



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

ARK EALING ACADEMY

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

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

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

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

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

Declaration

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

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

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

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

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

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

Signed:

Position: [REDACTED], ARK Schools

Print name: [REDACTED]

Date: 9 May 2014

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

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



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

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

Section C1

About ARK Ealing Academy

Age range

ARK Ealing Academy will be a new six form entry secondary academy providing places for 180 students each year from 2017. When it is full there will be 900 students aged 11-16 on site plus a 300 place sixth form.

Location

Our proposal is that the school open on the site of the former [REDACTED] in north Ealing drawings its pupils from Ealing and Acton. Ealing Council strongly supports ARK School's application to open ARK Ealing Academy due to the urgent need for additional high school places in the borough.

Summary of the Proposal

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

The school will have particularly strong links with ARK Priory Primary Academy and ARK Byron Primary Academy (due to open in September 2015) – both located in Acton – as well as the wider ARK west London hub of schools. The London Borough of Ealing has significant need for new, high quality secondary school places. This is particularly true in Ealing and Acton, where the new academy is proposed to draw its students (**see section E1**). Our admission criteria would prioritise students living close to two nodal points in order to target those areas with the greatest pupil place need.

The preferred location for ARK Ealing is in the north east of the borough in the constituency of Ealing Central and Acton. This constituency is comprised of eight wards which on average are in the 40% most deprived in London (using the London IDACI scale). The London Borough of Ealing is ranked as the 61st most deprived borough (of 326) – putting it in the 19 percent most deprived nationally when measuring income deprivation affecting children nationally.

In Ealing, on average 24.5% of secondary school children are eligible for Free School Meals (FSM) which is higher than the national figure of 16.3%. The percentage of secondary age children for whom English is an additional language is also high at 53%, compared to 13.6% nationally. ARK is experienced in serving similar intakes and delivering outstanding educational results (across the secondary network, 36% are entitled to free school meals and 37% have English as an additional language.)

Need for places in Ealing

According to the Office for National Statistics (ONS), between 2002 and 2012 the number of births in Ealing rose by 32% to 5,847. From 2005, the borough had the second highest birth rate across London (in 2012, it had the third highest).

Ealing also has the fourth largest population of 0 – 5 year olds in London comprising 9% of its total population – this is well above the London average of 5.9%. According to the Census, between 2002 and 2012 the under 5 population in the borough increased by 34%.

This unprecedented rise in birth rates has led to a huge expansion in the primary provision in the borough – both ARK Priory and ARK Byron were opened to address part of this need. Ealing Council has projected that it requires an additional 40 forms of entry at primary level by 2015. From 2016, this primary bulge will begin transferring to secondary school and Ealing Council projects that it will require a minimum of 21 forms of entry at secondary level by 2019.

The areas of Acton and Ealing in particular have both experienced unprecedented rises in population growth and Ealing Council projects that at secondary level it will require four and five forms of entry respectively in these two areas by 2016. By 2019 the need will have risen to nine forms of entry in each area.

Parent Demand

ARK Schools already operates one school in Ealing: ARK Priory Primary Academy. ARK opened ARK Priory in 2013 as the first standalone primary academy in the borough in response to the urgent need for primary school places in Acton. For its founding cohort, there were 175 applications for its 60 places: of these 72 were first choice preferences. For entry in 2014, the number of applications to the academy rose by 32% and there were 95 first choice preference applications. ARK Byron Primary is a primary free school due to open in Acton in 2015 – based on our experience at ARK Priory we expect this school to be oversubscribed on first choice preferences in its first year of opening.

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

The demand for the ARK model is reflected in the admissions data for ARK schools, particularly where the ARK brand is recognised locally. In Wandsworth for example, Bolingbroke Academy, a Wave 1 Free School, received 167 first choice applications and 677 applications in total last year for its 120 Year 7 places (**for further information see section E1**).

ARK Ealing would address the acute place need in Acton. Currently in Acton there is only one co-educational and non- denominational secondary school. ARK Ealing would therefore increase the number of secondary age schools with non-selective admissions in an area of high place need, offering a distinct offer to local parents.

ARK Schools

ARK Schools is an education charity and successful academy sponsor with a track record of providing high quality education at both primary and secondary level in areas of disadvantage

and/or historic educational underachievement. ARK Schools' vision is to create a group of excellent schools that radically improve our pupils' life chances. We aim to ensure that every student at an ARK academy will do well enough to have real choices at age 18 – either to go on to university or pursue the career of their choice.

