

# Free Schools in 2014

## Application form

Mainstream and 16-19  
Free Schools

## Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<a href="#">Section A</a> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section B</a> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section C</a> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section D</a> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section E</a> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section F</a> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section G</a> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section H</a> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only:</b> you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only:</b> you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:mainstream.fsapplications2014@education.gsi.gov.uk">mainstream.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <a href="#">Section A</a> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] London [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.	If Yes, please provide more details: Will Kennard and Charlie Kennard who are both members and directors of East London Academy of Music are brothers.
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input checked="" type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:  We have received pro bono support from PKF in developing the application. PKF have provided advice and guidance in the early stages of the application process in relation to the draft financial plan and the education plan. We have made no commitment in relation to their role in pre opening if our application is successful. However, they would be considered as potential providers of support in relation to project

	management and financial planning subject to a fair and open recruitment process.	
<b>Details of company limited by guarantee</b>		
13.	Company name: East London Academy of Music	
14.	Company address: 2-6 Cannon Street London EC4M 6YH	
15.	Company registration number and date when company was incorporated: 8246407 9 October 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<b>Company members</b>		
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
18.	Please confirm the total number of company members: 6	
19.	Please provide the name of each member below (add more rows if necessary):	
	████████████████████	
	████████████████████	
	████████████████████	
	████████████████████	
	████████████████████	
	████████████████████	

**Company directors**

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	██████████
	██████████
	██████████
	██████████
	██████████
	██████████

21.	Please provide the name of the proposed chair of the governing body, if known: n/a
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**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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23.	If Yes, please provide the following information about each organisation: <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul>
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24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	n/a	
<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



### **Declaration to be signed by a company member on behalf of the company**

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 and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:**

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

**Print name:**

**Date:**

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

## Section B: Outline of the school

1.	Proposed school name:	East London Academy of Music
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2015
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Will your proposed school include boarding?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	



11.	If you have a preferred site, please give details, including the post code:	
12	Please tell us how you found this site:	
13	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	E1
15.	Local authority in which the proposed school would be situated:	Tower Hamlets
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	City of London, Hackney, Islington
17.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

The East London Academy of Music (“ELAM”) is a 16-19 college based in the west of the London Borough of Tower Hamlets. ELAM educates through music and its industry, inspiring talented young people to reach their full potential. Working in conjunction with the British Music Industry at every step of the way, ELAM will bring **world class** music provision to the heart of East London.

A centre of excellence within the community, education sector and music industry, ELAM will develop young musical talents into industry-ready professionals. Our unique *Music Development Programme* will equip learners with the *right expertise* and the *right personal qualities* needed to become an asset in employment, higher education or further training. As a true partnership between the music industry and education, ELAM is proud of the learning and transition opportunities that it will be able to offer its learners and the positive effect that their success will have on our community and our industry.

Emulating the success of our creative and music sectors, ELAM’s learning environment is driven at every stage by professional *Values*. *Collaboration, Excellence, Innovation, Integrity* and respect for *Self* will develop our Trainees into highly professional and technically competent young adults, capable of immediate transition into quality work or challenging study within the music sector, and beyond.

### C 1.1 The UK Music Industry

*“The music industry needs a new and diverse generation of talent to ensure our success in the years to come.”*

**David Joseph**

Chief Executive Officer  
Universal Music Group

The UK creative sector is employing at double the rate of the economy as a whole and by 2013 will employ more people than our financial sector<sup>1</sup>. It directly employs 675,000 people itself and around 1.5 million further in creative roles across all sectors and has been highlighted by the Prime Minister as an important growth area in rebalancing the economy<sup>2</sup>.

One-in-five people from the creative sector work within music specifically, and deliver the largest musical repertoire outside of America which is worth £4.2 billion annually to the UK economy<sup>3</sup>. As with the rest of the sector, the music industry is experiencing high levels of growth and estimates a need for 30,000 additional employees in its next phase of growth<sup>4</sup>.

*“The UK’s music industry is highly successful, internationally significant and expanding; we are seeing many growth areas emerge”*

**David Joseph**

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<sup>1</sup> *The Creative Society Annual Report 2010*

<sup>2</sup> *David Cameron, 28 May 2010*

<sup>3</sup> [www.bpi.co.uk/music-business/article/the-market.aspx](http://www.bpi.co.uk/music-business/article/the-market.aspx)

<sup>4</sup> *Creative and Cultural Skills AACSLMI report, Jun 2010*

The South East of England and London is the music industry employment hub with over 40% of the workforce working here<sup>5</sup>. Typically, background is a key determinant of entry to the sector; a recent study showed that 60% of music chart acts had been educated at a private school<sup>6</sup> whilst 96% of the London music workforce was white. This underperforms the rest of the economy by 11% and underrepresents Greater London's population by 31%<sup>7</sup>. Education is an important factor too, with 37% of the music industry workforce to be educated at degree level and over 80% having attained at Level 3<sup>8</sup>. Beyond these things, employability and soft skills are widely agreed<sup>9</sup> to be the main driving force behind entry and progression within the industry.

*“We want young people to show high levels of responsibility, use their initiative, have strong communication skills and be able to work with others... that is why Universal Music Group will be working with ELAM to ensure that this happens in East London”*

**David Joseph**

Safeguarding these qualities and embedding them into the ELAM Vision are some of the sector's most eminent figures who sit within our proposer group and extended team. ELAM's proposal is delivered in partnership with the UK music industry and alongside the most accomplished educators in the field. This is an unprecedented collaboration for East London. This team is uniquely placed to deliver an institution which enshrines these values and skills into the lives of ELAM's learners.

### **C 1.2 East London**

Our growing music and creative sector is seeking youth, diversity, innovation and enterprise. This is an opportunity waiting for the communities of East London where music is a cornerstone of youth culture. East London has become internationally synonymous with modern British music through successful recording artists including Plan B (Forest Gate), Dizzee Rascal (Bow), Professor Green (Hackney) and Tinie Tempah (Plumstead). In their footsteps is a generation that feel passionate about the movement; connected to a thriving music scene and looking for opportunities to become a part of its future.

”

“

”

ELAM Community Focus Group

East London sees many talented young people missing their trajectory towards the most fulfilling creative employment and higher study opportunities. Preventing this generation from achieving its potential are barriers which include low attainment, low aspiration and poor access to opportunities. ELAM will ensure that this talent is developed to its full potential and that young people from Tower Hamlets and its

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<sup>5</sup> *Creative and Cultural Skills AACSLMI report*, Jun 2010

<sup>6</sup> <http://www.newstatesman.com/blogs/the-staggers/2010/12/private-schools-music-state-educati>

<sup>7</sup> *Creative and Cultural Industries London Statistics 2012/13*

<sup>8</sup> *Creative & Cultural Skills*, *Creative and Cultural Industries Statistics 2012/13*

<sup>9</sup> *Sounding out the Future* – National Music Council

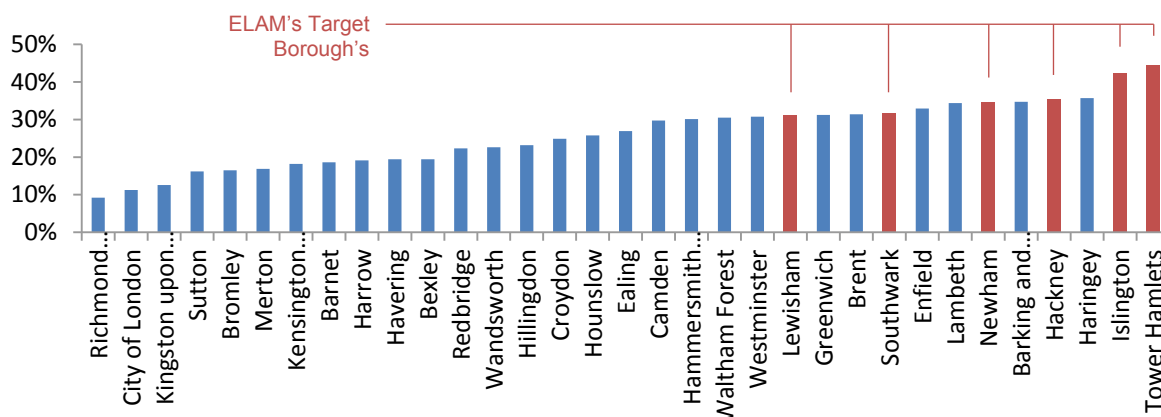
neighbouring boroughs are able to seize the very best work and study opportunities.

*“I know that a lot of raw musical talent goes to waste. Gifted youngsters often lack confidence and their potential isn't nurtured or encouraged by those around them. When I was growing up there weren't any facilities to support me as a young musician in East London, and I would have thrived in a college like ELAM. I have no doubt that ELAM will give its pupils all the tools they need to excel musically but also to develop as confident and successful young adults.”*

**Ben Drew (Plan B)**  
Musician

Many of the young people growing up in Tower Hamlets and its neighbouring boroughs of Islington, Hackney, Newham, Lewisham, Southwark, City of London (“**Target Boroughs**”) grow up at a socio-economic disadvantage. Of 2011's Key Stage 4 leavers, 40% of children claimed Free School Meals, with Islington experiencing the second highest rate of child poverty in the capital<sup>10</sup>, and Tower Hamlets the highest in the UK<sup>11</sup>.

London Boroughs: Percentage of Children living in Poverty



These are some of the most deprived areas in the capital and country and many young people grow up amidst high levels of unemployment and crime, poor health and housing<sup>12</sup>. Their life disadvantage is often mirrored in their academic attainment with over 5,500 young people (43%) from our Target Boroughs failing to achieve basic academic qualifications in 2011 (attainment below ‘C’ in English and Maths GCSE).

