demonstrated in previous sections how the curriculum will reflect those needs whilst also being responsive and reflective of any changing needs. The uniqueness of this school, its conception and the innovation required to deliver the vision encompasses the range and diversity of the students that we anticipate will enrol. The experience already brought to the steering group has exemplified the deep level of understanding of the needs of this group of students and their families.



Succinctly put, each student will agree a programme of study known as their Individual Education Plan, and the focus for all areas of their personalised curriculum will be based upon their goal and their aspirations. The school will act as a conduit to enable these students to progress towards their goals and will put in place whatever is needed in terms of the student's educational needs are concerned. This may be a personalised timetable, or may require additional features such as extra tutorial sessions, or additional pastoral support in the form of counselling or therapy. The school has already established successful partnerships with other organisations to achieve this level of support. However, the school is unique in its offer of Family Support, a key member of staff, the School Social Worker, will liaise with other agencies to ensure that all factors of a student's welfare are co-ordinated to ensure progress.

We anticipate that half of students will have been educated in a Special School environment up to the end of Year 11 and that the remainder will have been in a support unit attached to a mainstream school. This information has been supplied by the placement officer from Wolverhampton Local Authority.

All of the students would have identified Wolverhampton Vocational Training Centre as their preferred choice for post 16 education and that they would also have attained qualifications at Entry Level 3 or Level 1 by the end of Year 11.

Our intention is to offer the same quality provision to all students on Admission to the school. All students will be able to input into their own Curriculum through Person Centred Planning and a Transition Process that will begin before the students commence their courses.

Through this Transition process we will be able to identify students who may need additional support. This information may be gleaned from a student's statement or from the application process that will be in place. For all of the students with a statement of SEND the identification of their needs will be collated and forwarded through their Transitional Plan and Annual Review of Statement which will be completed by their school during Year 11. These papers will be requested as part of the admissions process to ensure that the Centre will be able to meet the needs described on the Review and Transition Plan. Students and their families will also attend an interview so that Senior Staff can clarify needs and also the preferences of the students. We have a number of partners already Identified who will support these Young People and their families.

All students will undergo an Induction Process which will begin before they commence their courses, this will start with Transition meetings with the student and Parent or Carer. All parties will be able to design the curriculum that best meets that

students needs but also is reflective of their aspirations. The focus for each student will be aimed at moving towards their aspirations and potential destinations by the time they leave the school.

At any point during their time in school, students may require some form of additional support, information and evidence of students approaching crisis will be collected by the Social Worker and a Senior Leader with Pastoral Responsibility. These two key members of staff will co-ordinate support and liaise between the student and their families and other external agencies should these be required. Alternatively, this may require a review of the students Individual Learning Plan and an amendment to their personalised curriculum. This may be as simple as additional support in a session where they are experiencing difficulties or it may be access to tutor times or even changing groups.

The curriculum and supporting systems will enable staff to be responsive and creative at managing the range of needs shown by students. Partner organisations may also be part of any alterations or interventions. All actions will be taken in agreement with the students primarily and also with their families.

Some Young People and their families may require Early Intervention work which will be co-ordinated and completed by the Social Worker. This may involve CAF meetings or support and early intervention activities for the families and students.

For students with Behavioural issues I will refer back to Section D2 which describes how the curriculum will meet their needs and also what provision should be provided for these students as detailed on their statements. The link to behaviour and well-being is extremely strong here and is intrinsic to the approaches that will be needed to engage and motivate these students.

Students will access a combination of different courses. All of the courses have been carefully considered and chosen (at the time of writing this application) on their quality (QCF approved), flexibility (length and choice of units) and their practicality (clear links to the real world). Edexcel (Pearson Group) are committed partners and will support the school from its conception to delivery and beyond.

Therefore, we are able to offer courses such as Work Skills or Skilled for Life at a level appropriate for the individual learner and these two qualifications focus on skills that are needed to gain employment and sustain employment. Some pupils may study a combination of units from each qualification which reflect their personal targets. The Skilled for life qualification also offers some diagnostic tools that enable the student and tutor to focus on developing personal attributes and social skills. All students will have access to tutorial sessions which will either be 1-1 or in small groups. The focus for these sessions will be progress and achievements made by

the student plus the next steps needed. All students will have weekly targets that will be mutually agreed with their tutors. Some students may need more tutorial sessions depending upon their individual need.

We anticipate that a small number of students will require specialist support and therapy. We intend to offer this through existing local services (Social Services, Youth Service). There may be some students who demonstrate that they are Gifted or Talented in a particular area. Fortunately, due to our personalised curriculums we will be able to actively encourage these Young People in their talent. If the need arises, we can arrange for these students to receive additional tuition through one of any number of partner organisations across the City. For example, a student may show a talent in coaching football, in this case we would liaise with Wolves in The Community to promote opportunities for them to develop their skills in a contextual environment. This is a link that has been developed by the Partnership Across School Sports (PASS) co-ordinator and one which has been used successfully before to enable students to work towards a job with training in this employment sector. (Appendix A– Case Study).

Aside from additional agencies that may be employed to support students, our own school staff will be expected to fulfil a number of roles. Responsibility for the engagement and welfare of each student is a shared one for all members of staff.

Each member of the Senior Leadership Team (SLT) will carry a pastoral responsibility for one cohort of students, their roles will include daily monitoring of students welfare either in the school or in one of the satellite centres. Each member of the SLT will be responsible for delivery of one or more elements of the curriculum. They will be supported by either Vocational Instructors or by suitably qualified support staff who may be directed to support individual students or to support small groups of 2 or 3 students.

Students will be organised so that delivery of Functional Skills (English and Maths), Skilled for Life or Work Skills would be based upon their abilities. The delivery of the elements of the curriculum would be the responsibility of one of the SLT. We would envisage that the curriculum would be delivered in practical and contextual ways such as within a work environment or the community as projects or focused sessions. Support staff would be deployed to support individual or small groups of students as directed by the teacher. The sessions would be timetabled in half or whole day chunks to enable educational visits or for the teacher to design practical tasks that the students would be able to explore fully. All lessons would have sections that enable the students to think individually or collectively, to be creative and to be active participants in their learning. Planning for the sessions would be based upon the PE

curriculum that has been devised to encourage students to learn in different ways and particularly through active and practical learning opportunities.

Staff will plan a variety of activities that will enable students to remain focused on one task and then change to another, this will suit all learners but particularly those diagnosed with Attention Deficit and Hyperactivity Disorder. We would anticipate that at some point each student may require 1-1 support or time away from the group. With two support staff assigned to each group the teacher would be able to be responsive and flexible to the individual needs of students allowing this 1-1 support to take place.

The Principal Designate would be the named Special Educational Needs Co-ordinator (SENCo). This member of the SLT would be responsible for co-ordinating the Annual Review of Statements as needed and linking with feeder schools and provisions. The Principal will also hold and chair Transitional Reviews for all students including those who do not have a statement of Special Educational Need ensuring that all of the appropriate people are invited to attend. We feel that all students should be entitled to such a review as all students will have additional needs and these forums are vital so that students are able to plan the next steps towards their future.

We anticipate that ICT will play an important part in the delivery of all subjects, the use of online resources is becoming increasingly useful and relevant for students. We would use ICT to enable students to record their progress by way of e-portfolios on My I-Plan which we will create via the school website. Students will have their targets posted onto their personal space, and also feedback from students on their progress towards meeting their targets. All students will have a personal log in to ensure confidentiality and will be able to access their own space. English and Maths homework may be accessed through the portal.

Staff will also have access to student files and will be able to leave feedback on pupils work as and when the students submit it. By using an online resource it enables students to access and add to their portfolios regardless of where they are at the time. This could be an educational visit, in tutorials or on site in one of the Vocational suites. This will also enable those students receiving additional support in the satellite provisions to add to their portfolios and for staff in school to monitor their progress. The school portal which will be linked from our website will allow staff to plan on line, and also record assessments on line too. This will enable more flexibility for staff to plan, assess, record and report from home as well as on site.

The school environment will be split into designated areas. The Vocational suites will be designed to resemble a real work environment, we hope to group complimentary

subjects together, such as Painting and Decorating with Joinery and Construction, also Health and Social Care and Child Care. This will depend upon the final layout of the building (Section H). All Vocational Areas will have their own designated learning base or room, this will ensure that students can complete records and portfolios in a safe environment. All students will be based in Tutor groups and each group will have their own base within the school. These will be of a maximum of 5 students with one tutor ensuring that all students receive individual support from their tutors on a daily basis. The groups will be based in a number of learning bases that are spread around the school as all staff (excluding SLT) will be responsible for a tutor group.

Students may be in mixed year groups for some sessions depending on their ability and identified needs. All students will be expected to participate in all aspects of the curriculum. Staff employed will all receive extensive training to raise their awareness of the different types of needs of the students. Staff will be trained to plan for or adapt their planning for different groups and individuals in order to ensure that all possible barriers to learning are removed.

As part of the curriculum all students will participate in enrichment activities which will be designed at improving social relationships, improving self-confidence and raising awareness of the resources available in their local communities.

The whole ethos of the school will be to enable student to gain the skills needed to gain and maintain employment, as such, all students will be expected to complete Employment Experiences whilst attending the school. This will encourage students to develop these skills in a contextual environment and gain valuable experience and knowledge of their chosen employment pathway.

As part of each individual's development, they will also have opportunities to practice their independent living skills whilst attending school or a work placement. This will give the students a taste of real life and an understanding of what they want to achieve and why.

As students become ready to leave the school, their transition into employment will be supported by the named member of the SLT and the Principal. All students will receive a negotiated support package that will enable them and their employers to adapt and develop a positive working relationship. Some students will require more support than others, but the intention is that all students will move forward towards employment through additional training opportunities or through apprenticeships or jobs with training. We have calculated in the financial section of the application that the school will be able to employ one additional support assistant who will take on the role of link between employers, trainers and school once the students have left. It is

imperative that the students have continuity and a known member of staff to support them at this crucial time in their transition.