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

Academies

- Burlington Danes Academy – Hammersmith and Fulham, 2006
- King Solomon Academy – Westminster, 2007
- Walworth Academy – Southwark, 2007
- Ark Academy – Brent, 2008
- Globe Academy – Southwark, 2008
- Evelyn Grace Academy – Lambeth, 2008
- Charter Academy – Portsmouth, 2009
- St Alban's Academy – Birmingham, 2009
- ARK Oval Primary Academy – Croydon, 2011
- ARK Kings Academy – Birmingham, 2012
- ARK Tindal Primary Academy, Birmingham 2012
- ARK Rose Primary Academy, Birmingham 2012
- ARK Putney Academy – Wandsworth, 2012
- Isaac Newton Academy – Redbridge, 2012
- ARK Bentworth Primary Academy, Hammersmith and Fulham, 2012
- ARK Priory Primary Academy – Ealing, 2013
- ARK All Saints Academy – Southwark, 2013
- ARK Ayrton Primary Academy – Portsmouth, 2013
- ARK Brunel Primary Academy – Kensington & Chelsea, 2013
- ARK Franklin Primary Academy – Brent, 2013
- ARK Swift Primary Academy – Hammersmith & Fulham, 2013
- Helenswood Academy – Hastings, 2013
- ARK William Parker Academy – Hastings, 2013

Free schools

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

Schools proposed to open in 2014 and beyond

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

- ARK North Enfield Academy – Enfield, 2016 (Free School)
- ARK Croydon Primary Academy – Croydon, 2015 (Free School, application being determined)
- ARK Croydon Academy – Croydon, 2016 (Free School, application being determined)

Further expansion strategy

ARK Schools currently operates 27 schools, including 16 secondary or all through schools, and aims to grow to a network of around 50 schools. Our planned expansion is focused on building clusters of schools in London, Birmingham, Portsmouth and Hastings and to create virtual all-through schools wherever possible. Our central team has been structured to deliver this level of growth while ensuring every school receives high quality educational and operational support to enable it to deliver outstanding education and exceptional results (see Section F for more detail).

ARK Schools: a proven track record

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

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

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

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

Key features of the school

Vision and ethos

As laid out above, ARK Ealing Academy will aim to ensure that every pupil will leave the academy at age 18 prepared for either university or to pursue the career of their choice.

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

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

1. High Expectations

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

2. Excellent teaching

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

3. Exemplary behaviour

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

4. Depth before breadth: the curriculum

A strong command of the core subjects of English and maths is vital to access the whole curriculum. This is all the more true if pupils arrive at school with lower than average attainment. We therefore prioritise depth before breadth so that pupils secure firm foundations in these core subjects as quickly as possible. At secondary level, at least five hours a week is dedicated to both English and mathematics.

5. More time for learning

To enable us to spend time on the core subjects, as well as ensure that pupils experience a range of creative and enrichment activities, ARK academies operate a longer school day (as allowed by academy freedoms). Typically at secondary level, the day will run from 8.30am to 4.30pm, with optional breakfast clubs and after school sessions from 7.45am running until 6pm.

6. Knowing every child

Positive relationships between pupils and staff reinforce a culture of excellent behaviour and commitment to learning. Positive relationships between students and staff reinforce a culture of excellent behaviour and commitment to learning. ARK schools are organised as small schools so that every student knows and is known by every member of staff within their small school. The school will be led by a principal with assistant principals responsible for the key stage 3, key stage 4 and key stage 5 schools.

Aspirations and targets

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

At secondary, we aim for at least 80% of all pupils to achieve five good (A*-C) GCSEs including English and maths, and that the majority of students will take the GCSEs required to achieve the English Baccalaureate.

In the sixth form, our expectation is that at least 80% of pupils will qualify for a good university and 100% will secure a university place, job, training course or apprenticeship.

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

An inclusive academy

Admissions

ARK academies are non-selective, community schools for local children. ARK Ealing Academy will welcome all local children regardless of ability or background. After admitting those with statements of special educational need, places will be offered in the following order of priority: children in care, those with a sibling attending the academy and then admission based on straight line distance lived from two nodal points: one in Acton and one in Ealing. These nodal points will be agreed in consultation with Ealing Council and will be sited so they best meet local place need.

Inclusion

ARK is fully committed to inclusion. The ARK education model particularly supports those pupils with special educational needs or English as an additional language. It is likely that ARK Ealing will have a high proportion of pupils for whom English is an additional language – the borough average of children at secondary level for whom English is an additional language is almost four times higher than the national average.

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

Religious education

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

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

Section D: Education plan – part 1

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

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

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7				180	180	180	180	180	180
Year 8					180	180	180	180	180
Year 9						180	180	180	180
Year 10							180	180	180
Year 11								180	180
Year 12									150
Year 13									
Totals				180	360	540	720	900	1050

Section D: Education plan – part 2

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

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

Subject/ other activity (e.g. enrichment)	Hours per week	Mandatory/ voluntary	Comments
English	Year 7 – 11: 5	Mandatory	
Mathematics	Year 7 – 11: 5	Mandatory	
Science	Year 7 – 9: 4 Year 10 – 11: 4 for double science 6 for triple science	Mandatory	
Humanities	Year 7: 3	Mandatory	Humanities include history, geography and RE and may be taught by the same teacher or separately by subject specialists.
History	Year 8 – 9: 2 Year 10 – 11: 3	Year 8 – 9: mandatory Year 10 – 11: mandatory to take either History or Geography	Year 7 students take ‘Humanities’
Geography	Year 8 – 9: 2 Year 10 – 11: 3	Year 8 – 9: mandatory Year 10 – 11: mandatory to take either History or Geography	Year 7 students take ‘Humanities’
RE	Year 8 – 9: 1 Year 10 – 11: 3	Year 8 – 9: mandatory Year 10 – 11: optional	Year 7 students take ‘Humanities’
Modern Foreign	Year 7 – 9: 2	Mandatory for most	