Post-16, the majority of young people in Tower Hamlets are pursuing Level 2 qualifications with 76% achieving success by age 19, much of this is within vocational areas. Vocational courses at Level 2 are consistently associated with low and negative returns and offer very poor progression routes into further study and employment<sup>13</sup>. Subsequently in Tower Hamlets, the proportion of young people

<sup>10</sup> Child Poverty Statistics, Tower Hamlets <http://endchildpoverty.org.uk/news/press-releases/child-poverty-map-of-the-uk-report-published-by-campaign-to-end-child-poverty/24/191>

<sup>11</sup> <http://www.bbc.co.uk/news/uk-16483257>

<sup>12</sup> Child Poverty in Tower Hamlets [http://www.endchildpoverty.org.uk/london/child-poverty-in-london-the-facts/tower-hamlets-43/#\\_ftn2](http://www.endchildpoverty.org.uk/london/child-poverty-in-london-the-facts/tower-hamlets-43/#_ftn2)

<sup>13</sup> *Review of Vocational Education – The Woolf Report*, Department for Education 2011

achieving Level 3 qualifications is now less than a half, and those progressing onto higher education less than a quarter. Tower Hamlets has seen the effect of this with a rise in the number of 18-24 year claiming Job Seekers Allowance, whilst one-in-twenty of all 16-19 year olds are falling out of education, employment or training and are classified as NEET<sup>14</sup>.

On all of these measures, Tower Hamlets is performing below the national average. The council have now highlighted that improvements are needed in the achievement of Level 3 qualifications, progression onto higher education, and in the development of work related skills at post-16 in order to secure the prosperity of young people in the Borough<sup>15</sup>. Outside of Tower Hamlets, the boroughs of Islington, Newham, Hackney and Southwark share similar concerns and are all seeking ways of engaging more young people and with employment, further and higher education. In ELAM's Target Boroughs there is therefore an undeniable need to raise young people's attainment of qualifications and work related skills.

### **C 1.3 Industry provision**

Elsewhere in London, Outstanding music provision is delivering these results and improving employment prospects, securing Level 3 achievement and promoting transition onto Level 4 study. In particular ELAM supporter The BRIT School in Croydon is noted by Ofsted to be developing students with "technical skills... matched by a highly developed moral, cultural and social awareness" who go onto enjoy strong progression pathways. In North London, Point Blank are delivering industry standard Level 3 provision and have claimed the "Best Music Production College"<sup>16</sup> title six times whilst building strong progression outcomes for their students towards employment and higher study.

Both institutions are flagship vocational providers and offer students a robust education that delivers the *Access* to professional networks, real *Recognition* from respected qualifications, and personal and technical development in the *Skills* that industry needs. However, for young people in East London neither are readily accessible with the former being 16 miles to the south (11 miles outside catchment), and the latter costing £9,000 annually.

The current provision in and around Tower Hamlets does not adequately prepare our young people, many of whom are socially vulnerable, for successful progression routes into employment and higher study. The most accessible provider of vocational music provision in the area, Tower Hamlets College, was deemed to offer only satisfactory outcomes for its young people underpinned by satisfactory ratings across all departments including arts, media and publishing in both 2009 and 2012 inspections.

*"Community Music has been working in Tower Hamlets for the past 7 years. During our time in East London, it has become clear that whilst good provision is in place for 14-16 year olds and at 18+... there is a clear need for good quality, industry relevant, and most importantly accredited music provision for*

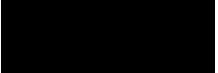
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<sup>14</sup> *Children and Families Plan*, Tower Hamlets Council 2012

<sup>15</sup> *Children and Families Plan*, Tower Hamlets Council 2012

<sup>16</sup> T-Scan Awards winners

*young people aged 16-18. ELAM would be perfectly placed to fill this gap."*



Community Music

The ELAM proposal will bring industry standard instruction with a focus on music and its industry to East London. It is designed to specifically improve the outcomes of young people from the diverse backgrounds found within these boroughs. ELAM will equip learners with the technical skills and personal qualities to ensure their successful progression into employment and higher study. Uniquely, ELAM will be powered by the commitment of the sector's leading organisations who understand the vital role that they must play in developing diverse talent from East London towards its potential and successful outcomes.

*"Talented young people are the driving force behind British music's extraordinary global success. But in areas like East London, they often don't have access to the education that will allow them to realise their potential. We want to work with ELAM to help equip those young people with the industry skills and knowledge that will allow them to succeed."*

**Geoff Taylor**

Chief Executive Officer  
British Phonographic Institute

#### **C 1.4 ELAM's Core Beliefs**

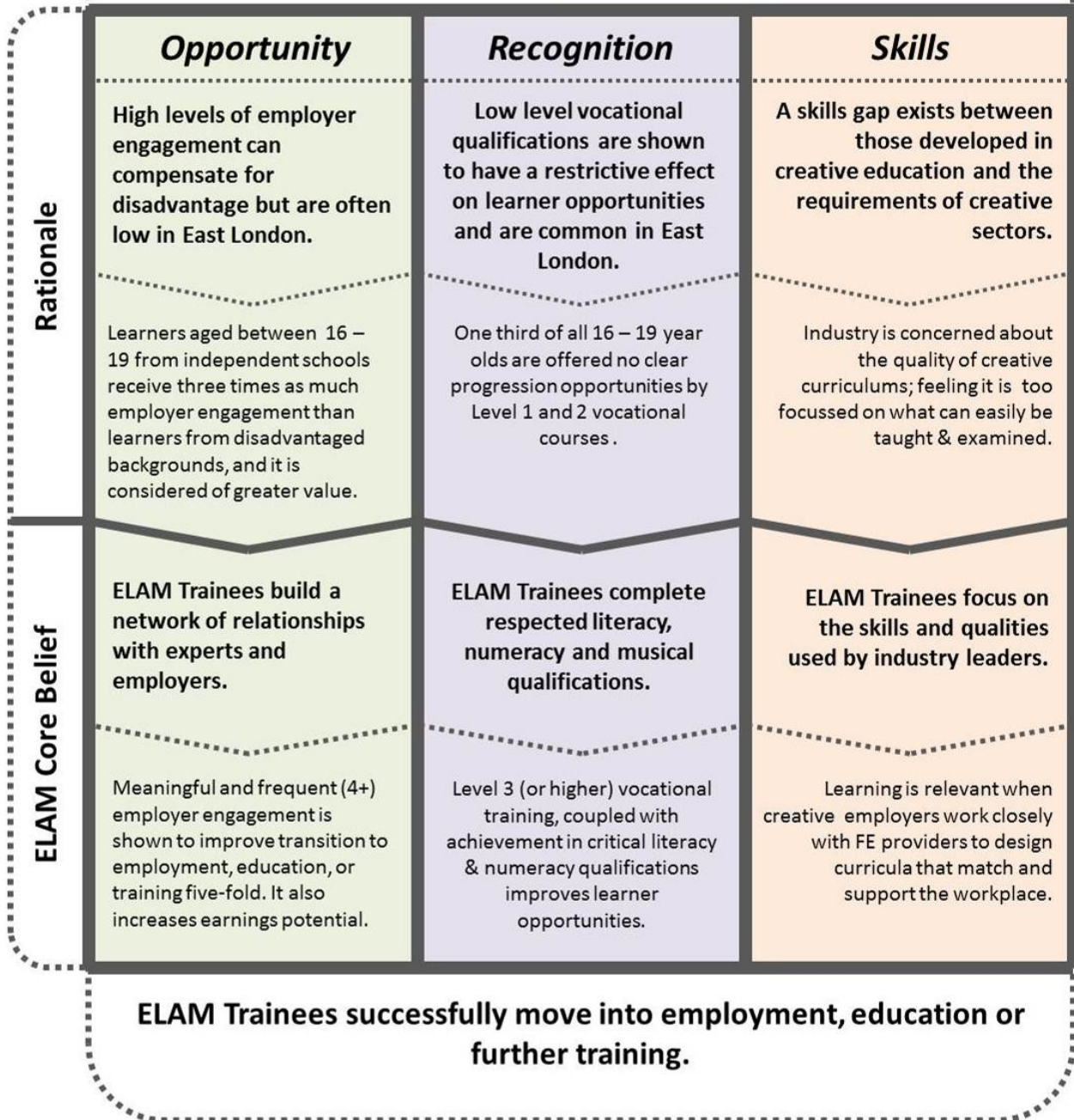
Informing every education decision within the ELAM proposal is a set of three Core Beliefs that build on educational best practice and current research to deliver **Access** to networks, **Recognition** through qualification, and the **Skills** of industry (the "**Core Beliefs**"). Each belief has been shown to strengthen the outcomes and life opportunities of young people at both an individual institution level and in more systemic studies.

The Core Beliefs will be delivered at ELAM to the highest level and in an integrated way with our community, supporters and industry partners. The ELAM network is united in the opinion that these Core Beliefs will bring the additional value needed to each young person in order to broaden their access to the most fulfilling employment and higher study options.

ELAM's Core Beliefs are outlined overleaf together with a supporting rationale.



**Further Education in East London could be more effective at developing the musical talents and ambitions of its young people.**



**Core Belief 1: Opportunity**

*Context:* Low levels of employer engagement restrict opportunities amongst disadvantaged groups. Learners from independent schools receive three times as many networking opportunities and job seeking insights as disadvantaged groups, and it is widely considered to be more meaningful in its content.<sup>17</sup>

<sup>17</sup> It's who you meet: Why employer contacts at school make a difference to the employment prospects of young adults, Dr Anthony Mann 2012

**Opportunity:** *ELAM Trainees, industry experts and employers engage frequently and meaningfully.*

**Rationale:** As a product of the music industry itself, ELAM's engagement is always meaningful and frequent. This is shown to improve a learner's transition prospects into employment and further training five-fold, regardless of learner background.<sup>18</sup> The effect of high levels of access to employer contacts is now widely agreed to either complement existing social advantages, or compensate for social disadvantage.

### **Core Belief 2: Recognition**

**Context:** Many vocational qualifications are shown to have a detrimental effect on the opportunities available to those who take them. Whilst two thirds of all 16-19 year olds pursue a vocational option post-GCSE, one half of these students find themselves on Level 1 and Level 2 courses that offer no clear progression opportunities<sup>19</sup>.