### *Admissions*

We intend that our admissions policy be fair and reflective of the large numbers of students who may have been identified as having additional needs including learning difficulties and behavioural difficulties (25-30% of each cohort in mainstream school settings – Wolverhampton 14-19 Team 2009 REACh data). Admissions will be based upon the student's primary need as identified in the Statement of Special Educational Need or the Education, Health and Care Plan.

All students and parents who express an interest in attending the school will follow an admissions procedure which would include a visit to the school (once it has opened) followed by an interview with a Senior Leader. At this interview the needs of the student will be clearly identified to ensure that they meet the admissions criteria of having primarily a learning difficulty or a behavioural difficulty or a combination of the two. Some students may also present as having specific learning difficulties such as Attention Deficit and Hyperactivity Disorder (ADHD), Dyspraxia, Dyslexia, Autistic Spectrum Disorder or any number of other difficulties.

Students and Parents will complete an application form during the interview and evidence that the student meets the admissions criteria due to their needs will be sought through references from their home schools.

Students will also be expected to complete baseline assessments prior to beginning their programmes of study to ascertain their starting levels and again ensure that they are working at Entry Level 3 or Level 1 in Literacy, Maths and ICT.

Should the school become oversubscribed then it may be necessary to revise the admissions criteria. (We anticipate that all places will be filled by Year 2.) If places are oversubscribed then the Board of Governance would apply the following and preferences given in the order listed below:

1. All looked after students
2. Students with a statement of special educational need
3. Students who have attended the school previously on a part-time basis (pre-16)
4. Students who attend Additional provision during holiday periods
5. Students who have a record of good attendance (over 92%)
6. Students who are able to travel independently

These criteria would only be applied if the school were oversubscribed. Parents will be informed that they are entitled to appeal to the Board of Governance should they wish to.

It may be necessary to open negotiations with the DFE to expand the number of planned places in the school.

In the case of a tie-break situation the final decision will be made based upon the written references given on the students application forms.

The Admission process would begin in January of the year of admission (usually once a student is in Year 11) and initially would comprise of a referral form completed by the parent, or Personal Careers Advisor of the student. For those students with Statements of Special Educational Need the Local Authority Statementing officer would inform the Principal Designate of the intention to name the school on the Statement.

Interviews with all students and parents would run from April- June during the year of admission. Offers of places would be confirmed in June-July.

It is the intention and part of the school vision that students would have some engagement with the school during the main school holiday periods. It is our intention that all students attend the additional sessions offered in the holidays. Students who fail to attend may risk losing their place if the school is oversubscribed.

### *Behaviour*

The students who will attend this school will have a range of difficulties and needs, some of these students will have learning and/or behavioural difficulties. Therefore it is paramount that the behaviour policy and guidelines for staff are clear from the outset.

The behaviour management system will be simple and straightforward to understand and use both by staff and students. Clear and consistent boundaries are imperative to ensure that appropriate behaviours are reinforced in every environment around the centre. A consistent approach is needed to ensure that students understand expectations regarding their behaviours and receive the same messages from all staff. Physical restraint will not be used as we feel that this is completely contrary to our principles and would not be effective with the cohort of students that will be on roll.

Our vision is to enable the students to grow and mature and as such they will inevitably make mistakes, however, it is vital that restorative practise is used to

resolve issues quickly and effectively. This is linked to the staffing structure explained in Section D3, in order to fulfil our vision it is vital to have in place a full Senior Leadership team from opening, who will have the necessary experience and skills to manage and resolve any issues quickly and effectively.

Another key area that is linked to positive behaviour management will be attendance and further explanation of what approaches the centre will employ to promote good attendance may be found later on in this section. However, we recognise that in order for the students to make progress and become successful adults will be through maintaining good attendance. It is impossible to effect change in someone's absence.

Pastoral care, safeguarding and behaviour management are intrinsically linked especially for the type and range of students who will be enrolled at the school. The School Social Worker (SSW) has a vital role to play in ensuring that all safeguarding procedures are fully in place and that staff are trained to a minimum Level 1 standard. The SSW will also be the main link between home and the centre to ensure that communication is maintained between parents, students and staff. There are clear links between behaviour and incidents that have happened away from school. Many students will have family conflicts and issues to cope with before they begin their day, and again the SSW will be available for students at the beginning of each day. Should students wish to discuss or disclose information then the SSW will be responsible for implementing any safeguarding referrals if necessary. (Further information on safeguarding may be found further on in this section.)

It is imperative that staff understand the needs of the students and that they may need to be understanding of behaviours if a student is experiencing difficulties outside of school. This information will be shared with staff through briefing meetings and through a log maintained on a confidential section of the learning platform or portal. Other agencies and partners may be working with some students and the SSW will be responsible for collating feedback and forwarding this information, if appropriate, to staff at the centre and making referrals as part of the early intervention work.

As explained in the previous section regarding curriculum, all students will be participating in Personal and Social Development sessions based upon the world of work which will involve working as part of a team, listening to and following instructions, and conflict resolution. All of these elements are part of the course that the students will be following. Many of these skills will be embedded and intrinsic to their learning experiences in other areas of the curriculum too, for example, enterprise sessions where students will form their own companies and work towards an agreed goal. In this situation, team work is vital in order for the teams to succeed



but may not be explicit to the students at the time when their learning takes place, but rather the use of their skills to work alongside each other.

Although the provision will be a school, the emphasis will be on work based learning opportunities and so will feel quite different from a mainstream school environment. The curriculum will focus on the social skills needed by students to succeed in a range of employment sectors and will provide opportunities for students to demonstrate those skills in simulated and realistic settings.

### *Behaviour Management*

The staff employed with the school will all receive training on the basics of positive reinforcement and will be briefed on strategies that have been successful with individual students. Students will be working in small groups and some individuals may have been allocated further 1-1 support. All students will have simple rules to follow in each working environment as these may be subtly different and students will be expected to adhere to the Standards of Conduct in all areas of the school. (These will be fully explained further on in this section along with rewards and consequences).

The curriculum of the school has been designed to reflect the needs of the students and is focused on practical and experiential learning. Students will have personalised learning programmes (Individual Study Plans – ISP's) to best meet their needs and minimise the risks of poor or inappropriate behaviour. Students will also have weekly tutorial sessions either as individuals or with other peers to identify and resolve issues that may arise. Tutors will be able to guide the students to make decisions regarding their conduct in an informed and positive manner. Tutors will also be able to give the students strategies to resolve issues and conflicts when they arise. Students and parents will be expected to take part in the review process each term where targets and strategies will be agreed to prevent further incidents occurring.

Through monitoring behaviour, achievement and attendance senior staff will be able to identify potential areas of weakness and plan interventions to avoid conflicts or stressful situations for students, their peers and for staff. Senior staff may wish to review a student's ISP if a serious incident occurs, at this point students and parents will be invited to attend a review meeting to discuss the incident, the curriculum plan and additional targets for the student to meet. Students may also be referred to external agencies to offer them and their family's further additional support outside school.

The staff within the school will make every effort to avoid any form of external exclusion for any student.

The vision of the school is that students attending will not be receiving their education in a traditional setting, that the environment will be contextual and will enable the students to mature and develop as well as learning new personal skills.

The Centre will employ a Standard of Conduct rather than using rules, again, many of the students will associate “rules” with their own difficulties and failings. The Standard of Conduct will be adhered to by staff and students alike and will apply in all areas of the centre including travel to and from the centre. The Standard of Conduct would be as follows:

**Believe**

**Achieve**

**Respect**

**Reflect**

This will also be referred to or known as Raising the BARR.

Each word has relevance and meaning, and yet is simple in its design and easy to remember. The Standard of Conduct can be interpreted in many ways but essentially gives a framework on which to build the behaviour management system.

As an example, students may be working on writing skills, they may find this difficult and so their behaviour may become disruptive or even challenging as they do not wish to complete the task for fear of failure. The member of staff delivering may refer to “Believe” in this context, “... lets believe we can complete this, I believe that you can, let me help....” Or “.....I believe that you can behave differently to this....” As soon as the student begins to comply, they receive a reward point or praise to positively reinforce the point. The staff may comment “....I told you that I believed in your ability....”

Believe refers to believing in one’s own abilities, achievements and potential, to believe in the advice and experience of staff.

Similarly, the same principle can be applied to each word in the Standard of Conduct. Achieve may refer to what they have already achieved, what they can achieve, and also used to recognise small achievements, arriving on time, or bringing appropriate equipment, or managing to work alongside someone else for a period of time. Respect is a familiar word for Young people and is one that they can relate to and understand, respect is a key word to promote working together, listening to each other and staff, respecting their environments and what they should do in those environments. Finally, Reflect is a vital element of the Standard of Conduct as it

allows students to think about their experiences, their conduct and behaviour, their reactions to others and how they can resolve issues and prevent these from re-occurring in the future.

All students will be able to earn rewards for following the Standard of Conduct. These rewards will be on a sliding scale and will appreciate in value as students collect points for behaving in an appropriate manner. Once a student has earned a reward they will keep it, the reward will not be removed from their records. If a student needs a sanction then it will be separate to the rewards. This will reinforce positive behaviour and is based upon behaviourist theories which have been proven to work in a variety of settings. Students can also earn bonus points for reaching their targets as agreed in their ISP's. Staff will also be able to nominate students for outstanding behaviour or achievements each week which again will earn the students additional points. Points may be awarded for each session that the student attends. Attendance for each session automatically achieves 5 points.

We anticipate that the students will be able to exchange points for rewards as shown below, although some suggested rewards may change depending upon the views of the students themselves.

Basic – (5-100 points) Stationery items (pens, pencils etc.), folders, refill pads, binders, E-time (free time on the internet during breaks or during supervised sessions after school), safety clothing (boots, overalls etc.)