Languages (MFL)	Year 10 – 11: 3	students	
D & T	Year 7 – 9: 1 Year 10 – 11: 3	Year 7 – 9: mandatory Year 10 – 11: optional	
Art	Year 7 – 9: 1 Year 10 – 11: 3	Year 7 – 9: mandatory Year 10 – 11: optional	
Music	Year 7 – 9: 2 Year 10 – 11: 3	Year 7 – 9: mandatory Year 10 – 11: optional	
PE	Year 7 – 11: 3	Year 7 – 11: mandatory (entitlement) GCSE: optional	
Flexible	Year 7: 5 Year 8 – 9: 3 Year 10/11: 0 for those taking triple science, 2 for others	n/a	'Flexible' time could be used for enrichment activity 2 hours per week.
Option 2	Year 10 – 11: 3	n/a	Students will be able to choose from a wide range of options. The specifics of the offer will be developed by the Principal in conjunction with the ARK Education Team when they are in post.
Option 3	Year 10 – 11: 3	n/a	As above
Post 16 options*	Year 12 – 13: 5 hours per option	n/a	

Nb.
Times shown are ARK's standard model. Setting is used to allow for flexibility. E.g. for some students, who arrive with particularly low levels of attainment in Year 7, a revised curriculum model with greater time allocated to the core subject of English, maths and Science is used to allow them to catch up in the core subjects with MFL removed from their timetable.

*At Post 16 we will provide a rigorous university and careers preparatory curriculum. This will include a wide range of course options, allowing students to pursue a pathway appropriate for them which leads to university or the career or their choice.

Section D1:

Curriculum

Curriculum

The ARK secondary curriculum – as outlined in our previous Free School applications – is being delivered successfully across ARK's 16 secondary (and all through) academies including Bolingbroke Academy, a free school in Wandsworth. It has been designed to achieve the ARK vision that at least 80% of all pupils achieve five good (A* - C) GCSEs including English and mathematics.

In line with the ARK principle of depth before breadth, at ARK Ealing there will be an emphasis on English and mathematics, with additional support for those pupils below level and additional stretch for those pupils exceeding targets. The allocation of curriculum time is determined by each pupil's needs, with priority given to academic acceleration in core subjects. We will cover the national curriculum in English, maths and science.

Although the ARK network focuses on achieving mastery in the core subjects before tackling the wider curriculum, the academy will ensure that a broad and balanced curriculum is delivered for all pupils over the course of their school career. Once in post, the leadership team will develop the detailed curriculum offer, with support from the ARK education team.

Each year the principal will be responsible for determining which courses are offered and how they are taught in order to best serve the needs of each pupil.

Key Stage 3

The key stage 3 curriculum is focused on depth before breadth. There will be room for flexibility in the way that these subjects are delivered based on the rates of student progress and the attainment of those students joining the academy.

The academy's longer school day will enable enrichment activities and master classes to stretch and challenge all students or to allow for targeted catch up where needed.

Key Stage 4

We aim that the majority of students will take the GCSE subjects required to achieve the English Baccalaureate.

The principal will decide whether to implement alternative qualifications such as IGCSE and native language qualifications to reflect and support the local community.

The 16 – 19 curriculum

The 16 – 19 curriculum will stretch and challenge students, and will promote independent learning to prepare them for university and working life.

The principal will, at a later stage, decide whether to offer the International Baccalaureate, depending on the suitability of the course for each cohort.

This approach will be used at ARK Ealing Academy because it is working effectively in other ARK schools (**see section C1 for further information about ARK's track record**).

D2

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

The curriculum for ARK Ealing Academy has been designed to achieve ARK's vision that at least 80% of pupils leave secondary with at least 5 GCSEs at grades A*- C including English and maths.

Target Setting

Targets will reflect the high expectations of the academy; we set targets which are above national expectations. The minimum attainment targets for students at each key stage, irrespective of entry point are:

- Key Stage 3: level 5b in English and level 6c in mathematics
- Key Stage 4: grade C in English and mathematics.

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

- Key Stage 3: at least 6 sublevels in English, 8 sublevels in mathematics
- Key Stage 4: at least 6 subgrades in English and mathematics (equivalent to at least two levels of progress).

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

The ARK minimum expectation for attendance is 95%.

Assessment and monitoring

All ARK schools share the same assessment system and cycle:

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

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

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

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

Each term, the ARK central team also analyses the data available and provides the principal, the [REDACTED] and the Local Governing Body with a detailed report. This report informs the monitoring visits which focus on the key areas of behaviour and ethos, pupil progress and attainment, quality of teaching and leadership and management. This enables both ARK and the governors to identify any issues early on and provide appropriate challenge and support. **(see section F1 for more detail)**

D3

ARK Ealing Academy staff structure

The proposed staff structure has been devised to deliver the ARK secondary curriculum and is based on experience to date in similar sized schools serving a similar student profile.

As laid out in section G, the staff structure is affordable.

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

Academy organisation

The academy will be primarily organised around a small school model. This will mean that the assistant principals of key stages 3, 4 and 5 will have overall responsibility for both the academic progress and pastoral welfare of all the students in that phase or key stage.

Within each small school, students will be organised in year groups, with a form teacher primarily responsible for their pastoral welfare. From year one there will also be a SENCO responsible for inclusion, including SEN, in the school.