**Recognition:** *ELAM Trainees complete respected literacy, numeracy and musical qualifications.*

**Rationale:** ELAM's core courses are at Level 3 because these have a positive effect on opportunities and offer clear progression routes into further training including higher education or employment.<sup>20</sup> Opportunities broaden further when learners revisit maths and English GCSE's at post-16 and achieve success at A\*-C, and so ELAM Trainee's without one or both of these will relearn and retake these qualifications.

### **Core Belief 3: Skills**

**Context:** A gap exists between those skills developed in education, and those needed in creative industry. The sector is concerned that content is being undermined by a focus on what can easily be taught and examined.<sup>21</sup>

**Skills:** *ELAM Trainees focus on the skills and qualities used by industry leaders.*

**Rationale:** A collaborative approach between the creative sectors and their feeder vocational courses is capable of preventing this skills gap from developing. At ELAM, curriculum design, assessment processes, and developing employability skills are all areas in which the music industry and our education team work together in order to ensure the best learner opportunities.

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<sup>18</sup> *It's who you meet: Why employer contacts at school make a difference to the employment prospects of young adults*, Dr Anthony Mann 2012

<sup>19</sup> *An In-Depth Analysis of the Returns to National Vocational Qualifications Obtained at Level 2*, Centre for Economics of Education

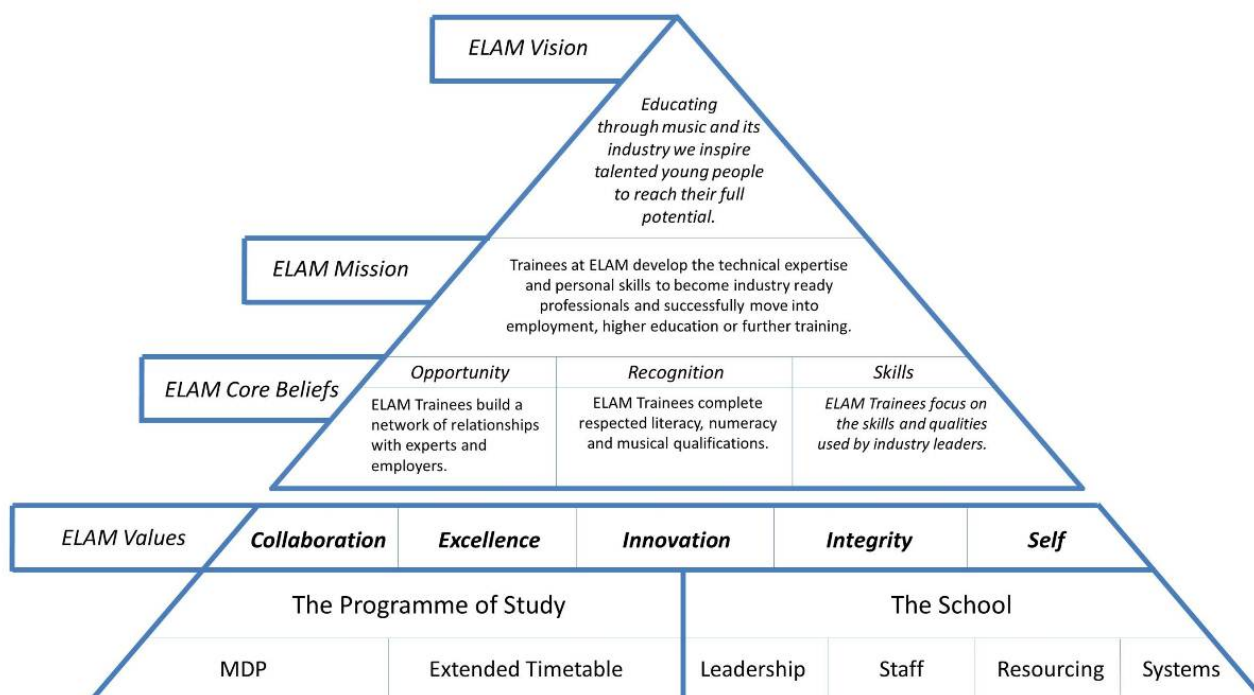
<sup>20</sup> *Review of Vocational Education – The Woolf Report*, Department for Education 2011

<sup>21</sup> Creative Industries Council Skillset Skills Group; REPORT TO CREATIVE INDUSTRIES COUNCIL 2012



## C 2.1 Vision & Ethos

**ELAM Vision:** Educating through music and its industry ELAM inspires talented young people to reach their full potential (the “**Vision**”). ELAM is a 16-19 college based in the west of the London Borough of Tower Hamlets and will bring world class music provision to the heart of East London.



**ELAM Mission:** Students at ELAM (“**Trainees**”) develop the technical expertise and personal skills to become industry ready professionals. A centre of excellence within the community, education sector and music industry, ELAM equips its learners with the right expertise and the right personal qualities to move into employment, higher education or further training.

**ELAM Core Beliefs:** ELAM’s Core Beliefs move our Trainees beyond vocational training and into the music industry itself. They will have the opportunity to develop those networks, tap into the resources, and build the expertise that has made the sector highly exclusive in the past. Trainees will qualify as Associates and carry their success at ELAM with them into high quality employment, higher education and training options in the music sector and beyond.

**ELAM Values:** Supporting our Trainees and staff in everything that they do are the ELAM values. They form the backbone of Academy life and scaffold all of our actions, teaching, and learning towards ELAM’s goals that all of our learners can achieve Industry Readiness and reach their full potential (**D1 1.2**). Daily life at ELAM is characterised by *Collaboration, Excellence, Innovation, Integrity with a focus on Self* (the “**Values**”). Embedded across the Music Development Programme, and the school elements that support it, our Values ensure that every component of ELAM is making a positive and measurable contribution towards our Trainees’ success.

## C 2.2 Key Features of ELAM

### C 2.2.1 Ethos

#### 1. The Industry School

- ELAM’s Vision has gained support at the highest level across the music industry and education sector. ELAM Trainees will embark on a programme of study that is designed and delivered with the support of the most influential institutions and individuals in music (the “**Industry Partners**”).
- Industry Partners will:
  - ensure that ELAM’s Core Beliefs are maintained;
  - ensure that the Music Development Programme accurately reflects current best practice within the industry;
  - provide work placements for ELAM Trainees;
  - provide professional Mentors as part of Trainee Time;
  - design, co deliver and access Music Projects; and
  - provide opportunities for industry related continual professional development for ELAM staff.
- Below is a sample of institutions who have committed to work with ELAM as Industry Partners:

<b>Universal Music Group</b>	<b>Universal Music Publishing Group</b>
<b>EMI Music Sound Foundation</b>	<b>PRS for Music</b>
<b>The BPI</b>	<b>PRS for Music Foundation</b>

## 2. Values based learning and living

- ELAM’s Values are based on the characteristics of highly effective professionals and organisations and will have a direct and positive impact on our school community every day. Our Trainees and staff will be supported towards the outstanding results that ELAM expects through the practical language of our teaching and learning values-based framework. Trainee attainment, teaching standards, attendance & punctuality, school participation and conduct will all be tracked through our Values.

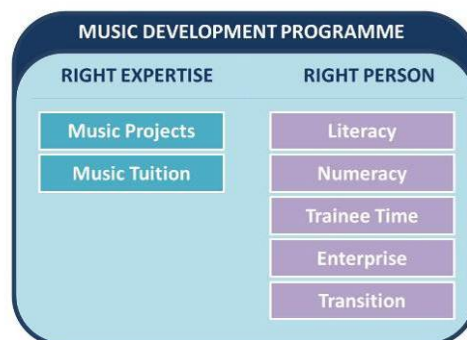
## 3. The skills of Industry

- Through widespread support from the music sector of the Core Beliefs, ELAM is forging new ways in which industry can meaningfully engage with young people. The project work that comprises half of each Trainee’s timetable places their learning right on the threshold of the music industry. Trainees will complete real and current work from within the music industry, introduced and assessed by the experts from music production, performance and business.

### C 2.2.2 Curriculum

#### 4. Music Development Programme - Broadening study

- ELAM's programme of study, the Music Development Programme, is the container for all of a Trainee's study. It stands for more than a vocational qualification in music. Alongside their study of music performance, production and business, learners will spend half of their timetable developing the personal skills that will bring great value to these technical abilities: this dual curriculum is comprised of the *Right Expertise* and *Right Person* strands (D1 1.2.1).



#### 5. Literacy and Numeracy at the core

- Strong literacy and numeracy skills are a prerequisite of any industry ready professional. All Trainees will spend four lessons a week developing their literacy and numeracy. Although some Trainees at ELAM will not all have attained a GCSE 'C' grade in English and Maths, all will complete their studies at ELAM having achieved at least this, whilst most will achieve literacy and numeracy at Level 3.

*"English and Maths is everything. It's a must. To do one hour a day, and do what you love for the rest of the day... 100% I'll do it again"*

#### 6. The Extended Curriculum

- ELAM will offer its Trainees' development opportunities outside of core teaching hours. A range of academic, music, and broader options make up the ELAM Extended Curriculum which will be open to Trainee's, Associates, local schools, colleges and other young people. This programme is complimentary to the Music Development Programme and will broaden Trainees interests beyond their study other creative, academic and sporting areas. (D2 4.1)

### C 2.3 into Aspirations and Outcomes

#### C 2.3.1 Progression routes into ELAM

- **Target:** *ELAM will strengthen youth participation in music from 11+ across East London.*
- **Target:** ELAM aims to engage with at least half of its learner's pre-16 through outreach initiatives.

ELAM is committed to working with learners from a broad range of socio-economic,

cultural and educational backgrounds; outstanding music provision should be available to all young people, particularly where socio-economic barriers might otherwise make it exclusive.