Standard – (100-500 points) Phone top-ups, extra-curricular visits, recreational sessions (swimming or gym), lunch voucher

Premium – (500+) Driving lesson, money towards the cost of a residential trip, clothing

Students will also understand that any poor behaviour will result in a consequence and the severity of the incident will reflect the severity of the consequence. All students will be encouraged to use the BARR and gain reward points which promote positive reinforcement of appropriate behaviour.

Bullying will not be tolerated under any circumstances and students and parents will be made aware of this when they attend interview and when students complete their induction period. Any incidents of bullying will be dealt with as explained below, persistent bullying may result in a permanent exclusion if the perpetrators do not amend their behaviours after receiving support.

Other incidents of inappropriate behaviour will follow the consequences explained below. By organising behaviours into bands allows students, staff and parents a

clear framework to work from. This ensures that all parties are aware of the consequences hierarchy and that certain behaviours will not be accepted. By using a hierarchical approach also allow preventative and restorative measures to be put into place such as therapy or counselling sessions. These will be included in a student's ILP to ensure that they maintain a broad and balanced curriculum. If students do require time away from other students then they will be able to access the "Zone" which will be a quiet and reflective place within the Centre.

The consequences will also be banded into tiers which will increase in severity.

Band 1 – (this may be removal from a session due to continuing disruptive behaviour, or other inappropriate behaviour)

Removal from session – Reflection time in the zone – Tutorial session – Restorative work – Re-integration

Band 2 – (this may be due to a severe incident or consistent disruptive or inappropriate behaviour or bullying)

Removal from session – Reflection Time in the Zone (this may be extended dependant on the nature of the incident) – Interview with Senior Leader – review meeting with parents – Alteration of ILP with additional targets to be monitored daily by a named Senior Leader- Restorative work – Re-Integration

Students who may repeatedly fall into this category would be offered additional support which may also involve their families and the SSW would organise this as appropriate.

Band 3 – (this may be due to a severe verbal or physical assault on a pupil or a member of staff)

Removal from session – Reflection Time in the Zone (this may not be appropriate depending on the disposition of the student, it may be more appropriate to arrange for them to leave the premises and return later or the following day) – Interview with Principle and Senior Leader with parents – Review of ISP – Change to personalised curriculum (more focus on personal development or additional tutorial times to support the student) – Additional targets monitored twice per day by a Senior Leader – Restorative work – Re-integration

The focus will remain on restorative practise to resolve any outstanding issues and to re-integrate the student with their peers. Again the SSW will organise additional support and liaise with students and their families.

The aim of the school will be to maintain the educational provision for each student with an appropriate amount of support provided by the school and/or external agencies. However, should a student demonstrate extremely severe behaviours such as a sustained physical attack, or a physical assault resulting in Grievous Bodily Harm then that student would have to be permanently excluded from the school. The Principal would then seek Alternative Provision for that student in partnership with the Local Authority. At this point the school would ensure that the student and parents are aware of the appeals process which would be managed by the Board of Governance.

The ethos of this system is to encourage students to make better choices and to restore any emotional damage that they may have caused to fellow students or to staff and to help them to understand why they should follow this pattern of behaviour.

### *Attendance*

As the school is aimed at students who are between the ages of 16 and 18 then those students are effectively choosing to attend the school. The students who apply to attend the school will have undergone an admissions process during which they have choices and input into their personal curriculum. The whole curriculum is designed to engage and re-engage young people into learning in a meaningful and contextual environment. During the admissions process the students essentially have to buy into the school ethos in order to gain their places. They have to attend the summer school before they officially enrol which is designed to promote a healthy engagement with the school from the outset. Parents are also involved throughout the Admissions process and also once the students are enrolled. Parents will be expected to attend review and progress meetings which will be held at least once per term unless initiated due to poor behaviour or poor attendance.

All students begin at the school with a “clean sheet” and so will be expected to reach their attendance targets. For those students who may have a poor attendance record from their previous school then additional support mechanisms will be put into place as soon as they enrol. These support mechanisms may involve family support to ensure that the parents are able to encourage the student to attend. The School Social Worker (SSW) will play a key role in maintaining high levels of attendance and supporting families to actively encourage the students to attend.

The school will maintain a register of attendance in accordance with statutory guidelines, and will be able to report on attendance as part of each students Review and Progress meetings.

Should a pupil not attend and have no valid reason for an absence then the SSW will initiate contact to establish a reason for the absence. Should no contact be made then a home visit may be appropriate to establish the reason for absence.

If a student continues to miss their attendance targets then the following process will be initiated:

SSW contacts student and parents – interview arranged with a Senior Leader, SSW, student and parents – ISP reviewed – personalised curriculum may be amended – additional rewards may be offered – Intervention and additional family support offered by SSW – external agencies may be contacted

Should the interventions not be successful then sanctions may apply, this will require an interview between a member of the Senior Leadership Team, the student and parents where reasons for persistent absence will be discussed, new attendance targets will be set and all parties will be aware that if these targets are not achieved then positive steps may be taken to secure a placement for the student with a partner organisation and that their place at the Centre will be withdrawn. At this point the Statementing team from the Local Authority will also become involved in order to secure a more appropriate placement for the student.

Students and parents will be made aware that persistent absenteeism may result in the student losing their place. In such an event a permanent alternative will be sought in conjunction with the Local Authority.

Should a student have a prolonged and unavoidable absence then home tuition will be negotiated with the student and parent and delivered by the SSW. Contact with peers and tutors can be maintained through the interactive portal on the website. We anticipate that this event will be extremely unlikely.

Some students may need to attend sessions orchestrated by external agencies or therapy or medical appointments on a regular basis. As these appointments will benefit the student then they will be included as part of that students personalised curriculum so that the centre can ensure that they continue to receive a broad and balanced curriculum and that they don't miss the same sessions from their timetable each week. These arrangements can be made when the students ILP is reviewed termly or if the appointments are urgent, then additional meetings will be arranged between the centre, the student and family so that all parties agree on the amended curriculum.

## *Well-Being*

The student population of this school will consist of vulnerable Young People due to their Special Needs or due to their additional needs. Some of the young people may come from poor socio-economic backgrounds (Wolverhampton has 13.4% unemployed adults – Wolverhampton City Strategy 2010 NOMIS).

The vision and ethos of the school is to equip young people with learning and additional needs with the skills they will need to manage to work and live independently as adults.

Due to the vulnerability of the students there is a strong need to ensure that they understand and have the skills to cope with situations that may put their own safety at risk. These situations are unlikely to happen in the school setting, this is why the curriculum reflects the need for practical and experiential learning in a work environment. Students will also get the opportunity to complete Work experience, this will initially be supported by school support staff and students will only be placed in environments that have been checked and approved by the Education Business Partnership. The suitability of students to experience employment in a real business will be carefully assessed by a senior member of staff. Students will also need to understand what to do if they feel at risk in that work place and who to report to whilst on work experience (a named member of staff at the placement who can liaise with school).

Students will also be developing their own skills towards independent living, so it is vital that at each step the curriculum reinforces how the students can stay safe and minimise risk in a variety of situations.

This strategy forms part of the safeguarding procedure which will be a fundamental part of the outstanding practise demonstrated throughout the school. The Board of Governance will adopt the Wolverhampton Safeguarding Policy as this is the policy used by all schools in Wolverhampton.

The policy sets out the procedures and lines of referral should students make a disclosure, it also encompasses whistle blowing procedures for staff should they witness anything inappropriate. The guideline will be incorporated as the school policy and will be ratified and adopted by the Governing Body as the school's policy. All staff will receive safeguarding training to a minimum standard, and will be revisited at least once per academic year. All staff will be aware of who the named child protection officers are within the school. Students will also be made aware of the policy and procedures as part of their induction and this will also be included in the student handbooks.

Should a student report an incident to a member of staff or make a disclosure then that staff has a duty to inform the student that they firstly need to share that information with the Child Protection Officer and that this may also be shared with others. Staff will not question the student, but will record as accurately as possible what the student says. This will be passed to the Child Protection Officer who will decide on whether to make a referral to Social Care or the Principal or both parties as appropriate. At this point it may be necessary to inform parents dependent upon the advice taken from Social Care services.

The policy sets out requirements for recruitment of staff as a minimum requirement all staff will have an advanced CRB check. There will be two members of staff who will be trained to Level 3 standard in Child Protection and Safeguarding, they will be the School Social Worker and the Principal Designate, the remainder of the staff will undertake basic Level 1 training on an annual basis. This training will include how to identify signs of abuse and what procedures to follow should a student make a disclosure.

The Personal Development curriculum will include work on how to stay safe and how to report abuse or a crime, our aim is to empower students and enable them to keep safe in a variety of contexts. Sex Related Education will be integral to the Personal Development Curriculum and students will be made aware of where to go for additional advice and guidance both in school and in their communities.

Personal and Social development crosses all areas of the curriculum and so students will gain a variety of skills in different contexts. All curriculum content will be mapped against each other to demonstrate where they overlap.

Part of staying safe is to report any incidents of bullying, students will know who to report to and what is likely to happen to the perpetrators. Staff will also receive training in how to deal with incidents of bullying and also how to support victims and perpetrators to resolve issues. Persistent incidents of bullying will result in the perpetrator receiving consequences (these have been explained in the behaviour part of this section).

Overall well-being of students is of great importance, students will be actively encouraged to attend breakfast clubs to ensure that they have a good start to the day. All students will have opportunities to experience enrichment activities many of these will be physically active. The school will also be supported by PASS (Partnership Across School Sport) and will participate in many intra school and inter school competitions. Also, part of the rewards system will allow students access to swimming or gym sessions at a local leisure centre.



Internet safety and responsibility will also play a major part of the induction process into the school. Students will be shown how to access the school website and portal, but will also be made aware of the risks of going on-line into social networks, chat forums and other interactive services now available. They will also learn about keeping personal details safe including banking details.