Leadership responsibilities

The principal will have responsibility for the overall vision and strategic direction of the academy. At full capacity there will be three vice principals who will lead on the following three core areas of whole academy responsibility:

- Teaching, learning and CPD
- Behaviour and ethos (including safeguarding)
- Assessment, data and IT systems.

Each assistant principal of key stage 3, 4 and 5 will be responsible for the progress and outcomes of the students in their small school as well as creating and embedding a stage appropriate ethos and rewards. All senior leaders at the school will be expected to take on some teaching responsibilities when first appointed. This load will then reduce as the student cohort increases.

Each subject lead will be responsible for the quality of teaching and learning in that subject area.

The finance and resources director will lead the operational team and be responsible for the school budget.

Existing ARK staff

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

ARK Ealing staffing structure (year one)

SLT	Principal, Vice Principal, Assistant Principal, Inclusion Manager/ SENCO (PT)
Core (English, Maths and Science)	3 x HOD 3 x teachers
Pupil support	Data Manager, Science technician
Non – core	1 HOD (Humanities) 1 x lead teacher (PE) 7 x teachers (Geography, History, Drama, Music, Art, D&T – P/T and MFL)
Operations	Finance and Resources Director (PT)
Premises	Site supervisor, site assistant
Catering	Chef manager, Catering assistant, midday meal supervisor x 2
Administration	Principal's PA, school administrator/ receptionist, finance administrator

ARK Ealing staffing structure (year two)

SLT	Principal, Vice Principal, Assistant Principal x 2, Inclusion Manager/ SENCO
Core (English, Maths and Science)	3 x HOD 3 x lead teacher 6 x teachers
Pupil support	Data Manager, Science technician x 2, Art/ DT technician, Learning support assistant x 2, Pastoral support staff, Librarian
Non – core	2 x HOD (Humanities and MFL) 2 x lead teacher (PE and MFL) 8 x teachers (Drama, Music, Art, D&T, Geography, History, MFL, PE)
Operations	Finance and Resources Director, Finance Officer
Premises	Site supervisor, site assistant
Catering	Chef manager, Cook, Catering assistant, midday meal supervisor x 4
Administration	Principal's PA, school administrator/ receptionist, finance administrator

ARK Ealing staffing structure (year three)

SLT	Principal, Vice Principal x 2, Assistant Principal x 2, Inclusion Manager/ SENCO
Core (English, Maths and Science)	3 x HOD 3 x lead teacher 11 x teachers
Pupil support	Data Manager, Science technician x 3, Art/ DT technician x 2, Learning support assistant x 3, Pastoral support staff, Librarian
Non – core	3 x HOD (History, Geography and MFL) 4 x lead teacher (PE, Humanities and MFL x 2) 14 x teachers (Drama x 2 , Music x 2, Art x 2, D&T x 2, Geography, History, RE, MFL, PE x 2)
Operations	Finance and Resources Director, Finance Officer
Premises	Site supervisor, site assistant
Catering	Chef manager, Cook, Catering assistant, midday meal supervisor x 5
Administration	Principal's PA, school administrator/ receptionist, finance administrator

ARK Ealing staffing structure (year four)

SLT	Principal, Vice Principal x 3, Assistant Principal x 3, Inclusion Manager/ SENCO
Core (English, Maths and Science)	3 x HOD 6 x lead teacher 15 x teachers
Pupil support	Data Manager, Science technician x 3, Art/ DT technician x 2, Learning support assistant x 4, Pastoral support staff, Librarian
Non – core	9 x HOD (History, Geography, RE, IT/ Business, Drama, Art, D&T, Music, PE and MFL) 5 x lead teacher (PE, Humanities and MFL x 2, IT/ Business) 18 x teachers (Drama x 2 , Music x 2, Art x 2, D&T x 2, Geography x2 , History x 2, RE x 2, MFL x 2, PE x 2)
Operations	Finance and Resources Director, Finance Officer
Premises	Site supervisor, site assistant x 2
Catering	Chef manager, Cook, Catering assistant x 2, midday meal supervisor x 6
Administration	Office manager, principal's PA, school administrator/ receptionist x 3, finance administrator

ARK Ealing staffing structure (year five)

SLT	Principal, Vice Principal x 3, Assistant Principal x 5, Inclusion Manager/ SENCO
Core (English, Maths and Science)	3 x HOD 9 x lead teacher 18 x teachers
Pupil support	Data Manager, Science technician x 3, Art/ DT technician x 2, Learning support assistant x 7, Pastoral support staff x 2, Librarian
Non – core	10 x HOD (History, Geography, RE, Drama, Art, D&T, Music, PE, IT/ Business and MFL) 9 x lead teacher (PE, Humanities, History, Geography, RE and MFL x 2, IT/ Business x 2) 27 x teachers (Drama x 2 , Music x 3, Art x 3, D&T x 2, Geography x 3 , History x 3, RE x 3, MFL x 3, PE x 4, IT/ Business)
Operations	Finance and Resources Director, Finance Officer
Premises	Site supervisor, site assistant x 3
Catering	Chef manager, Cook, Catering assistant x 2, midday meal supervisor x 7
Administration	Office manager, principal's PA, school administrator/ receptionist x 4, finance administrator , SLT PA

ARK Ealing staffing structure (year six)