To ensure this, ELAM will work directly and indirectly working with younger learners (11+) to improve access to music across East London. We aim for *at least one half* of each ELAM cohort to have engaged in some way with the following initiatives:

**ELAM Foundation-** *An independent Foundation advancing music education through grants towards community groups, schools and other projects. Funded by ELAM’s Industry Partners and working in close partnership with Plan B’s Each One Teach one Foundation and Community Music. (E 2.4).*

**ELAM Taster Courses** - *Weekend and holiday courses open to Years 9 – 11 developing ELAM’s combination of musical and personal expertise through live industry learning. (D6 1.2)*

**The Open Series**

*Open series of high profile music and creative events held in partnership with other groups in East London including Point Blank Learning and Community Music.*

**ELAM Distance Learning**

*As part of their Enterprise Unit, ELAM’s second year Trainees run an online distance learning facility that develops pre-16 individuals and groups from Primary and Secondary Schools in technical and personal expertise.*

**C 2.3.2 ELAM cohort profile**

Outlined below is a social and academic projection of an ELAM cohort of learners. It is based on Key Stage 4 and 5 attainments in the Target Boroughs, ELAM’s entry requirements (D6 1.4), ELAM timetabling restrictions, and the experience of similar providers including The BRIT School.

<b>Prior Attainment</b>	84% of students achieved GCSE’s inc. C or above in both English and Maths.	<b>Special Educational Needs</b>	5% of Trainees receiving statemented support. Up to 10% on School Action or School Action Plus.
<b>Literacy &amp; Numeracy Low</b>	16% of Trainees failed to attain C or above in one or both of English and Maths GCSE.	<b>Economic Background</b>	30-40% of students eligible for Free School Meals.
<b>Literacy &amp; Numeracy High</b>	16 – 50% of Trainees achieved grade B or above in either English or Maths GCSE	<b>Musical Engagement</b>	100% of trainees demonstrated passion for music and potential to develop professional Values.
<b>Language</b>	Between 35% - 50% of Trainees using English as an additional language.	<b>Ethnic Diversity</b>	50% or higher non-white Trainees with significant minorities of Bangladeshi and black learners.

### C 2.3.3 Outcomes for cohort as a whole

Completing the Music Development Programme brings with it the title of “ELAM Associate”. This signifies that a Trainee has graduated from the Music Development Programme and achieved Industry Readiness.

- **Outcome: At least 60% of ELAM Associates progress onto Higher Education courses within 3 months of graduating from ELAM.**  
*Rationale:* This is more than double the rate for young people in Tower Hamlets, and 20% higher than the outcomes found on similar courses at Tower Hamlets College<sup>22</sup>; it also matches the academic profiling of ELAM’s cohort to that of the creative sector as a whole.  
*Tracking:* Trainees tracked on their capacity to transition throughout study (D5 1.4). Higher Education transition is secured whilst in Academy, and subject to 3 years monitoring beyond Graduation through Associate survey. Annual progression rate reported to governing body.
- **Outcome: Up to 40% of ELAM Associates transition into employment including apprenticeships within 3 months of graduating from ELAM.**  
*Rationale:* None of ELAM’s Associates will contribute to the NEET population or the growing number of Job Seekers Allowance claimants in East London. ELAM Associates are equipped for progression into high growth areas within the creative sector and employment in other sectors.  
*Tracking:* Employment transition secured whilst in Academy where possible, and subject to 3 years monitoring beyond Graduation through an Associate survey. Annual progression rate reported to governing body.
- **Outcome: At least 75% of Associates transition into creative sector related employment or Higher Education.**  
*Rationale:* The creative sector is expanding and needs entrants with technical and personal competencies. ELAM’s Associates are passionate in their field and developed in both; they will contribute positively to the sectors on-going success where they currently lack this opportunity.  
*Tracking:* Transition into either starts in Year One at ELAM and is tracked for three years beyond Graduation through an Associate survey. Annual progression rate reported to governing body.
- **Outcome: All Associates have the personal qualities and technical expertise to be considered industry-ready.**  
*Rationale:* Many young people in East London need greater employability skills. ELAM Associates have strong soft and technical competencies and will move onto highly successful progression routes through Higher Education and employment, both within and outside of the creative sector.  
*Tracking:* Trainees’ development in ELAM’s Values is closely tracked throughout their studies. Curriculum and intervention supports every Trainee to achieve ‘Industry-Readiness’ in each Value (D5 2.1). ELAM is also

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<sup>22</sup> Tower Hamlets College Inspection Report 2012

reviewed bi-annually by a music industry working group to ensure that standards are consistent with those needed by the sector.

#### **C 2.3.4 Outcomes for individual learners**

Completion of the 7 Units that comprise the Music Development Programme brings the title of **ELAM Associate** to each graduating Trainee.

The outcomes of an ELAM Trainee reflect their development in *Right Expertise* and *Right Person* strands of the Music Development Programme. They also reflect the qualities sought by employers and higher educators both in the creative sectors and beyond. An ELAM Associate has the qualifications, personal qualities, and experiences necessary to be assured of successful transition into higher study or employment.

Qualifying as an ELAM Associate will challenge every Trainee. The outcomes outlined above go beyond those found on other BTEC Level 3 courses in East London, yet they are fully attainable for ELAM's profile learners as outlined above. Although outcomes will vary depending on the literacy and numeracy pathway that a Trainee follows, all will demonstrate their development from educational to professional standards, and all open up valuable progression routes beyond ELAM into higher study and employment.

**ELAM Associates** all achieve the following outcomes:

- **Outcome: Industry-level achievements in all of ELAM's Values (D5 1.4)**
  - Collaboration: Can actively build professional relationships.
  - Excellence: Can complete accomplished works.
  - Innovation: Can deliver original and adventurous outcomes.
  - Integrity: Takes an open, honest and respectful approach.
  - Self: Is proactive in life and shows pride in their actions.
- **Outcome: Level 3 Music Qualification (equivalent to 3 A-Levels)**
- **Outcome: Literacy and Numeracy Qualifications (at Level 2 and Level 3)**
- **Outcome: Level 3 Enterprise Qualification**
- **Outcome: Music Performance Gratings (Grades 1 – 7)**
- **Outcome: Two weeks industry work experience and access to a network of experts and employers**

#### **C 2.3.5 Progression routes beyond ELAM**

ELAM Associates will leave the Academy already on pathways into higher education and employment – these begin as early as their first year on the Music Development Programme. While we have focused here on progression into music related jobs and courses, ELAM Associates will have the requisite qualifications to progress into careers and education within a wide range of sectors.

##### *Higher Education*

All Trainees will complete and submit a UCAS form because all will graduate from ELAM with the UCAS tariff required to apply to the top universities. With these barriers removed we believe that Trainees will be best placed to make their final decision on Higher Education. Additionally, all of ELAM's Trainees will make two university visits as part of the Music Development Programme (D2 3.3.1) and have the benefit of Higher Education seminars on topics around finance and living away



from home.

The majority of ELAM Associates that progress onto Higher Education will pursue music and media related courses – although options from many other disciplines will be open to them.

- **HE Music courses:** including Music Industry Management BA (Hons) at London Metropolitan University; Music Technology BA (Hons) at Leeds College of Music; Music Production and Sound Engineering Diploma at Point Blank London; Creative Music Production and Business Foundation Degree (Hons) at Community Music.
- **HE courses outside of music:** a wide range of other options including Public Relations and Media BA (Hons) at Queen Mary University of London, or Marketing BA (Hons) at Durham University.

In addition to this ELAM has secured scholarships for ELAM Associates to move onto Point Blank's degree programme in north London which is accredited by Middlesex University. These programmes specialise in music production and sound engineering and cost upwards of £10,000.

### *Employment*

ELAM Associates develop high level employability skills that are relevant to the music and creative sectors, and other industries.

ELAM's Trainees spend two years building relationships with our influential sector partners and will speak directly to these organisations about apprenticeship and employment options throughout their studies. This is structured through the Transition unit of *Right Person*, ELAM's twice annual employment fair, and through each Trainees Professional Mentor dialogue (*D2 3.3.2*). ELAM's industry-wide apprenticeship and internship opportunities will be coordinated by Industry Partner, The BPI.

Employment progression routes directly into the music industry could include a one year Sound Assistant apprenticeship at Metropolis Studios, a 6 month full-time contract as a Publishing Assistant at Universal Music Publishing Group or a permanent position working as an Events Administrator on the UK's largest events with William Morris/Endeavour Agency or JHO Management. ELAM is also assessing the viability of up to ten apprentice positions to start in 2016 to assist in the expansion of its Distance Learning facility (*D2 3.3.3*), and the administration of ELAM's Associate community.

These are amongst the most coveted entry level opportunities in the sector but it will be ELAM's Trainees and Associates whose skill sets and network will ensure that they are best placed to seize them.

Employment progression routes outside of the music industry include a variety of apprentice and full employment possibilities at entry level in a range of sectors. ELAM Associates will have a distinguished set of soft skills and project management experience, Level 3 qualifications and strong literacy and numeracy ability. These qualities are valuable to all employers including within the arts, media and

publishing sector, retail and commercial enterprise, and information and communication technology sectors (D1 1.3).

## 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 to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Year 12		72	72	72	72	72	72	72
Year 13			72	72	72	72	72	72
Totals		72	144	144	144	144	144	144

## Section D1

### D1 1.1 Rationale for proposed curriculum

#### Learner Context

As the *East London Academy of Music*, this school is committed to taking those young people from the area that will benefit most from the provision. Our Target Boroughs in the East of London and Tower Hamlets in particular, have a population of young people that can achieve better outcomes than they currently do at 16-19 years.

As such, ELAM will take at least 90% of its learners from Tower Hamlets and the other Target Boroughs. The remaining 10% of places will be open to young people from outside of these boroughs. This prioritises places to the young people of our immediate community whilst also ensuring a wider impact across the East London area.

ELAM is committed to working with talented young people who are passionate about music. This kind of potential exists in young people from a range of economic, social and academic backgrounds; the ELAM admissions process (D6 1.1) and the Music Development Programme have been designed to accommodate learners that come these diverse backgrounds.

In 2011, over 13,000 young people finished their GCSE's across all five of ELAM's Target Boroughs, and 2,500 of these were from Tower Hamlets. Overall, 58% of Year 11s attained at least five good qualifications including Maths and English. Tower Hamlets attainment maintained a recent positive recent trend and saw 61% of the GCSE cohort reaching the benchmark, although almost 1,000 still did not with over a total of 5,500 learners falling short from across ELAM's Target Boroughs<sup>23</sup>.