In order to ensure staff and pupil safety, senior staff will be trained in physical restraint techniques. All staff will receive intensive training on de-escalation and intervention techniques to avoid physical restraint wherever possible. Should an incident arise then staff will be fully de-briefed and the incident logged and recorded appropriately. Parents will be informed and students will follow the serious sanctions guidelines as described previously in this section (Band 3).

At least 50% of staff will have basic first aid qualifications and therefore will be able to deal with any incidents that require first aid. Any students requiring medication will need to supply prescription medication only and written permission from parents. Two members of staff will oversee any administering of medication wherever possible. All work areas in the school will undergo Health and Safety checks and the Principal Designate will be responsible for ensuring that all requirements are adhered to. The Principal will also be responsible for monitoring Risk Assessments submitted by staff.

In summary, all possible policies and guidelines will be adhered to as required by any school or educational establishment. All policies will be ratified and approved by the Governing Body and monitored by this body. Essentially, all safeguarding and well-being policies are fully supported by the curriculum and sit comfortably within the vision and ethos of the school.

## Section E - Evidence of need – part 1

### Table 1: For pupils with statements of SEN

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

If your school is new provision:

- In **column A** please provide the proposed number of places for children with statements in each year group
- In **column B** please provide the number of children of the relevant ages local authorities would anticipate naming your school in their statements
- In **column C** please provide the number of children of the relevant ages whose parents have indicated that they would request your school to be named in their child's statement
- Please leave **column D** blank

If your school is an existing independent school or non-maintained special school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group
- In **column B** please provide the number of children already on roll at your school with statements of SEN
- In **column C** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but local authorities anticipate naming your school in their statements
- In **column D** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but whose parents have indicated they would want your school to be named in their child's statement

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>	25	25	25		25	25	25	
<b>Year 13</b>					25	25	25	
<b>Totals</b>	25	25	25		50	50	50	

**Table 2: For pupils without statements of SEN**

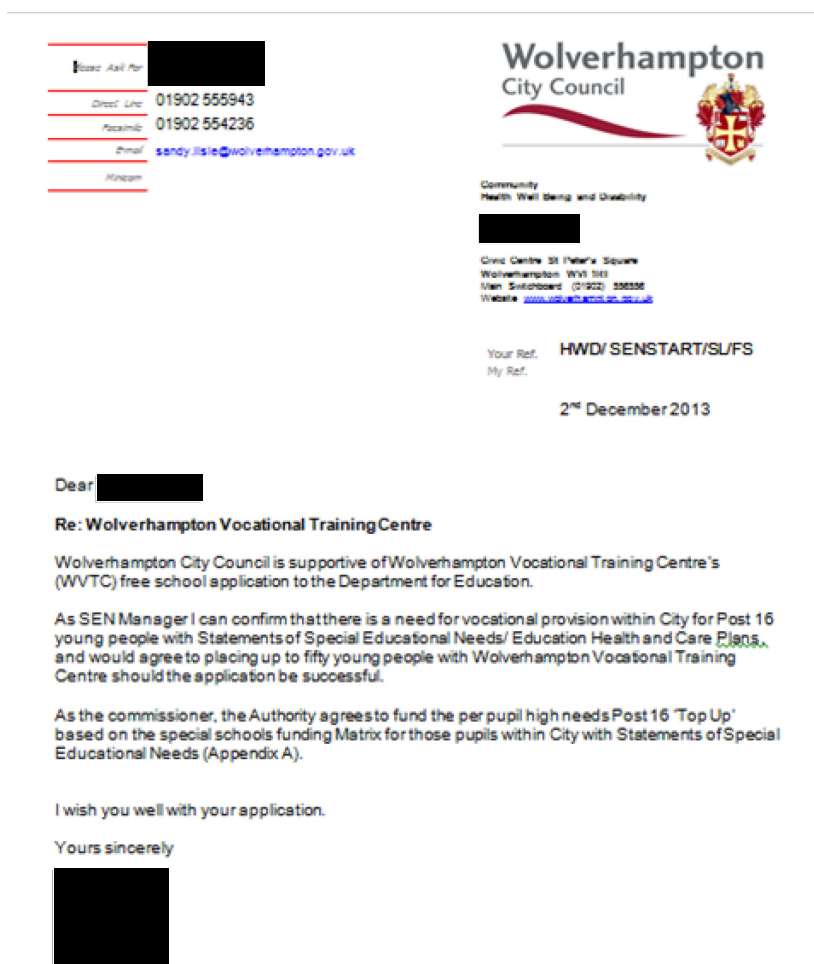
Not Applicable

## E. Evidence of Demand and Marketing

### E1 Evidence of Demand

Enclosed in this section are two letters from Wolverhampton Local Authority which clarify the support from both the Director of Education and the Schools Support and Interventions Team Manager. I have also included a signed declaration from all members of The Association of Special Provision in the City (ASPIC) which is a representative body of Head Teachers and Managers of all Special Educational settings including Schools and PRU's in the City of Wolverhampton.

Wolverhampton Local Authority has stated that there is a need for this provision in the City and that they would be prepared to place students in our new school in accordance with the wishes of parents and students.



As part of the consultation process with the Authority we have confirmed the number of places that would be available in the school for the first two years until the school reaches full capacity. The Local Authority have also pledged to pay additional “Top-up” funds and that this will be based upon individual needs of students which is reflected in the funding matrix currently used by Statementing Officers to determine the amount of additional support that each student requires. Additional information regarding the funding matrix can be supplied should the Department require this; however, the funding amounts are based upon a National Model provided by the Department for Education for Local Authority use.

The new school will offer a unique curriculum for its students, and also, as a result of work with employers and partner organisations the students will have access to different destinations such as supported employment, Apprenticeships, Internships or jobs with training. Students will be offered opportunities to develop their own Independence skills including travel and life skills such as cooking, cleaning, washing as well as other important skills such as parenting and child care.

All students will have a personalised curriculum which will enable them to make progress and achieve qualifications in three key areas that are imperative for them to be able to access employment opportunities in the future. These areas are Functional Skills, Personal and Employability Skills and a Vocational Qualification. Students will be studying these areas of the curriculum at Entry level 3, Level 1 and working towards achieving Level 2 particularly in English and Maths.

The intake of students will come from a variety of sources which would include Special Schools, Mainstream schools, and Alternative Providers. The students will not have the necessary level of English and Maths to access mainstream courses at level 1 or Level 2 in their chosen Vocational Sector and therefore, will not be accepted into provision such as the local FE College. Some students will not have attended full time education due to any number of reasons including Behavioural, Emotional and Social difficulties, they may have been permanently excluded, or additional needs that their home schools were unable to meet. Other students will wish to attend as they may require a smaller provision that is able to personalise their curriculum and approach more readily.

Essentially, this provision will offer a specialised environment for students who are unable or unwilling to attend other provision available in the City. These students according to analysis completed by Prospects in 2011, are likely to end up as Not in Employment, Education or Training (NEET), destination statistics from those students leaving full time education in 2011 state that only 53.85 % of students from Pupil Referral Units and 50% of those pupils Not In School accessed or continued

into Further Education. The aim of this school will be to ensure that the students have access to a more suitable provision which will prevent this from happening.

These students would have Statements of Special Educational Need that would state a specific learning difficulty or a moderate learning difficulty. The specific needs for each student are very unique and not all larger establishments can cater for each individual student.

There are also a number of students who, due to their vulnerabilities and backgrounds, are not willing or able to access the local college or training providers. Analysis of LDD NEET Young People between the ages of 16-18 indicates that factors inhibiting engagement are complex and disparate. (Connexions, Wolverhampton - Destination Statistics 2011).

Our new school will be able to offer students from across the entire City, the chance to learn and develop skills in their chosen Vocational Area whilst providing a safe and secure environment. This is particularly relevant as some of the intake will be the most vulnerable Young People in the City of Wolverhampton. A questionnaire survey has been completed by 50 Young people from a range of schools and provisions from across the City of Wolverhampton, with the assistance of Connexions Personal Advisors. Part of our vision is to consult with each student regarding their futures and personal ambitions and aspirations. Therefore, we felt that an important element of preparing our vision would be in reaction to the demand from the Young People themselves and take on board their ideas and comments.

80% of the students completing the survey currently attend a Special School and have a Statement of Special Educational Need identifying a learning difficulty or Global Developmental delay. The remaining 20% of students consulted to date all attend a BESD school and all have a statement which identifies a Behavioural, Social or Emotional Need alongside a Learning Difficulty as a secondary need. Existing, local Special Schools are unable to meet the needs of this particular group of learners due to the diverse range of need within each establishment. There is no specialist provision for students with an Emotional or Behavioural difficulty post 16.

**There is a lack of provision of this type which specialises in preparing and assisting Young People into employment in a variety of sectors across the City.**

Unfortunately, the majority of students with Statements of Special Educational Need or those with Additional Need who wish to pursue a Vocational course after the age of 16 experience difficulty in reaching the required levels in English and Maths to access mainstream courses at level 2 and above due to their individual Special Educational needs. An analysis of destinations commissioned by Prospects

(Connexions) in 2012, concluded that the statistics clearly identified that some groups of learners may achieve Level 1 in a Vocational element but their Numeracy and Literacy levels will lag behind at Entry Level 2 or 3. These Young People in the City of Wolverhampton are at risk of becoming NEET (Not in Education, Employment or Training) or becoming completely disengaged from training and also society as a whole.

Many of these students exhibit low self-esteem and self-confidence and so find accessing Foundation Learning courses at larger establishments, such as the local Further Education College, both challenging and difficult. In the student survey 40% of those asked would prefer a smaller establishment in which to continue their education. [REDACTED] Some students find particular environments more difficult to cope with, this may not be purely due to size but the number of people, certain noise levels or simply the amount of contact or support offered from a known member of staff may not be sufficient.