SLT	Principal, Vice Principal x 3, Assistant Principal x 5, Inclusion Manager/ SENCO
Core (English, Maths and Science)	3 x HOD 9 x lead teacher 21 x teachers
Pupil support	Data Manager, Science technician x 3, Art/ DT technician x 2, Learning support assistant x 10, Pastoral support staff x 3, Librarian
Non – core	11 x HOD (History, Geography, RE, Humanities, Drama, Art, D&T, Music, PE, IT/ Business and MFL) 9 x lead teacher (PE, Humanities, History, Geography, RE and MFL x 2, IT/ Business x 2) 31 x teachers (Drama x 3 , Music x 3, Art x 3, D&T x 3, Geography x 3 , History x 3, RE x 3, MFL x 4, PE x 4, IT/ Business x 2)
Operations	Finance and Resources Director, Finance Officer
Premises	Site supervisor, site assistant x 3
Catering	Chef manager, Cook, Catering assistant x 3, midday meal supervisor x 8
Administration	Office manager, principal's PA, school administrator/ receptionist x 4, finance administrator, SLT PA

ARK Ealing staffing structure (at capacity)

SLT	Principal, Vice Principal x 3, Assistant Principal x 5, Inclusion Manager/ SENCO
Core (English, Maths and Science)	3 x HOD 9 x lead teacher 21 x teachers
Pupil support	Data Manager, Science technician x 3, Art/ DT technician x 2, Learning support assistant x 10, Pastoral support staff x 5, Librarian
Non – core	11 x HOD (History, Geography, RE, Humanities, Drama, Art, D&T, Music, PE, IT/ Business and MFL) 9 x lead teacher (PE, Humanities, History, Geography, RE and MFL x 2, IT/ Business x 2) 32 x teachers (Drama x 3 , Music x 3, Art x 3, D&T x 3, Geography x 3 , History x 3, RE x 3, MFL x 4, PE x 4, IT/ Business x 3)
Operations	Finance and Resources Director, Finance Officer
Premises	Site supervisor, site assistant x 3
Catering	Chef manager, Cook, Catering assistant x 3, midday meal supervisor x 8
Administration	Office manager, principal's PA, school administrator/ receptionist x 5, finance administrator, SLT PA

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

NA

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7					180	NA	NA	NA
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals					180	NA	NA	NA

Section E: Evidence of need – part 2

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

Section E1

Introduction

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

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

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

Parent Demand

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

Full phone interviews were conducted with 3,202 parents living across 16 local authorities in London including: Brent, Camden, Croydon, Ealing, Enfield, Hackney, Hammersmith & Fulham,

Haringey, Hounslow, Lambeth, Merton, Redbridge, Southwark, Waltham Forest, Wandsworth and Westminster. 1,916 parents had children aged between 0 and 4 and 2,257 had children aged between 5 and 9.

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

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

The key features of an ARK School are:

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

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

- Across London, 75% of parents were likely to send their children to an ARK school – in Ealing 69% of parents agreed that there likely to send their children to an ARK school.

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

- 97% thought that developing English and mathematics skills is important: 94% of Ealing parents.
- 97% would like their child to attend a school which encourages them to progress academically: 96% of Ealing parents.
- 96% would like to send their child to a school which offers a wide range of extracurricular activities: 92% of Ealing parents surveyed.
- In Ealing specifically, 37% of parents with children of potential secondary age (5-11) felt that there were not enough secondary places available in their borough.

These statistics show that there is a high demand for the ARK Schools model across London and specifically in Ealing.

Place Need

The London Borough of Ealing has seen significant population growth over the last ten years and this is projected to continue. In 2013 alone, an additional 30 forms of entry were created at primary level in response to the increased birth rate the borough experienced between 2005 and 2011. This unprecedented rise in birth rates will begin impacting on the availability of secondary provision from 2016 when the bulge years begin transferring to Year 7.

Currently, Ealing high schools have capacity for 3,140 Year 7 aged children. This capacity rises to 3,200 in 2015/2016 however; according to estimates provided by the Greater London Authority

(GLA) the demand will rise to 3,268 in the same year before peaking at 3,864 in 2019/2020. Based on this growth the Council projects that it will require an additional 21 forms of entry across the borough by 2019. This requirement is in addition to the places provided through the expansion of two schools and the opening of a new free school in the borough.

Due to the complicated pattern of allocating places due to cross borough movement, the Council has begun planning its high school provision in four quadrants. Acton and Ealing form two quadrants located in the east of the borough and are the location of the greatest demand for high school places. In Acton, the Council has projected that it will require one form of entry at secondary level in 2014; this will rise to four forms of entry the following year and will peak in 2019 to nine forms of entry. The pattern is similar in Ealing where – by 2019, it too will require an additional nine forms of entry.

ARK Ealing Academy will be directly serving these areas of high need.

Existing Provision

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

In Ealing, 25% of secondary age children currently attend an out of borough or independent school. In Acton this peaks to a third of secondary aged children. Indeed, Ealing has the highest net exportation of secondary age children across the whole of the London with over 2,000 children leaving the borough to access secondary provision.

There are 14 secondary academies, free schools or maintained schools in the borough. Of these In five of these schools, less than 60% of students are achieving 5 A*- C GCSEs including English and maths : in one of the schools, less than 40% of students are achieving 5 good GCSEs making it below the government floor target.