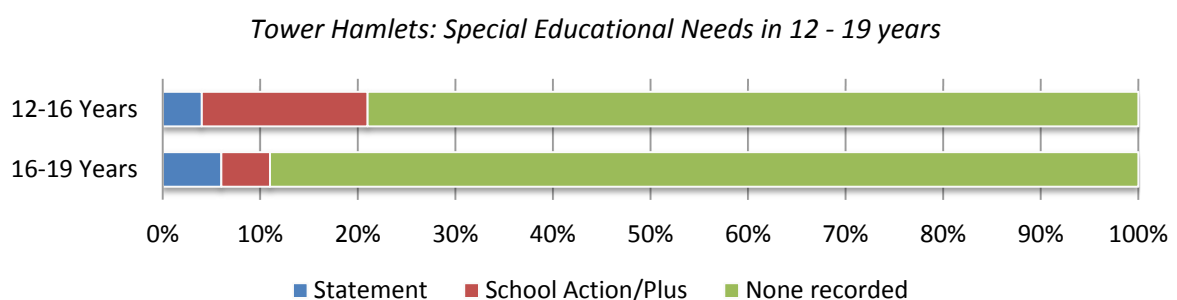
<sup>23</sup> Data from education.gov.uk



Tower Hamlets has the highest instance of child poverty in the country with 60% of its young people claiming Free School Meals<sup>24</sup> (“FSM”), translating into over 1,500 GCSE leavers last year. Low economic means is prevalent throughout ELAM’s Target Boroughs with 40% of all young people on FSM. In all Target Boroughs academic attainment by those on FSM was down when compared to their peers by an average of 12%.

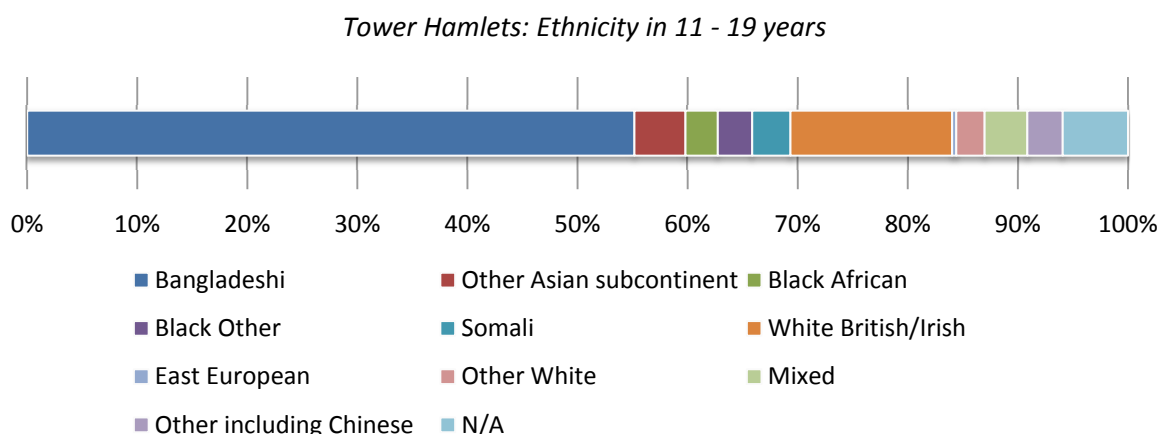
Within Tower Hamlets, one-in-five young people are recorded as having a Special Educational Need (“SEN”) at Key Stage 3 and 4. One-in-twenty have a Statement supporting their educational need and up to one-in-thirty have a learning disability. Post-16 we see the number of learners with an SEN fall to fewer than one-in-ten and Statemented children comprise around one half of this number.

Figure D1.1



Tower Hamlets is one of the most diverse boroughs in the country and the profile of young people is reflective of this. 61.2% of young people in Tower Hamlets aged between 12 and 16 years of age are from a Bangladeshi background, whilst 15% of young people are from a White British background. This latter group are underperforming at GCSE with just 44% achieving 5 or more good A\*-C grades.

Figure D1.2



Mirroring the picture of ethnic diversity seen above, first language acquisition amongst young people varies greatly within ELAM’s Target Boroughs. In Tower Hamlets specifically, 69% of pupils under 16 years did not speak English as their first language, lowering to 53% of pupils when looking at the Target Boroughs.

<sup>24</sup> Child Poverty in Tower Hamlets [http://www.endchildpoverty.org.uk/london/child-poverty-in-london-the-facts/tower-hamlets-43/#\\_ftn2](http://www.endchildpoverty.org.uk/london/child-poverty-in-london-the-facts/tower-hamlets-43/#_ftn2)

### *ELAM's Cohort - Projection*

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Prior Attainment	84% of students achieved GCSE's inc. C or above in both English and Maths.	Special Educational Needs	5% of Trainees receiving statemented support. Up to 10% on School Action or School Action Plus.
Literacy & Numeracy Low	16% of Trainees failed to attain C or above in one or both of English and Maths GCSE.	Economic Background	30-40% of students eligible for Free School Meals.
Literacy & Numeracy High	16 – 50% of Trainees achieved grade B or above in either English or Maths GCSE	Musical Engagement	100% of trainees demonstrated passion for music and potential to develop professional Values.
Language	Between 35% - 50% of Trainees using English as an additional language.	Ethnic Diversity	50% or higher non-white Trainees with significant minorities of Bangladeshi and black learners.

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#### **D1 1.2 ELAM's Curriculum**

ELAM has a very clear vision – educating talented young learners from East London through music and its industry in order that they may reach their full potential. To ensure that this happens we develop Trainees who are “**Industry Ready**”; that is the requisite expertise and personal qualities needed for them to become highly successful in employment, higher education and further training (**D5 1.4**).

ELAM's Core Beliefs (**C 1.4**) will ensure that young people from these backgrounds are able to attain Industry-Readiness, and go onto achieve successful outcomes.

- **Opportunity:** *ELAM Trainees, industry experts and employers engage frequently and meaningfully.*
- **Recognition:** *ELAM Trainees complete respected literacy, numeracy and musical qualifications.*
- **Skills:** *ELAM Trainees focus on the skills and qualities used by industry leaders.*

The Core Beliefs underpin every aspect of the ELAM curriculum and are brought together within a programme of study. This curriculum is fundamental to the learner experience at the Academy and is outlined below:

##### **D1 1.2.1 Organisation of Curriculum: The Music Development Programme**

**Rationale:** The success of young people in ELAM's Target Boroughs will not be ensured within the creative sectors by standalone Level 2 or Level 3 qualifications. ELAM's Music Development Programme is a response to this and fully embeds the employability skills and respected qualifications that ensure success into a single learner experience.

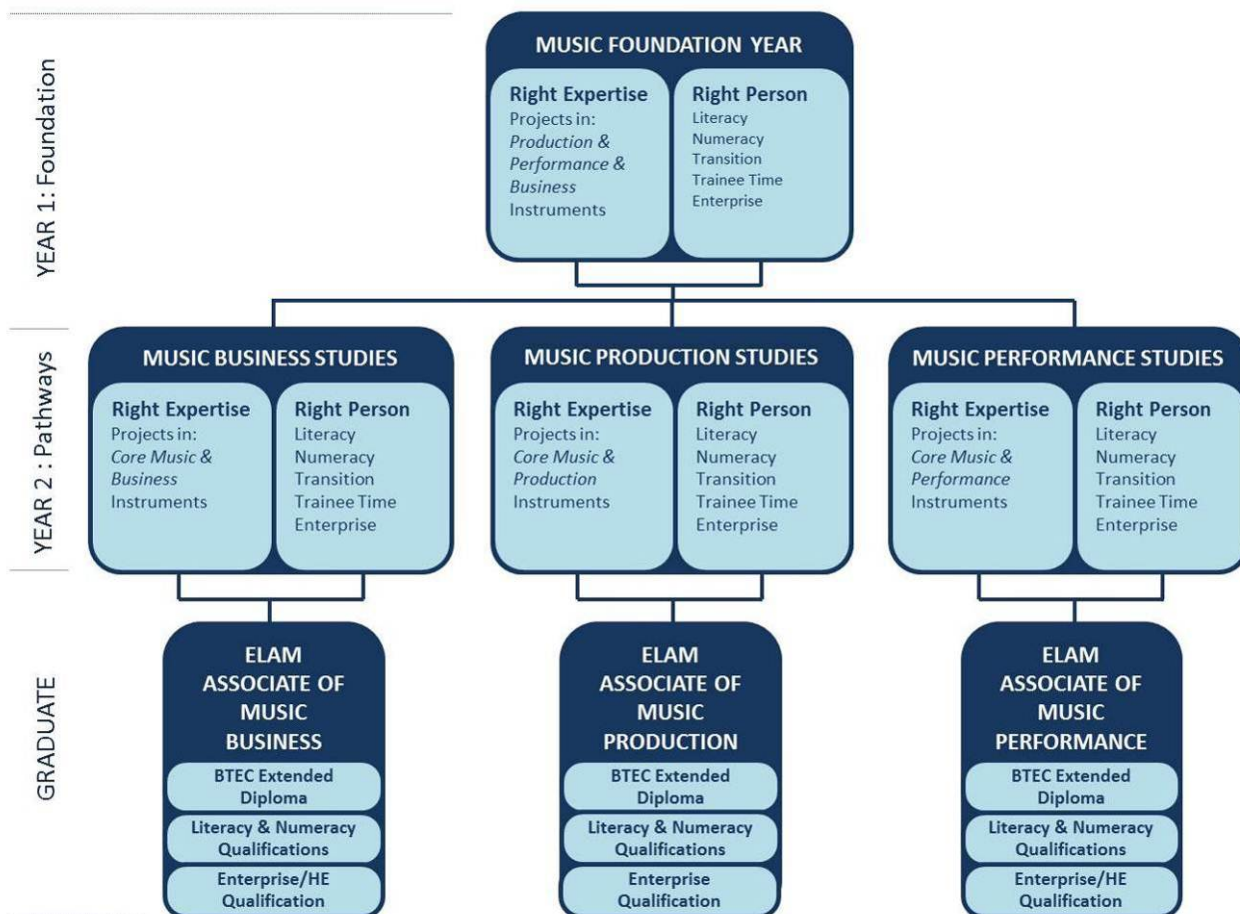
In November 2012, Ofsted highlighted curricula that are organised around the full integration of employability as a key feature of the most effective FE vocational provision. ELAM's Music Development Programme packages content in just this way and signposts it clearly for its' Trainees through the *Right Expertise* and *Person* strands.