Other students stated that they would like help with learning how to catch the bus, going on work experience and getting a job. Currently, many students access Timken Vocational Training Centre as part of their Pre 16 and Post 16 provision. The current model of provision offered at the Centre enables some students a stable and consistent transition from school to employment. (See Appendix 1 – Case Study), our aim would be to enable all learners this experience and opportunity. The Free School will be able to offer this transition experience to all learners who are moving on towards employment after the ages of 17 and 18.

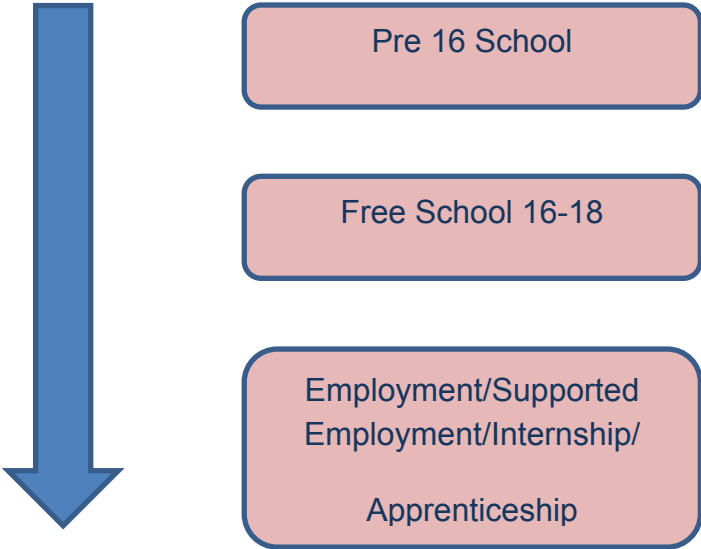
Our experience in delivering a quality curriculum at Timken Vocational Training Centre to this group of learners over the last 8 years gives us a sound platform from which to build a new and exciting school that is purposely designed to meet the needs of all of our learners. We have an experienced bank of staff, all of whom have backgrounds in Industry and are trained Instructors and Internal Verifiers. The last OFSTED Inspection of Westcroft Sports and Applied Learning College rated the entire Training Centre as Outstanding as part of our Post 16 provision. In 2012 95% of learners that had attended the centre in 2011-2012 achieved a qualification at Entry Level or Level 1. In our new school we can utilise this experience and quality, thus ensuring continuity for the learners and quality practice in the City of Wolverhampton.

The second group of learners that experience difficulty accessing training once they reach the age of 16 are those students from EBSD schools and Pupil referral Units. At present there is no bespoke provision for this group of learners, the Local Authority have acknowledged this and also support the number of places that will be provided for these learners specifically in the new school. [REDACTED]. These learners need a small and safe environment in which to learn, but they also need to



be challenged to practice their skills in an appropriate environment or in a place of work. Evidence for this can be found within the surveys held with learners and potential students that may enrol at the new school. These students have stated that they would prefer a more practical curriculum and would like to move forward towards a job with training or an apprenticeship. ██████████ For this group of students experiencing success is a challenge in itself, but as a City, Wolverhampton Local Authority has acknowledged that more provision needs to be made available for this group of learners.

**Transition Pathway**



*Demand from Parents*

Parental involvement was another key influence on shaping the design and vision of the new school. In order to maintain an impartial view from parents, the survey was introduced and co-ordinated through the Parent Partnership in Wolverhampton. This organisation offers advice and support to a great range of families from across the City whose children have a wide range of needs. Due to the confidential nature of this study parents were asked to provide the type of need that their child had and not to describe the current provision that their child was accessing at present.

A member of the team attended a parent’s forum which is held regularly by the Parent Partnership team, the parents who attend all have a child or children with additional or special educational needs. A description of the initial vision and

curriculum content of the new school was presented to this group by a member of the team. See information as presented below:

# Wolverhampton Vocational Training Centre

Wolverhampton Vocational Training Centre



## Information

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### **What is a free school?**

Free Schools are all-ability state-funded schools set up in response to what local people say they want and need in order to improve education for children in their community - DFE March 2012.

A Free school can be set up by anybody, anywhere in the country as long as it can satisfy a demand.

### **What is our vision for the new school?**

We want to create a post 16 school for students with SEN. The school would have a limit of 50 places overall, 25 places each year. The students would have either a learning difficulty or perhaps a behavioural difficulty.

The school would be a specialist provider with a focus on preparing the students for the world of work. The curriculum would reflect this ethos and the students would be able to select from a range of practical courses designed to reflect current job market trends. This could be construction, child care, warehousing, grounds maintenance, health and social care to name a few.

The students would be expected to continue with studying Maths and English as well as developing their inter-personal skills through Personal Development Qualifications.

Our aim is that by the time a student leaves that they are able to function in a work environment or that they are able to further their education on higher level courses.

### **What are the benefits?**

The school can be set up exactly how we would want it. The curriculum can be completely tailored for the students that we work with. Funding will come directly from Government without question and will be based on the number of students on roll.

The free school would be independent from Westcroft, however, representatives from Westcroft would be able to sit on the Board of Governance and therefore maintain links between the two establishments. There would still be a firm partnership between school and WVTC as school could be a sponsor. (This would enable the free school to establish quality in terms of curriculum and delivery).

The free school would have its own board of Governance, its own Principle Designate and its own autonomy, along with its own budget.

### **What are the difficulties?**

Calculating demand and basing the school on a small market – 16-19 special which would focus on Vocational Skills and the curriculum based around employability skills.

We need to establish a high level of demand from parents/carers.

### **How would this sustain provision?**

Funding will be based on the number on roll. (For example – 10 students = £100000). The budget is based upon predicted numbers and minimum and maximum figures. For example, within the bid we could offer 50 places – roughly equivalent to £500 000. The budget is secured for up to 3 years even if you don't meet the expected numbers. Funding will come direct from the DFE this will be based on places and not progression as it is now.

The provision would be flexible to better meet demand, and also more responsive to need. We could continue to develop partnerships but also because of its status, the school would be better placed to pioneer provision and be a leader in its field of expertise.

### **How would we go about it?**

We need to establish the demand for such provision by canvassing opinions from a variety of sources, such as mainstream schools who we know have students who could potentially work at level 1 post 16 plus other specials. There are also PRU and Alternative Provision as possible sources for recruitment.

We have to fill in a lengthy application and we may need to find additional space within the City. We also have to wait for guidance from the DFE on how and when bids for schools opening in 2015 start and what information we would need to find.

### **Who needs to be involved?**

We have established a Company. We would need a Board of Governance and two or three strategic leaders who could shape the application and the Vision for the School.

We need a named individual responsible for writing the bid, for developing the curriculum, for budget planning based on research of figures of demand, capacity. We also need to source a venue.

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The Parents are a representative group from across the City of Wolverhampton and although the numbers appear small, the parents consulted were all representing other groups who meet at local venues. Parents with pupils at other Special Schools have also been canvassed for their opinions, details of which are described below. A total of 50 parent questionnaires were completed and collated.

All parents were asked if they had any concerns about what the future would hold for their child or children. 100% of the parents expressed concern at the long term prospects of their child gaining employment and also at the likelihood that their child would be able to live independently. 80% of parents asked were concerned about the current provision available and whether these establishments would offer a varied curriculum to include Independent Living Skills alongside Employability and Vocational these same 80% stated that they would name WVTC as a preferred choice for post 16 provision as they felt that a smaller environment would best meet the needs of their child.

All parents consulted expressed that they felt that the description of the curriculum that was provided was an example of what they felt was currently lacking in the City. They liked the fact that the curriculum and the provision would be responsive to need and preference of the students on roll. They also felt that the description of the transition process was "... A great improvement..." on what is currently being used as a model in some establishments. 100% of the parents consulted felt that the Family Support and Pastoral Support would be of great benefit to all learners and that this service is something which currently is not available to the vast majority of families once their child has reached the age of 16. 100% of parents expressed strong support for the Social and Practical elements of the curriculum as they felt that these were not included as part of the child's current curriculum.

All parents expressed a concern that there would be insufficient places available once the school had opened as they felt that demand would be greater. [REDACTED]

The parents were also asked if there would be any additions to the curriculum described to them at the meeting, some of their ideas have been included in the current vision. For example, 80% of parents asked for students to experience Independent Living by staying overnight with staff available for support if needed. This idea has been used as part of the curriculum development and opportunities to utilise properties provided by Wolverhampton Homes, a key partner in providing supported Work Experience opportunities for students at present.

**All parents felt that the emphasis on experience and practical abilities would be far more beneficial for students moving into adulthood than a number of qualifications that hold no meaning for the students.**

[REDACTED]

**The majority of parents were concerned that if the Free School did not become approved where would their children attend and what would be the effect on positive life outcomes.**

From the evidence presented above, it is clear that the demand for this school is apparent and the Local Authority, Students and Parents have all expressed their support for this provision to become a reality in Wolverhampton.

This new school provides a particular group of learners an opportunity to develop their personal skills alongside gaining valuable experience and qualifications that will lead them towards employment.

As shown in the previous section, the Local Authority has not only pledged its support in commissioning places at the school, but also that they will pay a top-up amount per student. This amount will depend upon the level of need of the student and will therefore be reflective of the level of additional support that the student

should receive. The amount is determined by using a matrix formula which the LA has based upon national recommendations. (In the financial plan we have used a standard amount per student – see Section G)

The LA has been able to assist with the breakdown of places into different categories of need for the initial three cohorts of students. This has been based upon data held by the LA on students currently with Statements of Special Educational Need and also those students receiving additional support through School Action Plus. For those students with a Statement, the LA will be part of the Transition process from Year 9 onwards as part of the Statutory Obligations.

Therefore, the Local Authority has a vested interest in this school as it will provide additional places for Post 16 SEN students, but will also be able to meet the needs of students who may be harder to place due to the level of their additional needs.