Thirteen of the 14 secondary schools have been inspected by Ofsted – of these, four have been rated as Requires Improvement or below. This represents a significant number of local children attending provision that is underperforming. Of the Ofsted Outstanding rated provision in the borough, only three have comprehensive admissions. The remainder (40% of the Outstanding rated provision) admit children based on religious ethos. Children from a non-faith background that live in the borough are therefore disadvantaged in their chances of attending high quality provision. In Acton specifically, where it is proposed ARK Ealing would draw many of its students, there are three high schools – one is single sex and the other has admission based on religious ethos. Opening ARK Ealing would increase the diversity of high quality provision in an area of critical place need.

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

Local Stakeholder Engagement

We wrote to several stakeholders as part of the application process. This included the following:

- The local ward councillors, MPs, leader of the Council and leaders of opposition parties and the Cabinet Member for Children's Services.

We also met with the local authority to discuss the proposal. A letter from the Director of Adult and Children's Services in support of this application has been received.

Following the submission of the Free School application we will also be surveying local parents to demonstrate the demand for an ARK secondary free school in the east of the borough.

ARK Experience

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

- ARK Priory Primary, a sponsored academy, opened in Ealing in 2013. In its first year of opening the academy received 175 applications for 60 places: of these 72 were first choice preferences. For entry the following year the total number of applications had risen to 259 of which 95 were first choice preferences.
- ARK Conway Primary, a Wave 1 Free School, received 63 applications for 30 places in 2011 (prior to opening) and 122 applications for 30 places in 2012, of which 43 (35%) were first choice applications. For entry in 2013 the school received 142 applications and was again oversubscribed on first choice preferences.
- Applications to ARK Atwood Primary, one of ARK's Wave 1 Free Schools, have increased by 59% since 2012. For entry in September 2014 the school received 78 first choice applications for its 60 places – an increase from 42 in 2012.
- In its first year of opening, Isaac Newton Academy received 525 applications for 180 places. This number rose to 753 in 2013. Isaac Newton Primary (a Free School due to open in September 2014) received 165 applications for its 90 places in its first year.
- In its first year of opening, Bolingbroke Academy, a Wave 1 Free School, received almost 600 applications for 120 places. In its second year the number of applications to the academy rose to 670.

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

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

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

Our experience from our schools and the specific pupil place need identified by Ealing Council lead us to expect that pupils will come from a relatively small catchment area. We would expect

ARK Ealing Academy to have a small catchment area, drawing largely from the W3 postcode which is shown in the map below.

Map showing expected catchment area for ARK Ealing Academy



Conclusion

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

Section E2

Community Engagement

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

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

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

- Holding consultation meetings near the proposed site to discuss the new school with any local stakeholders.
- Meet with local primary headteachers to discuss the free school proposal and attend Year 6 transfer events to ensure there are a high number of applications to the school.
- Advertising campaigns to publicise open days, increase local knowledge of the ARK brand and generate awareness of a new school opening.
- Identify and engage with local community groups: in areas where there has been significant concern regarding a Free School or new start academy proposal, ARK has established a Community Reference Group. This allows for local views to be fed into the development of the new school and to ensure that updates on the project development are communicated back to the community.
- Write to local headteachers, councillors and the MP updating them on the Free School proposal and offering them the opportunity to meet ARK representatives.
- Develop relationships with local representatives; particularly ward councillors and the local cabinet member for education.
- Attend Council-run ward forum meetings to update local residents on the Free School proposal.
- Undertake a door drop to businesses and residences within a mile of the proposed academy site, targeting between 5000-10000 properties (where no site is identified this reach might be wider).
- Maintain an up to date, clear and easy to use website for parents and the other stakeholders to find out more about the school.

Section F: Capacity and capability

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

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

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

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

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

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

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

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

F1 (a) Pre-opening skills and experience

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

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

██████████	Y	London	██████████	██████████.	As needed
██████████	Y	London	██████████	██████████.	As needed
██████████	Y	London	██████████	██████████.	As needed
██████████	Y	London	██████████	██████████.	As needed
██████████	Y	Hampshire	██████████	██████████.	As needed
██████████	Y	Kent	██████████	██████████.	As needed
██████████	Y	London	██████████	██████████.	As needed
██████████	Y	St Alban's	██████████	██████████.	As needed
██████████	Y	Brighton	██████████	██████████.	As needed
██████████	Y	London	██████████	██████████.	As needed
██████████	Y	St. Alban's	██████████	██████████.	As needed

ARK Schools' central resources and expertise

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

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

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

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

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

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

Education expertise and capacity

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

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

[REDACTED] [REDACTED] [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] and [REDACTED] [REDACTED], [REDACTED] and [REDACTED]

[REDACTED], [REDACTED], [REDACTED] and [REDACTED]
[REDACTED] and [REDACTED]
[REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] and [REDACTED]

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

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

Operations capacity

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

Finance capacity

The Responsible Officer role at ARK’s academies is held by the ARK Schools Audit Committee which delegates this function to [REDACTED]. They are supported by the central finance team. [REDACTED] to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained.

The Accounting Officer role is held by [REDACTED], [REDACTED].