*Description:* The Music Development Programme is the container for ELAM's two strands: "**Right Expertise**", and "**Right Person**". Every element of the Music Development Programme sits within one of these halves; which one depending on whether it is designed to develop technical competencies (*Right Expertise*) or personal qualities (*Right Person*).

Within *Right Expertise*, our students will complete their BTEC Advanced Diploma in Music Technology through real life industry projects completed in partnership with experts and professionals. They will also learn a musical instrument and take annual performance exams. Concurrently, in *Right Person*, our Trainees will expertly manage their time and work alongside a Professional Mentor (*Trainee Time*), complete enterprising projects (*Enterprise*), develop their literacy and numeracy skills, and undertake university visits and work placements (*Transition*).

With their passion for music, all of ELAM's Trainees will work at Level 3 in the *Right Expertise* strand. In *Right Person*, Trainees will work towards appropriate literacy and numeracy qualifications reflective of their needs. These are comprised of GCSE's, Level 3 applied qualifications and A-Levels with the pathway dependent on each learner's ability. All Trainees will work towards an OCR Young Enterprise certificate at Level 3.

*Figure D1.4*



Outlined below are the Curriculum Principles that deliver ELAM’s Core Beliefs into this Music Development Programme:

**D1 1.2.2 Curriculum Principle: Music at the core**

**Core Belief(s):** Skills

**Rationale:** As outlined in Section C, there is every reason to prepare East London’s young people for working in the music and wider creative sectors. The UK music scene is celebrated and shared around the world. Our repertoire of music is second only to America’s, and London is the birthplace and home of many popular sub-genres and internationally recognised artists. Perhaps most striking was the ceremonies for the London Olympics where Bow’s Dizzee Rascal and Plumstead’s Tinie Tempah were chosen as global representatives of British music alongside the likes of Paul McCartney, Queen and The Rolling Stones.

Within the ELAM community of Trainees, Tutors, Industry Partners and supporters, music is the shared passion. It is immediately accessible to all of our Trainees, no matter of their social, economic, academic or linguistic background. For our large proportion of EAL learners as well as SEN Trainees it offers opportunities to excel where they may have previously had few, and a strong platform around which to build other skills, including English. Through music also, young people can learn to show an appreciation of cultural background and to celebrate their differences. ELAM’s musical focus will ensure that this is an integral part of our learner experience.

*Description:* Music related work make up much of a Trainee's week; 15 from 22 lessons. Within this time Trainees will complete Music Projects focussed around production, performance and business. A strong comprehension of music will support ELAM learners through all of this work and every Trainee will receive musical instrument tuition within their weekly timetable.

In *Year Two: Pathways*, Trainees will specialise in one of music production, business or performance. In practice, this will see learners complete three tailored Music Modules and six common modules. Towards the end of *Year One: Foundation*, Trainees will work with their Academy Tutor to elect a study Pathway for *Year Two: ELAM's Pathways* approach will have the following consequences:

- An early focus from Trainees towards possible progression routes.
- A broad set of specialised but complimentary Trainee skills across the Academy.
- Increased sense of Trainee identity in Year Two.

ELAM's strong Values culture will push Trainees to pursue their musical talents outside of set work and they will be encouraged to explore music and music related ideas together.

### **D1 1.2.3 Curriculum Principle: Industry & Enterprise throughout curriculum**

*Core Belief(s):* Opportunity & Skills

*Rationale:* Employer engagement and networking opportunities are shown to significantly aid progression routes for young people into employment, and can compensate for social disadvantages. Additionally, the ability to build, maintain and leverage professional relationships remains an important component of entry to the music industry, as well as other labour markets.

To ensure that the outcomes and aspirations of our identified learners are raised, ELAM's Trainees will frequently engage with the most influential industry networks and work alongside our Industry Partners: some of music industry's most established bodies and professionals. We are flooding Academy life with aspirational encounters and opportunities. Where young people in our Target Boroughs are currently vulnerable to poor progression routes post-FE, we believe that this will raise their aspiration and achievement. We are also preparing these young people for success within industries dominated by small and medium sized businesses. All will be involved in the set up and running of a real business at ELAM, and complete a related qualification at Level 3.

ELAM's most at risk groups, including learners with SEN and EAL, will benefit greatly from these real life contexts. Trainees using EAL will learn to make practical use of language in employment based scenarios; this will not only develop their language skills but improve their confidence around employability. Similarly, for our Trainees with SEN and in particular BESD, this enrichment will build their interpersonal skills and confidence when dealing with a broad range of people.

Trainees will be explicitly taught how to build relationships and develop them further into a personal network of contacts. These skills and contacts will be an important factor in the progression routes open to each Trainee. Not every ELAM Associate

will go on to work or study within the music sector, but these skills will be invaluable for whatever progression route they do choose.

*Description:* Across both the *Right Expertise* and *Right Person* strands of the curriculum, Industry Partners and professionals from other sectors will work alongside our Trainees through Music Projects, Enterprise Projects, in professional mentoring and during whole Academy events. Trainees will also build their own business from scratch in *Year One: Foundation* and work as part of ELAM's Distance Learning team in *Year Two: Pathways*.

Working relationships with experts will develop as they do in the professional world; networking events, LinkedIn & Twitter communities, work placements and e-mail dialogue will all sit within the Units of the Music Development Programme. Widespread Collaboration at ELAM, externally and internally, will create a unique learning environment that does not just reflect the professional workspace but is a fully integrated part of it.

This is most evident when we look at the Trainee experience at ELAM. Through their Music and Enterprise Projects, whole Academy events, work placements and professional mentoring, Trainees will have in excess of 60 individual interactions with professionals in one year of study at ELAM; they will range in duration from one hour to one working day and occur, on average, almost twice a week. These interchanges with subject and professional role models will support the Values of the Academy and serve as an on-going illustration of the success ELAM expects to see in its own Trainees and Associates.

#### **D1 1.2.4 Curriculum Principle: Values based education**

*Core Belief(s):* Skills

*Rationale:* Young people in ELAM's Target Boroughs need to develop greater employability skills whilst in education. This is evident in the transition rates into employability post completion of Level 2 and 3 courses, and is a key recommendation of the 2012 Tower Hamlets Children & Families Plan<sup>25</sup>. ELAM's Values have been devised in collaboration with Industry Partners to provide a framework around which ELAM's Trainees can develop the personal qualities that will ensure they are Industry Ready.

Values based recognition also builds opportunities for all of ELAM's learners to succeed and feel positive about learning. Under this system, success does not just lie in academic achievement – although that is important too – but in actions of integrity, collaboration, excellence, innovation and self-awareness. These transcend additional educational needs or EAL boundaries and provide a platform from which all can succeed. It is also more reflective of how recognition and success is built within working environments.

As noted by Ofsted<sup>26</sup>, the most successful vocational courses link working values into all student work and at ELAM this is an integral part of the Trainee experience (**D5 1.4**). The qualities that we know to be the most valuable in employment and

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<sup>25</sup> Children and Families Plan, Tower Hamlets 2012

<sup>26</sup> Promoting enterprise in vocational courses for 16-19-year-old students in colleges report, Ofsted 2012



higher study are deeply embedded in all areas of study and assessment and will safeguard the outcomes of ELAM’s Trainees.

*Description:* ELAM’s Values are based on the technical and personal characteristics that define highly effective professionals and organisations. Figure D1.5 describes the ELAM’s **Industry Ready** level of working within each Value.

Figure D1.5

<b>Value</b>	<b>Description</b>
<b>Collaboration</b>	Building relationships and working with others to deliver viable results.
<b>Excellence</b>	Delivering work that is accomplished and holds professional value.
<b>Innovation</b>	Adventurous and creative working that delivers original outcomes.
<b>Integrity</b>	An open, honest and respectful approach to situations.
<b>Self</b>	Showing pride for self and initiative in seizing wider opportunities.

These Values are embedded into all vocational Units of the Music Development Programme through the success criteria and assessment of the work. ELAM’s Tutors and Industry Partners will design and deliver work that is structured around ELAM’s Values, each time picking out key Values for Trainees to focus on.

Summatively, learners will be assessed against just these key Values on any given piece of vocational work; these scores form the basis of the Academy’s system of tracking learner outcomes. Formatively, all of ELAM’s Values will be used to guide learners and provide feedback on work. All Associates of ELAM will be able to evidence work at an Industry Ready standard by the time they Graduate from the Music Development Programme; the Final Portfolio.

Values are used more widely at ELAM as part of our systems for measuring attendance, punctuality and conduct. Beyond the Trainee experience, ELAM’s ethos remains Values aligned through the performance frameworks for tutors, the senior leadership team and the governing body.

### D1 1.2.5 Curriculum Principle: Project based learning

*Core Belief(s):* Opportunity & Skills

*Rationale:* The music industry and creative sectors are looking to recruit young talent that is able to apply their technical skill in ways relevant to the workplace. [REDACTED], [REDACTED] at MTA Records, said:

“Being confident as a self-starter is important in the Creative Sectors. Success is being able to run projects; not being afraid to show initiative and problem solve from any level in an organisation.”

ELAM develops these strong working habits through widespread use of project based learning. In music production, business, performance or enterprise subject areas, projects at ELAM are highly reflective of the working practices of industry.

This is an important commitment and will further develop the work related skills that are a key outcome for 16-19 year olds from the Tower Hamlets 2012 Children and Families Plan<sup>27</sup>.