At this point, the development team has also approached other neighbouring Local Authorities for referrals for potential students and an agreement of the funding amounts per place. This would enable students from across the Black Country and Staffordshire to apply for places in the school.

Parents have been consulted regarding the vision for the school and many of the parents that participated in the survey were supportive of the additional Family support that would be available for the students and their families. As described in Section C, the demographic and needs of the students enrolling at the school would be varied. Many of the students will have complex backgrounds and will have received support from external agencies before. However, the transition from Child Services into Adult services is often a time when families experience a drop in the level of service that they will be entitled to. As part of the vision for the new school, this additional support would be enabled through the role of the School Social Worker.

#### *Further Evidence*

Many students aged between 16 and 18 do not meet the thresholds for support from Adult services and therefore these students will not be able to access services such as CAMHS or Inspire in Wolverhampton. This is why the vision has acknowledged this as part of the Pastoral support that will be provided by the school. The School Social Worker will also be required to set up and run parents forums and meetings, and also to assist families with parenting skills throughout this transition period. Further details of this may be found in Section D.

As described in Section D, the students at the school will be able to participate in a range of Out of Hours Activities as well as Enrichment opportunities built into their curriculum. The Out of Hours activities will include sport, provided by PASS,

additional tutorials sessions for Functional Skills (English and Maths), First Aid courses, Peer Mentoring and Personal development opportunities.

The school will also become part of the West Midlands Special Schools Sports Association (WMSSSA) which is a group of schools from across the West Midlands who organise and participate in a range of Inter-School competitions in a range of Sports. Also through our partnership with PASS, students will also be able to participate in other events such as SMILE, which is a school to club link programme for pupils with Special Educational Needs both in Special and Mainstream schools, but in the capacity of Sports Leaders rather than participants.

An essential element of the curriculum as described in Section D will be Work Experience. Students will all be able to participate in this key part of the programme of study. All students will be given the opportunity to gain experience working for Sunbeam Community Enterprises Ltd which is a social enterprise that provides supported employment for adults with learning difficulties. Students may progress from this to engaging with potential employers, initially with a high level of support, and progressing to a lower level of support. This will be vital in order for students to understand what is required from the employer but also for the employer to understand the needs of the students and be able to adapt to these.

Part of the curriculum will be based upon Enterprise initiatives, students will be able to participate in enterprises and take on different roles within each “business”; some of these businesses will use the profits to assist with the costs of residential experiences for the students themselves, whilst other Enterprises will raise money for charities decided upon by the students. This will be used as a model of a democratic society and students will be able to nominate and vote for the charity of their choosing. This system will also enable students to elect representatives who will become part of the Student Voice, a body which will liaise with the Senior Leaders of the school in acknowledging the ideas and feedback from students regarding all aspects of the school.

At the time of writing this application, the exact location of the school is yet to be determined, however, within the City of Wolverhampton, there are many opportunities for Young People to engage with local communities. Sunbeam Community Enterprises Ltd will be able to enrol students as Volunteers to assist in a number of community focused projects such as property maintenance initiatives run through Sunbeam. These initiative and others like it can be based in any area of the City, this will enable students from a variety of localities to participate. As part of the enrichment curriculum, students will also be able to complete a Community Section from the Duke of Edinburgh programme.

Once the school has gained approval the Centre will become part of the Association of Special Provision in the City (ASPIC). This is an organisation of all of the Special Schools and Alternative Provision available in the City for the Young People of Wolverhampton. ASPIC will be a useful body through which to share good practise and also to enable staff to participate in shared Professional Development Opportunities, such as the ASPIC conference which is held on a yearly basis. Good professional relationships within this group will also enable other training and development to take place such as utilising the skills of the Outreach Teams which are based in each school to provide training for staff regarding needs of students, and effective strategies to deal with specific needs or behaviour. It will also ensure smooth transitions for pupils from other Special Schools to the Free School.

All staff within the school will take part in some mandatory training such as Safeguarding Training and all staff will be expected to have completed at least Level 1 in this field. Staff will also be expected to be ICT competent and to fully use the ICT systems designed to support student learning, and training for this will be continual throughout the year and will be provided by the ICT service provider as an element of the SLA. The training will include using the learning platform or portal as a tool for planning, recording, assessing and monitoring student progress as well as an email system and access to other approved website such as My I Plan where tutors may leave feedback for students regarding their progress. The staff will also take part in behaviour management techniques and strategies to use as positive interventions as well as de-escalation techniques.

As this Centre will provide a unique provision, Senior Staff including the Principal, will need to be able to articulate the Vision and strategic direction of the Centre to a variety of anticipated audiences. The audiences will include other Head Teachers and Local Authority representatives and may be required on a National level. The model of transition that is used before, during and after a student's placement will be an essential element of the success of the school and the aim to enable and encourage students to become employed. Currently, this is an area which many other Local Authorities and National Government will be interested in and therefore, the Senior Staff will need to be prepared to deliver training to a variety of audiences.

**In summary, the development team are confident that they have provided sufficient evidence of the need for this provision in the City of Wolverhampton and the LA has demonstrated its full support in the development of this new school and has shown that it will continue to do so. The Centre has already established Partnerships with a range of organisations which will enhance and enrich the student's education and their relationships in their local communities. As previously mentioned, we anticipate that a holistic view of**



**education will be imperative to ensuring the success of each of the students whilst in education and once they have moved into Adulthood.**

## Section F: Capacity and capability

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

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

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

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

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

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in the assessment criteria booklet. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

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

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

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

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	3
██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	6
██████████	██████████	██████████	██████████	6

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3

## F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Marketing Expertise	Use of Central Learning Partnership Trust and associates to assist with marketing of the new school. The CLPT has previous experience of marketing schools. As part of the partnership arrangements WVTC would be able to utilise the expertise in this existing academy trust through [REDACTED].
Legal Expertise	Any consultations required between the Wolverhampton Vocational Training Company Ltd and the CLPT to ensure transparency and fairness in the Partnership agreement. Independent Advice will be bought in by WVTC Ltd through contacts at the Black Country Chamber of Commerce.

## Section F2

The Free School will become part of an Academy Trust known as Wolverhampton Vocational Training Company Ltd. [REDACTED] All three members bring different qualities and strengths to the Trust. Whilst the application to open the school is pending the Trust will contribute by acting as critical friends, by assisting with any procurement and premises, and assisting with marketing and PR.

It is intended that the free school and the new Trust will become part of an existing successful Multi Academy Trust which is in close proximity to the Free School and which serves a number of the same communities. The MAT, i.e. the Central Learning Partnership Trust (CLPT) currently sponsors 3 secondary schools in Wolverhampton and 1 Primary School in Wolverhampton and 2 Primary Schools in Rotherham where there has been a long established successful learning alliance. The CLPT initially came into being in order to address the short term needs of Moseley Park School in Wolverhampton, which was placed in 'special measures' in October 2010. The success of this particular partnership approach to school improvement is evidenced by the fact that Moseley Park was removed from its category in February 2012.

To further emphasise the mutual benefits of the partnership, the first year's headline GCSE figure (2012) for Moseley Park of 58% 5+ A\*-C grades including English and maths made it the most improved school in Wolverhampton. Heath Park similarly gained its best ever results with 81% achieving the same measure, the best of any non-selective schools in the City. The upward trajectory has continued in both partnership schools with this year's results (2013) being 74% for Moseley Park and 86% Heath Park. The CLPT wish to extend this successful partnership approach to other settings so that the maximum number of students will be able to benefit from the best teaching and resources. The CLPT has also recently entered into a long term partnership with a local large primary school who, in turn, are supporting school improvement priorities for a primary school which has recently joined the Trust.

The CLPT are committed to supporting the development of this new free school. This partnership would give the free school access to a wealth of expertise and support including Business /Operations Management, financial management and procurement. There are also many professional and educational benefits to this alliance which would benefit young people from all of the settings and allow staff to develop further skills sharing good practice.

The three founding members of Wolverhampton Vocational Training Centre Trust are named below in the Trust diagram with a brief description of their backgrounds and skills. Additional skills that assist with the pre and post opening issues of the school are provided by a team which report directly to the Trust. This team is made up of professionals currently employed by Wolverhampton City Council and by Westcroft Sports and Applied Learning College. From this team some members will be invited to become Governors once the school is

opened, some may wish to apply for positions within the school once the school is opened. This team holds responsibility for assembling the application, and supporting the development of the school as it approaches opening. Further details will be explained in the other sub-sections of this part of the application. It is also intended that the Operations Director of the CLPT becomes a Director on the Wolverhampton Vocational Training Centre Trust to provide a link between the two Trusts and to provide some further expertise to the board.

The main responsibility of the Trust will be to manage the overall effectiveness of the school and to ensure that the school maintains high standards of educational achievement. Once the school has been successfully approved to open by the DFE, the Trust will seek to recruit additional Governors. One member of the Trust who is a director will also be a part of the Governing Body. The remaining Governors will not be members of the Trust but will act in the capacity of a school governing body. It will be through this body that the main policies and protocols for the school will be discussed and approved, appointments of staff will be made and decisions regarding the strategic planning of the school will be discussed, amended and approved. The post of Principal Designate will be decided upon by the Governors and once appointed the Principal Designate (PD) will automatically be recruited as a Governor. This body will report to the Trust as detailed in the diagram below.





The Governing Body will hold responsibility for the appointment of the Principal Designate and following this all other members of staff. Details of the recruitment process will be found further along in section F. The directors and members of the Trust and all members of the Governing Body will have been trained in safer recruitment practise to maintain the well-being of students. The Principal will report directly to the full governing body on all aspects of the school including Finance, Health and Safety, Curriculum, Well-Being of students and staff, Marketing, Recruitment and HR of staff, Whole school strategies for development. The Governors will be responsible for managing the Appraisal of the Principal in accordance with Head Teachers pay and conditions. Should the Principal fail in any of his or her duties then this body will also be responsible for initiating and managing any competency procedures.