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

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

HR and recruitment

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

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

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

Operations capacity – IT

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

Project management

The projects team, led by [REDACTED],

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

F1 (b) Skills gap in pre-opening

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

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

F2 Governance

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

ARK Schools governance arrangements

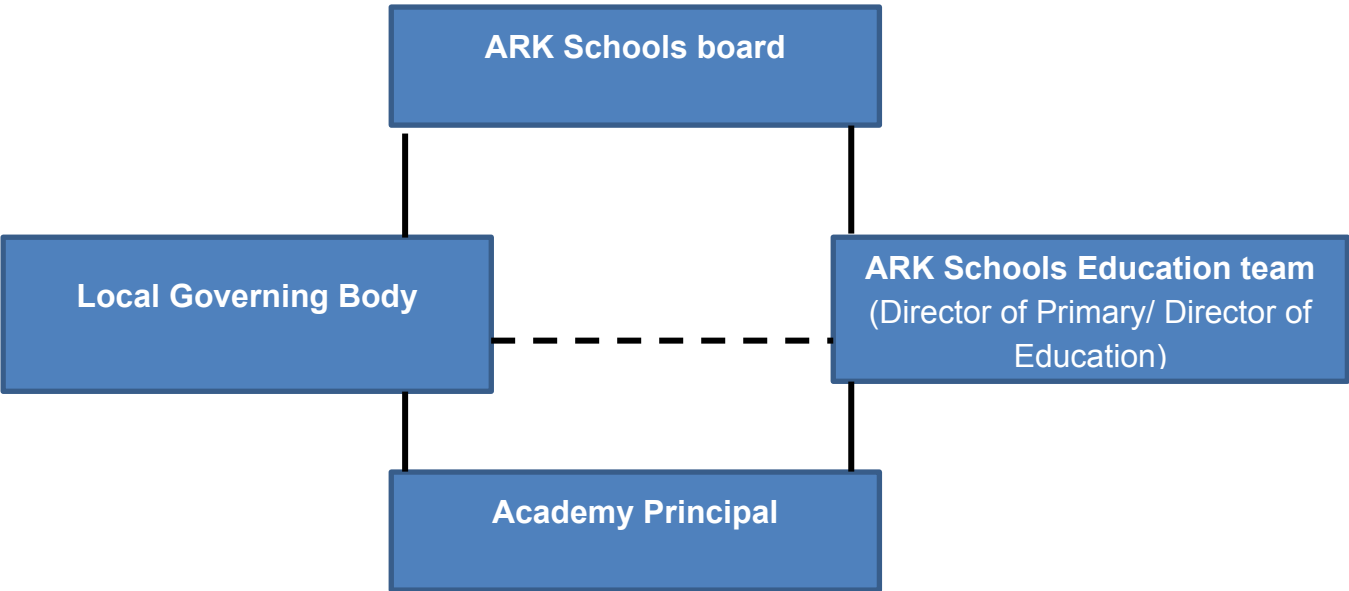
Under its funding agreement, the legal governing body for all ARK academies is the board of directors of ARK Schools. However, the ARK Schools Board delegates the majority of its powers to each academy's Local Governing Body (LGB) which operates with delegated powers as a committee of the ARK Schools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

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

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

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



LGB composition

The LGB composition for ARK Ealing Academy will be:

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

Local governing bodies will normally meet six times a year. Where appropriate, the chair may decide to hold part of the meeting without academy staff governors or officers present. Where appropriate and necessary, finance and curriculum subcommittees may be established by the LGB. Otherwise the oversight of these areas is carried out by the full LGB.

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

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

Principal performance management

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

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

Parent council

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

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

F3 (a) Proposed governors

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

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

F3 (b) Skills gap for governing body

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

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

F4 Principal Recruitment

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

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

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

The process and timeline for recruiting the Principal is as follows:

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

Date	Activity
July/August 2016	Research/networking with potential candidates
2 September 2016	Advert in print/online
26 September 2016	Close date for applications
w/c 3 October 2016	Review of applications and longlist agreed
w/c 10 October 2016	Initial longlist interviews at ARK central
w/c 17 Oct 2016	School based assessment centre Final interviews at ARK central office
January 2017	Post taken up

B. Attraction strategy

Networking and targeted search

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

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

ARK also runs Aspiring to Headship a programme where exceptional senior leaders are identified and carefully placed in our schools to work alongside one of our inspirational school leaders. This is an opportunity for coaching and development as well as giving aspiring leaders real and stretching responsibilities so that they are able to meet the challenges of headship.

Press advertising

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

- September 2016. Half page advert in the TES, which will also appear on their website.
- Applicants can download the application pack (via ARK or TES website) or have it sent to them.
- The application pack will contain a cover letter, information on the academy, ARK Schools, the role/job description and pay/remuneration.

PR

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

C. Selection Process

Stage 1 Longlisting

Based on the applications received longlisting is undertaken by the Head of Principal Recruitment and Director of Education. Candidates on the longlist are then put forward for screening interviews.

Stage 2 Screening interviews

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

Stage 3 Assessment day

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

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

Stage 4 School visits

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

Stage 5 Final panel interview and presentation

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

'What would your vision for the ARK Ealing Academy be? And how would you achieve this vision (think through implementation) within the first year?'