Highlighted by the Creative Skills Council<sup>28</sup>, and widely agreed amongst ELAM's Industry Partners, are the concerns of creative employers over the relevance of vocational course content. In too many cases it is not seen as fit for purpose, focusing on what can easily be tested as opposed to what is vocationally important. To ensure that East London's young people join successful progression routes they need access to vocationally outstanding post-16 programmes. ELAM's projects are in complete partnership with our creative and music sectors and assure talented young people from East London of skills that carry value and professional credibility.

*Description:* 17 blocks of a Trainee's timetable will be spent working on projects focusing on music specialism areas and enterprise; within the *Right Expertise* strand these projects will sit as the frontage to the BTEC Extended Diploma, and in the *Right Person* strand projects will belong to the OCR Young Enterprise qualification. All of ELAM's projects will be designed in consultation with industry to ensure their relevance, and then delivered and assessed using Industry Partners to ensure their accuracy.

To build their communication skills ELAM Trainees will present all final project outcomes to Industry Partners and fellow Trainees; this will form the concluding part of the assessment process (*D5 1.4*). This will happen more informally too at an interim stage of the project and allow for peer and tutor feedback.

Uniquely, the work that learners undertake in these projects will be live and current work from the sector that has been shared by ELAM's Industry Partners and experts with the Trainees; the content of each project will change annually to reflect the latest trends although the learning focus and scheme of work fundamentals will remain the same. This is a very powerful part of ELAM's curriculum offering. The relevant and practical learning content will move our trainees beyond vocational education and into the world of work by pushing levels of achievement and ensuring that Trainees are developing the most valuable and current skills for industry.

#### **D1 1.2.6 Curriculum Principle: Preparing to work and study**

*Core Beliefs:* Opportunity & Skills

*Rationale:* ELAM will develop strong working and learning habits for its Trainees. For young people of all backgrounds this will be important, but particularly for those from more vulnerable groups including SEN and EAL learners, and Trainees with a Free School Meal background. We believe that strong routines at ELAM will set them up for strong progression routes and success rates at higher education and in employment.

As part of becoming Industry Ready, ELAM Trainees learn to work productively across their whole week. Through their non-contact time, Trainees are supported to

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<sup>27</sup> *Children and Families Plan*, Tower Hamlets 2012

<sup>28</sup> REPORT TO CREATIVE INDUSTRIES COUNCIL, Creative Industries Council Skillset Skills Group 2012



show initiative, discipline, and time management around their work in the same way that successful professionals do.

Progression to higher education within the Target Boroughs is below the national average<sup>29</sup> and ELAM’s identified learners need further support than is currently available to join this progression route. The format of Units and timetabling of the Music Development Programme is reflective of that found on higher education courses and will positively support Trainees in making transition decisions.

*Description:* Free or non-contact time at ELAM is called “**Trainee Time**” and will be structured by the Trainees themselves through target setting and self-reflection. This time is managed with the support of a Trainee’s Professional Mentor and will also provide an opportunity to work with professionals from a range of backgrounds. Each ELAM Trainee spends 100 minutes each month working with a Professional Mentor who will be drawn from ELAM’s Industry Partners as well as business, education, public and not for profit sectors.

One of the primary functions of the ELAM Professional Mentors is to support Trainees in the management of their Trainee Time. With their Professional Mentor, Trainees will identify opportunities for development of work and new ideas and create S.M.A.R.T targets that will be worked towards during Trainee Time. Trainees are accountable for these targets and will be assessed on their attainment towards them by their Professional Mentor and Academy Tutor.

Units of the Music Development Programme are structured similarly to those found on higher education courses. Each Unit is built from a combination of the following lesson styles:

Name	No of Trainees	Description
Tuition	6	Close support and supervision from Tutor
Group	12	Mid-level activity with support from Tutor
Instruction	24	Independent working with minimal Tutor and group tasks
Lecture	36	Introduce projects, showcase work or ideas.

**D1 1.2.7 Curriculum Principle: Focus on literacy and numeracy**

*Core Belief(s):* Recognition & Skills

*Rationale:* 16% of ELAM’s identified learners will have prior attainment of less than a ‘C’ in Maths and/or English GCSE. Many other Trainees, including EAL Learners, will find their literacy and numeracy skills restrictive when choosing progression routes into higher education or employment.

42% of employers taking on school-leavers are dissatisfied with their basic literacy and numeracy skills<sup>30</sup> and ELAM’s Industry Partners have highlighted it as a key area of recruitment focus.

<sup>29</sup> Children and Families Plan, Tower Hamlets 2012  
<sup>30</sup> Pearson Research, 2012

None of ELAM's trainees will be held back in their progression into employment or higher study by low levels of literacy and numeracy. Outstanding progress in literacy and numeracy will be assured with all learners attaining at least grade C in GCSE Maths and English and most attaining literacy and numeracy recognition at Level 3, including some at A-Level.

*Description:* All ELAM Trainees will spend between four and six lessons a week studying literacy and numeracy depending on the most appropriate curriculum plan for that learner.

On entry to ELAM, learners will be streamed into one of GCSE Maths or English (where prior attainment was less than a C), onto Level 3 Applied Literacy and Numeracy courses, or into either a Maths or English A-Level. Class sizes within literacy and numeracy are always small with an average teacher pupil ratio of 1:9 across the four blocks of one week. All of ELAM's Literacy and Numeracy Tutors will be A-Level qualified and will be line managed by the Head of Personal Expertise (Academy SENCo) ensuring that the educational needs of all of our Trainees are met.

#### **D1 1.2.8 Curriculum Principle: Recognising ability with qualifications**

*Core Belief(s):* Recognition & Skills

*Rationale:* In Tower Hamlets over half of young people are not achieving at Level 3 despite employers and higher education showing these qualifications greater recognition. The lower the level of vocational qualification, the less likely it is to be associated with employment in the sector concerned. A significant majority of entrants to the music and creative sectors have Level 3 or 4 attainment<sup>31</sup>. To ensure that young people from our Target Boroughs have access to the best employment and higher study opportunities, ELAM will offer Level 3 qualifications to all learners. The admissions policy for Level 3 courses in East London is not always clear for those without 5 GCSEs at A\*-C. FE colleges are often more flexible on their prospectus entry requirements to Level 3 music courses (commonly 5 GCSEs A\*-C) if an adult referee is in support of a student's application. However this is not an option for every young person. We are aware of students achieving highly on Level 3 courses that lacked these prospectus entry requirements. This is most notable at The BRIT School who have identified some of their most talented Level 3 achievers by assessing their Level 3 potential instead of Level 2 (GCSE) attainment. All students with the potential to succeed at Level 3 should be able to access courses in a transparent way. This is outlined in Section D6.

ELAM Trainees will complete other qualifications in their time at ELAM, all of which have been chosen to improve progression routes into employment and higher study. Some will broaden Trainee employability options, including qualifications for holiday work in the growth market of live events, and others increase the number of higher education routes available to Associates of ELAM through the addition of an A-Level.

*Description:* At the core of ELAM's curriculum is an Edexcel Level 3 BTEC Extended Diploma in Music Technology. This qualification is equivalent to 3 A-Levels and has

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<sup>31</sup> Creative Industries Council Skillset Skills Group; REPORT TO CREATIVE INDUSTRIES COUNCIL 2012

excellent progression routes into higher study. Learners will spend much of their contact time on the projects that are aligned with the grading criteria of this course. As the attainment bar will be set very high at ELAM, and all work will be set and taught to Distinction standard, Trainees will also need to commit some of their Trainee Time hours to achieve this.

Alongside this, all Trainees will complete an OCR Young Enterprise Certificate at either Level 3 as the conclusion to Enterprise in *First Year: Foundation*. As previously detailed, all learners will also be taking literacy and numeracy qualifications appropriate to their level across both years of the Music Development Programme.

As part of the Extended Curriculum there will be opportunities to take a small number of further qualifications, including NVQ Level 2 in Spectator Safety and BTEC Level 2 Diploma in Live Events.

### D1 1.3 Progression Routes

#### Curriculum Aims

As part of ELAM’s Vision, Trainees are described as having the necessary expertise and personal skills to become Industry Ready professionals; the outcome of this being that they are able to progress into employment, higher education or further training. ELAM’s programme of study – the Music Development Programme is designed to achieve this and improve outcomes for its learners in a number of ways.

The units that make up the Music Development Programme have been selected to ensure that each learner has the most valuable balance of technical expertise and personal qualities. This will fulfil the skills shortages of the identified young people from East London and make a positive contribution to the creative, music and other sectors.

This balance is expressed through qualifications taken by all, qualifications tailored by reference to ability, and other outcomes that evidence the level each learner has achieved at within the strands of *Right Expertise* and *Right Person*.

#### D1 1.3.1 Qualifications taken by all

##### Right Expertise

<i>Unit</i>	Music Projects
<i>Qualification</i>	<b>Edexcel BTEC Level 3 Extended Diploma in Music Technology</b>
<i>Targeting</i>	All Trainees.
<i>Rationale</i>	Respected qualification within Higher Education carrying a high UCAS Tariff. Also allows for one third of modules to be interchanged with other Edexcel BTEC courses allowing for the second year of the Music Development Programme (“ <b>Year Two: Pathways</b> ”).
<i>Unit</i>	Music Tuition
<i>Qualification</i>	<b>Trinity Music Exams - Performance Grades 1 - 8</b>
<i>Targeting</i>	All Trainees will make at least one grade of progress per year at ELAM.
<i>Rationale</i>	Trinity are internationally recognised music performance and

theory qualifications in a wide range of instruments and offer the widest choice of musical repertoire of all exam bodies.

#### *Right Person*

<i>Unit</i>	Enterprise
<i>Qualification</i>	<b>OCR Level 3 Young Enterprise Certificate in Enterprise</b>
<i>Targeting</i>	All trainees
<i>Rationale</i>	This qualification sits alongside the Young Enterprise framework that all Trainees will participate in.