The Governors will be able to determine the job description and any additional responsibilities for the Principal as this body deems as fair and reasonable. These Governors will also be able to lead initiatives and strategies for development for the school and advise on strategies using their own knowledge and experience. This body will be able to challenge the Principal and ensure that they receive adequate information before they sanction key decisions, for example, employment of additional staff to support individual students before the school reaches full capacity. This will ensure that the school delivers value for money. The Governors will be able to assist with securing and remodelling suitable premises for the school. It also will be able to nominate members to take on specific roles within the body to ensure that skills of the members and directors are put to best use. For example, negotiating Service Agreements with other organisations and to supply regulated and audited accounts may be best undertaken by a Director of the Trust who has experience in this field.

As previously explained the Principal will report directly to the Trust on key areas of the management of the school and also to the Governing Body as a whole. The Governing Body will sit below the Trust and will also report to the Trust on a regular basis. The Governing Body will form the sub-committees needed to monitor elements of the school such as Curriculum, Health and Safety, Finance and Strategic development. Each of these committees will be responsible for liaising with middle managers, delivery staff and site staff to ensure that all areas of the school are being managed and run efficiently and effectively. The Principal may sit on these sub-committees initially but once the school is operating at full capacity then it will be decided by the committees which other members of staff would be better suited to assist in the monitoring process and offer their expertise and advice.

The Governing Body will not be members of the Trust (members of the company) with the exception of one Director of the Trust who will also be a Governor of the school. This will ensure continuity and a deeper understanding of the management systems that govern the school, the PD and the Governing Body. All members will be nominated and elected onto the Governing Body by parents, staff and partner organisations and stakeholders. The Principal

Designate will be a member of the Governing Body by default and as part of his or her responsibilities.

The Principal Designate will hold responsibility for the daily management of the school, once appointed this key Senior Leader will assist the Governors to recruit and employ other key members of the staff team, to secure premises and ensure that any remodelling work will be completed on time, to recruit students and market the school across the City of Wolverhampton and to liaise with all relevant bodies including the Local Authority.

Once the school has opened to students the key responsibilities of the Principal will be to manage students and staff, to ensure that the curriculum is appropriate and to monitor quality delivery by all staff. The Principal will need to monitor the progress made by students and oversee any changes to individual programmes of study should this need arise. The Principal will hold ultimate responsibility for the success of the school and delivering the Vision. He or she will ensure that the school delivers value for money up to and beyond reaching full capacity. The Principal will be able to set the budget plans and review these with the Trust and Governors, however, in order to ensure that every possible opportunity to develop and expand the provision can be taken, the Principal will have some autonomy to sanction and develop new partnerships with businesses if he or she deems these will have a positive impact for students and for the school.

Other key elements that are essential for the role of the Principal will be to ensure the provision of a high quality learning experience for students and that the personalised curriculums break down barriers to learning in order to promote the ethos of aspiring to achieve.

As the school uses Public Sector funds it is essential that all financial records adhere to the FSA requirements. Therefore a system of recording and reporting financial transactions is absolutely essential. At least one member of the school staff must have a relevant financial qualification such as the Certificate in Financial Reporting for Academies. The Governing Body will select a suitable committee that will monitor the budget on a termly basis, this committee will include the Principal Designate who will share information on spending, revenue and strategic developments based upon Self Evaluation across the whole centre and impact and success of the curriculum.

The centre will secure the financial support services via the CLPT to regulate the financial actions of the centre and to enable the Principal Designate to complete budget forecasts annually. This will ensure that monthly and annual accounts can be produced which have undergone regulatory checks. The Principal Designate will be responsible for co-ordinating and collating all relevant information for presentation to the Governing Body, the Trust and the CLPT.

The Principal designate will be supported by the CLPT in forecasting salary increases due for members of staff based on performance indicators and also in line with their pay and conditions. This information will need to be fed into the yearly forecasts to enable the Principal and Board of Governance to establish the financial viability of the Centre.

All contracts and Service Level agreements will be sourced via the CLPT to ensure economies of scale and procurement of the highest quality services.

The financial templates provided with this application give a good indication of the level of experience that is already provided by key members of the application team. The plan has been prepared under advisement of Human Resources to determine staffing costs, and a School Finance Officer has been able to collate information regarding “top-up” funding levels, premises costs and additional costs including provision of meals at lunchtimes. Into the future there will be access to HR and financial expertise within the CLPT.

The CLPT can procure audit services for the free school and secure appropriate regulatory advice. There is also access to experience and qualified staff from representatives on the Governing Body and the Trust.

The impact of any changes to the forecasted budget, however small, will need to be brought to the attention of the Trust by way of a report from the Finance Officer (prior to recruitment of a Principal) or by the appointed Principal Designate. The Trust will make any decisions on what changes should be made and will take into account the impact that this may have on other areas of the schools development.

As the application moves through the phases, the time commitments will also change. Once the initial application has been submitted, the members of the Company will continue to gather evidence from students, parents and other relevant stakeholders. They will also continue to discuss possible sites and premises with the Local Authority, and they will begin to recruit members who will become part of the Governing Body of the school. Once the team have attended Interview with the DfE and the application achieves approval, then the Trust will instruct the Governing Body to begin the recruitment process firstly for the Principal Designate and then other key members of staff.

All members of the Company will continue to commit to attend a weekly meeting at which all issues can be discussed and resolved with responsibilities being delegated to members of the Governing Body as necessary. All negotiations regarding premises will be attended by all three members alongside other team members who will be part of the governing Body. Regular meetings will also take place with the Operations Director who will represent the CLPT.

All members of the Trust are firmly committed to this project and have already attended weekly briefing sessions. These will continue once the initial application has been approved and the team move towards the second stage and presenting their vision directly to representatives from the Department for Education.

## *Recruitment*

Vocational Instructors – Staff already in employment at the existing Timken Vocational Training Centre will have their contracts changed so that their employment at the new school will commence on the 1<sup>st</sup> September 2014. Any available instructor posts will be advertised in local press and Authority bulletins and websites. These posts will be advertised in May 2015 for the positions to commence on the 1<sup>st</sup> September 2015.

School Social Worker – This key member of staff will be recruited to begin employment on the 1<sup>st</sup> September 2015, this person will have had experience of working in a school environment or educational setting and have a Level 3 Safeguarding Qualification as they will need to take on the role of Child Protection Officer once the school is open. Ideally, they will have worked with a range of external organisations including Social Services, Therapy and Counselling Services, Educational Welfare Officers, Educational Psychologists amongst others. This member of staff is vital to ensure that students and parents understand their obligations and responsibilities when the student enrolls at the school. This member of staff will need to exemplify the Vision of the school in ensuring that all possible steps are taken to secure the progress and achievement of the students. This member of staff will be responsible for organising a representative student body and hold regular meetings to gather student views and ideas for the development of the Centre. This key member of staff will need to demonstrate excellent communication and organisational skills. Ideally, they will have worked with students and families that presented a wide range of needs and will have liaised with other agencies to improve the outcomes for the families.

Support Staff – should the budget allow, we aim to employ additional staff to support the students as needed. This may involve supporting individual students or may be assisting teaching or instructional staff to deliver the curriculum to the students. Ideally, these staff will have had experience at working with students with Learning or Additional Needs in an educational setting or school environment. These posts will be advertised in May 2015 for the posts to commence on 1<sup>st</sup> September 2015.

Site Manager – The ideal candidate for this post will have had some experience at working in an educational setting, although this won't be essential. They will have had experience in Health and Safety and should have a suitable qualification to demonstrate their knowledge and understanding of this topic. They may have other previous experience or qualifications that may assist in this role, for example, experience of leading and managing a team, proven communication skills and an ability to work to deadlines. The Site Manager will be responsible for monitoring Health and Safety across the school site and to put into place any procedures to ensure the Health and Safety of employees and students. The Site Manager will also liaise with colleagues at Sunbeam Enterprise Ltd to organise and supervise the cleaning staff supplied by Sunbeam.

The vast majority of staff will begin their employment on the 1<sup>st</sup> September 2015, however, as highlighted in this section, some key staff will need to be recruited and commence their employment before this date as these staff will take on strategic roles prior to the school opening.

### Recruiting Governors

All of the Directors and Members of the Trust will oversee the Governors of the school. Additional members of the Governing Body will be actively recruited once the application has been successfully approved. The Trust has already secured the services to fill the Co-opted Governor roles. The Principal Designate will also automatically become a Governor.

The Parent Governors will be appointed once the students have enrolled in the school, this process will be assisted by the Parents Partnership which is an organisation that supports parents of students with Special Educational Needs or Additional Needs. The Trust recognises that these posts may be difficult to fill as many parents may find the idea of becoming a governor daunting. Hence why the services of the Parents Partnership are important to try and break down preconceptions and assist the parents to have an active voice on the Governing Body.

Staff members will be elected once the staff are in place through a democratic process.

The Local Authority will also nominate a representative to become a member of the Governing Body as the Trust feel that it is important to maintain open communication links between the school and the LA.

If a member of the Trust is unable to continue their role and position then the trust will be responsible for recruiting a replacement member or Director.

The members of the Governing Body will also be representatives on various committees that will monitor the Curriculum, Health and Safety, and Finance. The Governing Body will nominate suitable representatives to sit on the committees, these representatives will have experience at working in these sectors or have an interest in these areas. Their experience may have been gained in either the Private or Public Sectors.

In order to fulfill a basic standard of Safeguarding, the Governors who participate in recruitment will have successfully undertaken a safer recruitment qualification. The Safeguarding policy and procedures will be ratified by the Governing Body and all Governors will be expected to attend Level 1 Safeguarding training. This is also the minimum level of training that staff will be required to undertake.

Strategic Leadership will be Governed by the whole body and the Principal Designate will report to the Governing Body on the strategic developments of the Centre on a termly basis.