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

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

Stage 6 - Final pre-employment checks

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

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

Vision and strategy

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

Teaching and learning

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

Leadership

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

Leading external relationships

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

Personal characteristics

- Highly approachable
- Relishes accountability and takes personal responsibility for their own actions
- Very grounded and makes sensible judgements
- Excellent critical thinking skills; an intellectual curiosity and rigour
- Highly respectful nature; able to build trust and mutual respect between pupils, their families and the staff
- Strong interpersonal, written and oral communication skills.

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

NA (ARK Schools is an approved academy sponsor).

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

NA (ARK Schools is an approved academy sponsor).

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
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F6 (b) Shared services

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

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

Section F7 (Independent schools)

N/A

Section F8 (Independent schools)

N/A

Section G: Budget planning and affordability

G1 Financial Planning and Assumptions

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

- [Redacted]
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1. [Redacted]
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 - [REDACTED]

- [REDACTED]
 - [REDACTED]

Section H: Premises

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

Please complete the Excel application form.

Annexes

Annex 1 – [REDACTED]

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

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	<p>██████████.</p> <ul style="list-style-type: none"> • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. • ██████████. • ██████████.
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	<p>██████████</p> <p>██████████</p>

Annex 2 – [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
		<p>Name:</p> <p>Position:</p> <p>Time period:</p>
		<p>Name:</p> <p>Position:</p> <p>Time Period:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p>	

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score</p>	

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

Annex 3 – [REDACTED]

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

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per</p>	

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

Annex 4 – [REDACTED]

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

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is</p>	<p>██████████.</p> <p>• ██████████.</p>

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

Annex 5 – [REDACTED]

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

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

	relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]. • [REDACTED].
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED] [REDACTED]

Annex 6 – [REDACTED]

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

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

	relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]. • [REDACTED].
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED] [REDACTED]

Annex 7 – [REDACTED]

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

Annex 8 – [REDACTED]

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

<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	<p>N/A</p>
<p>Brief comments on why your previous experience is</p>	<p>██████████.</p>

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

Annex 9 – [REDACTED]

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

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

relevant to the new school	<ul style="list-style-type: none"> • [REDACTED].
Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
Reference names(s) and contact details	[REDACTED] [REDACTED]

Annex 10 – [REDACTED]

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

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per</p>	

	student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████ ██████████

Annex 11 – [REDACTED]

Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
<p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p>
For finance only:	NA
<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per</p>	[REDACTED].

<p>student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	NA
<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED].
<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

Annex 12 – Sophy Blakeway CV

1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 20px;">name of school/ organisation</p> <p style="padding-left: 20px;">position and responsibilities held</p> <p style="padding-left: 20px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	Name: ██████████
		Position: ██████████
		Time period: ██████████
		Name: ██████████
		Position: ██████████
		Time period: ██████████
		Name: ██████████
		Position: ██████████
		Time Period: ██████████
4.	For finance only:	NA
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 20px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per</p>	

	<p>student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]
8.	<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

Annex 13 – [REDACTED]

Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p>
	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p>
For finance only:	NA
<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

<p>including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	NA
<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED] • [REDACTED]
<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
<p>Reference names(s) and contact details</p>	[REDACTED] [REDACTED]

Annex 14 – [REDACTED]

1.	Name [REDACTED]

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

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

<p>years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
<p>Brief comments on why your previous experience is</p>	<p>██████████.</p>

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

1. Name [REDACTED]
2. Area of expertise (i.e. education or finance) [REDACTED]
3. Details of your last three roles including:
 - Name: [REDACTED]
 - Position: [REDACTED]
 - Time period: [REDACTED]
 - name of school/organisation
 - position and responsibilities held
 - length of time in position
 - Name: [REDACTED]
 - Position: [REDACTED]
 - Time period: [REDACTED]
 - This should cover the last four years. If not, please include additional roles
 - Name: [REDACTED]
 - Position: [REDACTED]
 - Time Period: [REDACTED]
 - Name: [REDACTED]
 - Position: [REDACTED]
 - Time Period: [REDACTED]
4. **For finance only:** NA
- 5.a **For education only:** NA
- 5.b **For education only:** NA
6. Brief comments on why your previous experience is relevant to the new school
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.

8. Reference names(s) and contact details

• [REDACTED]

[REDACTED]

[REDACTED]

Annex 17 – [REDACTED]


1. Name [REDACTED]
2. Area of expertise (i.e. education or finance) [REDACTED]
3. Details of your last three roles including:
 - Name: [REDACTED]
 - Position: [REDACTED]
 - name of school/organisation [REDACTED]
 - Time period: [REDACTED]
 - position and responsibilities held [REDACTED]
 - length of time in position [REDACTED]
 - This should cover the last four years. If not, please include additional roles [REDACTED]
 - [REDACTED]
 - Time Period: [REDACTED]
4. **For finance only:** NA
- 5.a **For education only:** NA
- 5.b **For education only:** NA
6. Brief comments on why your previous experience is relevant to the new school
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
7. **Optional:** brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
8. Reference names(s) and [REDACTED]

contact details



Annex 18 – [REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time period: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Time Period: [REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p>	

	<p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is	

	relevant to the new school	<ul style="list-style-type: none"> • [REDACTED] • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED] [REDACTED]