Full Governing Body meetings will be convened on a termly basis with the committees meeting twice as frequently. A nominated member of the committee will report to the full governing body. Any Legal, premises, and strategic business will be discussed as part of the Governing Body meetings. Strategic and Leadership management will be primarily undertaken by the Board of Governance as explained earlier in this section.

All members of the Governing body will need to be good communicators, effective analysers and be able to effectively question the Principal Designate on the Leadership and Management of the school.

The Governing Body would be complete when it consists of the following (information taken from the Articles of Association and Governance Guidance from NSN):

- Directors and/or members of the Trust
- The Principal Designate
- 2 Parent Governors
- Staff Governor
- Local Authority Governor
- 3 co-opted Governors

In summary, the Governing Body will uphold the Vision of the Centre, it is imperative that all members work towards achieving the Vision and ensuring that the students attending the Centre are working in a Safe and Secure environment and that the staff appointed to work in the school have the appropriate experience and belief in the Vision and values of the centre.

### F3 (a) Proposed governors

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

<b>Name</b>	<b>Role on governing body</b>	<b>Role(s) in pre-opening</b>	<b>Summary of relevant expertise</b>	<b>Available Time (hours per week)</b>
██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	4



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

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

Skills/experience missing	How you plan to fill the gap
Parent Governors	Recruit once the school open and students apply for admission.
Chair of Governors	Recruit a member from the Trust
Staff Governor	Elect a candidate once staffing is in place in Year 1

## **Section F4**

Details below explain the intended recruitment process and person specification for the role of Principal Designate.

### **Pre Interview/Application Stage**

The role will be advertised Nationally as well as locally, so as to attract the most suitable candidates. Applicants to visit site for informal look round on pre-determined dates so as not to interfere with any possible building work. Applicants will also visit Westcroft School and Timken Vocational Training Centre.

### **Formal Process**

Depending on the level of detail, a 2 day process may be appropriate with the option to “lose” candidates at the end of day one.

### **Day 1 Assessment Centre**

This could consist of panel interviews and a presentation

The panel interviews could be in 3 parts

Panel 1 Leadership and Finance

Panel 2 Understanding Special Needs/Free Schools/Vocational World

Panel 3 Schools Council /current year 10 and 11's. This would cover questions about the candidate as a person.

Panel 4 Presentation - Each candidate would be given a presentation topic with 30 minutes to prepare and 10 to present.

A typical subject could relate to

“How would you ensure vocational links are developed and maintained over the long term”

“How would you avoid a repeat of the recent examples of negative publicity surrounding the establishment of Free Schools”

### **Day 2**

Full interview with entire panel (excluding students).

In the unlikely event that none of the candidates demonstrate their suitability for the position, then a full recruitment process will begin again.

## **JOB DESCRIPTION**

### **Job Purpose**

To provide the professional leadership and management that will enable the Wolverhampton Vocational Training Centre to achieve its stated aims and ambitions.

The Principal will

- Provide strategic leadership and direction
- Lead and manage teaching and learning to secure the highest possible levels of attainment for all students.
- Deploy resources to achieve the Centre's aims
- Evaluate performance and identify priorities for continuous improvement
- Ensure and provide effective and efficient day to day management of the Centre
- Create a learning environment that is engaging happy and fulfilling for all students.

### **Key Responsibilities**

#### **Strategic Direction**

- Implement and embed the Centre's focus on vocational training and development into everyday work and practice.
- Advise the Wolverhampton Vocational Training Centre Trust and the Governing Body on the formulation and implementation of policies, ensuring that the policies and procedures take into account national and local initiatives.
- Create a positive and stimulating learning environment
- Ensure that excellence in learning and development underpins strategic planning and resource management
- Develop marketing strategies that will move the Centre forward.

#### **Teaching and Learning**

- Ensure that staffs deliver a curriculum based on the vision of the Centre.
- Teach a timetable of up to 40%, this could be higher in the early years of the Centre.
- Ensure that teaching is consistently good or outstanding
- Establish student targets that stretch and develop students ensuring continuous improvement
- Implement strategies to maintain high levels of attendance and behaviour

## Leadership and management

- Recruit and deploy staff to ensure that teaching and learning is delivered effectively
- Lead on the development, implementation and maintenance of the school development plan
- Provide effective induction, CPD, and performance management in line with the Trust's strategic plans

## Financial and Facilities management

- Provide advice to the trust and the Governing Body on the formulation of the annual budget, revised budgets, and planned growth in order for objectives to be achieved, and to demonstrate financial probity and financial planning and management.
- Ensure effective financial administration and audit control.
- Manage the Centre and associated buildings equipment and grounds
- Accountable for Health and Safety requirements.

## Partnerships

- Identify and develop partnerships with local schools and businesses, local communities and other organisations to enrich students learning and contribute to the wider community.
- Secure links with other key partners who are supporting the Centre's development
- Collaborate with the Local Authority and other agencies to promote the wellbeing of students

## PERSON SPECIFICATION

Skill/Qualification/Competence	Essential	Desirable	Method of assessment
Shares the vision for the Vocational Training centre	y		Application form and Interview
Qualified Teacher Status	Y		Application form and pre-employment

			checks
Demonstrate competence in managing a school; as a Head Teacher or equivalent role		Y	Application form and Interview
Demonstrate competence in senior level management in an education setting	Y		Application form and Interview

### Model Advertisement

The post will be advertised nationally in the TES as well as locally.

### WOLVERHAMPTON VOCATIONAL TRAINING CENTRE

#### PRINCIPAL

This is a new, exciting and challenging venture within Wolverhampton.

Our Vocational Training Centre is a post 16 Special school, meeting the needs of a wide range of students with a mixture of both learning and behavioural difficulties offering a range of vocational training opportunities.

As our Principal, you will be a qualified teacher, and will be able to demonstrate a high level of competence of managing the delivery of the curriculum necessary to inspire and engage students, and demonstrate a high level of competence in managing teams effectively, and a high level of understanding of working in and with Special Schools.

The successful candidate will be expected to commence work in September 2014, with the first student intake commencing on September 2015.

Closing Date

Interview dates

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

Not Applicable.

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

Not Applicable

**F6(a) Shared services**

Not Applicable

**F6 (b) Shared services**

Not Applicable



**Section F7** (Independent schools)

Not Applicable

**Section F8** (Independent schools)

Not Applicable

## Section G: Budget planning and affordability

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

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

In addition you should complete the Excel budget templates.

### Sections G1



**Section G2**



### G3 Financial resilience to reductions in income



## **Section H: Premises**

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

Please complete the Excel application form.



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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible	<Redacted>
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i>	
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, <Redacted>, Wolverhampton, <Redacted>.
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In which local authority is your preferred location? - this information is brought through from section B	Wolverhampton
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If the preferred site is near to the boundary with another local authority, please say which:	Dudley
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If the preferred site is near to the boundary with a third local authority, please say which:	Walsall
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Staffordshire
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Please tell us how you found the site:	Discussions with local Estate agents
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Please confirm the tenure:	Freehold purchase
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If other, please explain further:	
-----------------------------------	--

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

Who owns the site?	Privately owned
--------------------	-----------------

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)	Yes
--	-----

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

Name and contact details of agent or local authority representative where available:	<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:	No
What kind of site is it?	Existing building
What is the current use?	Other - please describe
If government building or 'other' - please describe:	<Redacted>
Why have you chosen this site? What makes it suitable for your free school?	The flexibility of space within the <Redacted> to enable delivery of a huge variety of training bespoke to numerous vocational skills, sufficient spaces to be used as tutor and teaching spaces, office space, shop front, large area to rear suitable for market garden area, large car park, seperate loading bay for deliveries and distribution of products.
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:	5666 square metres
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:	Condition of the building is excellent, with only small alterations needed to become fully LDD compliant.

**Second choice site**

Full address and postcode. 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:	
--	--

**Third choice site**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**For independent school convertors**

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

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

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

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

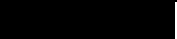
Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
---	--

## Annexes

Any annexes you add:

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

CV template		
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>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post,</li> </ul>	

	if applicable	
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):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	N/A

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	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <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)	██████████
		Name: Position: Time period:
		Name: Position: Time Period:

4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <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>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills,</li> </ul>	

	<p>qualifications achieved and preparing pupils for later life</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your</li> </ul>	



	subject and department), qualifications achieved and preparing pupils for later life	
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	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in</li> </ul>	██████████
		██████████
		Name:  Position:

	<p>position</p> <p>(This should cover the last four years. If not, please include additional roles)</p>	Time Period:
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <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>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and</li> </ul>	

	numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
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	██████████
<b>CV template</b>		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <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)	██████████
		██████████
		██████████

4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <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>	N/A
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and</li> </ul>	N/A

	<p>numeracy skills, qualifications achieved and preparing pupils for later life</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where</li> </ul>	N/A

	appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
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	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <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	██████████
		██████████
		Name:  Position:  Time Period:

	four years. If not, please include additional roles)	
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <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>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the</li> </ul>	



	<p>track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your subject/department/</li> </ul>	

	school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
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	██████████

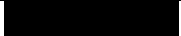
CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education	██████████

	or finance)	
3.	<p>Details of your last three roles including:</p> <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> <p>(This should cover the last four years. If not, please include additional roles)</p>	<p>██████████</p>
		<p>Name:</p> <p>Position: N/A</p> <p>Time period:</p>
		<p>Name</p> <p>Position: N/A</p> <p>Time Period:</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <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>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in</li> </ul>	

	<p>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</p> <ul style="list-style-type: none"> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key</li> </ul>	

	<p>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</p> <ul style="list-style-type: none"> <li>▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	
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	██████████

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

5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years</li> </ul>	

	<p>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</p> <ul style="list-style-type: none"> <li>▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	
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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**\*\* ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT \*\***

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

Not Applicable



Department  
for Education

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