#### **D1 1.3.2 Qualifications tailored by reference to ability**

Literacy and numeracy qualifications are tailored to the needs of each learner and ELAM considers these qualifications to be of **technical** and **personal** significance, although logistically they sit in the *Right Person* strand of the Music Development Programme.

Every Trainee takes one literacy and one numeracy qualification from the list below. All students without prior-attainment at a C or above in Maths and/or English will take the GCSE pathway. In terms of capacity, the number of Trainees without this level of attainment will be limited to 12 Trainees (16%) per year group with only 6 Trainees (8%) per year group missing both (**D6 1.4**). At the top of the ability range ELAM is aiming for 24 Trainees (32%) per year group to be taking either Maths or English A-Levels.

#### *Right Person*

<i>Unit</i>	Literacy & Extended Curriculum
<i>Qualification</i>	<b>Welsh Exam Board GCSE English Language</b>
<i>Targeting</i>	All Trainees without prior attainment of English at grade C must retake to at least this level.
<i>Rationale</i>	This qualification at grade C is considered the literacy benchmark for young people. Trainees take the Welsh Exam Board qualification that has significant weighting towards coursework units. Tutors take this opportunity to make the English more applied.
<i>Unit</i>	Literacy
<i>Qualification</i>	<b>AQA Extended Literacy Project</b>
<i>Targeting</i>	Taken by Trainees unless taking A-Level English or GCSE English.
<i>Rationale</i>	This AQA project framework is delivered alongside a Level 2/3 literacy curriculum to allow Trainees to evidence Level 3 Applied numeracy work.
<i>Unit</i>	Literacy & Extended Curriculum
<i>Qualification</i>	<b>AQA A-Level English Language</b>
<i>Targeting</i>	Taken by up to 32% of Trainees not in conjunction with A-Level Maths or GCSE Maths or English.
<i>Rationale</i>	This qualification features creative writing and practical uses of language which successfully link to the rest of the Music Development Programme. The qualification is taken to AS Level in Year One: Foundation, and A2 in Year Two: Pathways;

exams are spread across multiple dates in January and May/June.

<i>Unit</i>	Numeracy & Extended Curriculum
<i>Qualification</i>	<b>AQA GCSE Maths</b>
<i>Targeting</i>	All Trainees without prior attainment of maths at grade C must retake to at least this level.
<i>Rationale</i>	This qualification at grade C is considered the mathematics benchmark for young people and AQA has been selected as it offers one of the fairest assessment processes. Trainees work towards a May sitting of AQA Foundation paper, although may be entered for Higher if deemed able to. Learners that fail to make grade C a second time will undergo an intensive August Maths booster course and be entered for the November examination in Year Two: Pathways.

<i>Unit</i>	Numeracy
<i>Qualification</i>	<b>AQA Extended Numeracy Project</b>
<i>Targeting</i>	Taken by Trainees unless taking A-Level Maths or GCSE Maths
<i>Rationale</i>	This AQA project framework is delivered alongside a Level 2/3 numeracy curriculum to allow Trainees to evidence Level 3 Applied numeracy work.

<i>Unit</i>	Numeracy & Extended Curriculum
<i>Qualification</i>	<b>AQA A-Level Use of Maths</b>
<i>Targeting</i>	Taken by 16% of Trainees not in conjunction with A-Level English or GCSE Maths or English.
<i>Rationale</i>	This AQA only qualification is an applied variation of A-Level mathematics and still considered rigorous. It should only be taken by Trainees who achieved at least a B in their GCSE Maths paper. It is made up of three Units taken at January and May exam sittings.

<i>Unit</i>	Extended Curriculum
<i>Qualification</i>	<b>Skills Active NVQ Level 2 in Spectator Safety</b>
<i>Targeting</i>	Optional for Trainees. Target of 30% take up.
<i>Rationale</i>	This qualification certifies Trainees to take crowd related jobs at national and International events and festivals.

<i>Unit</i>	Extended Curriculum
<i>Qualification</i>	<b>NVQ Level 2 Live Events and Promotion</b>
<i>Targeting</i>	Optional for Trainees. Target of 30% take up.
<i>Rationale</i>	This qualification certifies Trainees to take a range of event support jobs at national and International events and festivals.

### **D1 1.3.3 Other Outcomes**

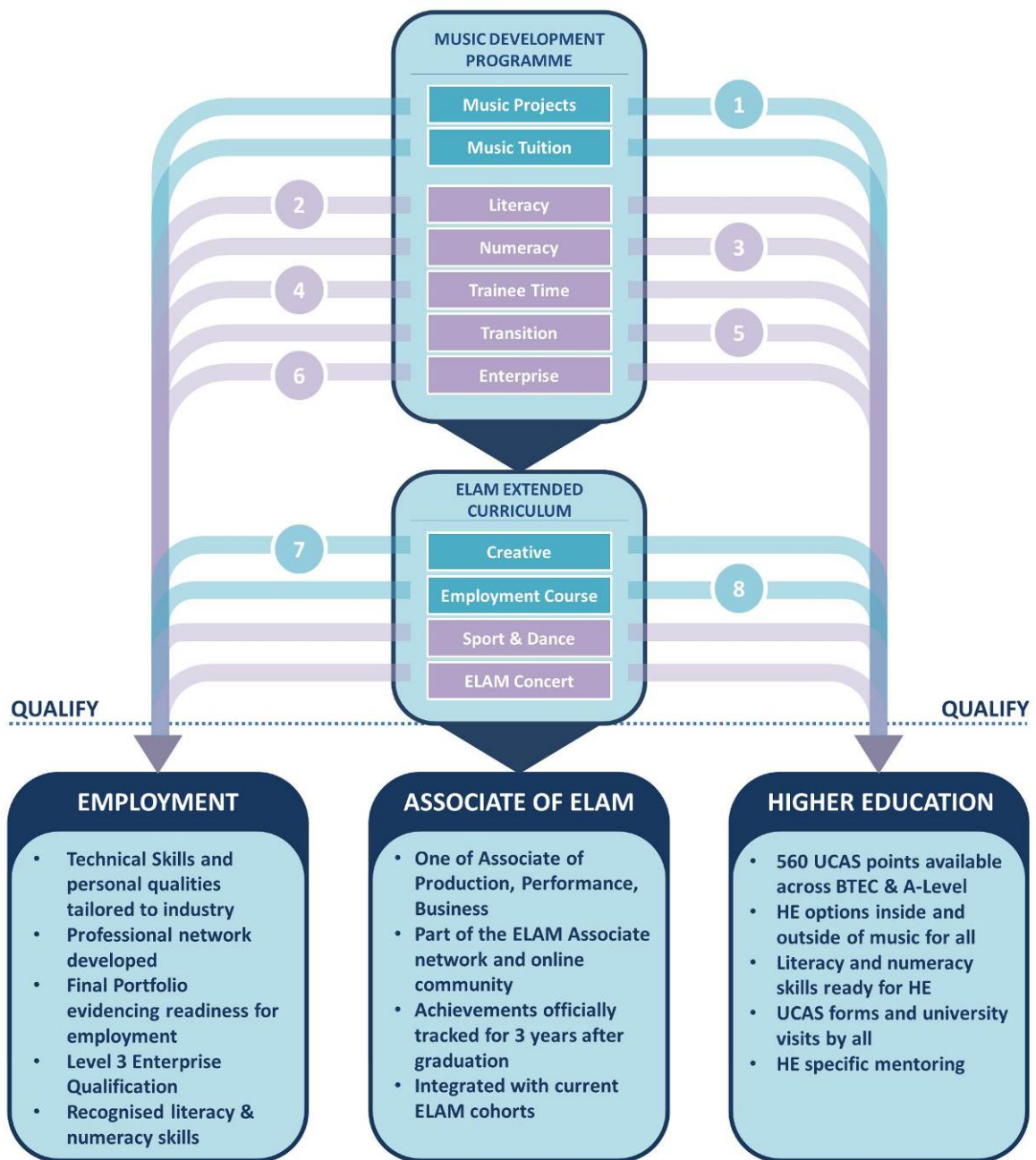
Trainees that complete all of the Units within the Music Development Programme and average the Industry standard across the ELAM Values become Associates of ELAM. The award is tailored to the music area that ELAM Trainees specialised in during their *Year Two: Pathways*, and will be synonymous throughout the creative industries with young and talented professionals who apply relevant technical expertise in the most valuable way.

<i>Unit</i>	All
<i>Qualification</i>	<b>ELAM Associate of Music Production</b> <b>ELAM Associate of Music Business</b> <b>ELAM Associate of Music Performance</b>
<i>Targeting</i>	All Trainees
<i>Rationale</i>	Awarded to all Trainees that complete every unit of the Music Development Programme and average the Industry Standard across their ELAM Values assessment

ELAM Associates remain involved with the Academy in the following ways beyond graduation:

- Part of the ELAM Associate network, online community and invited to ELAM events.
- Achievements officially tracked for 3 years after qualification.
- Integrated with current ELAM cohorts through buddying and Collective Time.

Outlined over page is a summary of outcomes for an ELAM Associate.



Modules belonging to **Right Person**



All learners gain a possible 420 UCAS point BTEC Extended Diploma in Music Technology.



Recognised literacy pathways to stretch each Trainee.



Numeracy pathways include GCSE (L2), Extended Projects (L3) and A-Level (L3).



Non-contact time is structured and evidenced by Trainees at ELAM.



Modules belonging to **Right Expertise**



Trainees spend two full weeks on work placement.



Level 3 Enterprise Qualification and business experience for all.



Social media and website options alongside Each One Teach One.



Employment courses focussed on gaining holiday employment.



## Section D2

### D2 1.1 Organisation of learning

The school terms and years at ELAM will consist of the following: 185 days in three terms, divided by two week Christmas and Easter breaks, three half-term, week long holidays and a six week long summer break.

There will be six 50-minute Lessons each day (“**Lessons**”). This provides enough time for rigorous in-depth learning for each subject but also allows the flexibility to offer 30 lessons per week to cover the variety of Units and Pathways within the Music Development Programme. Lessons may be double or triple this time depending on the individual topic requirements. Music Projects, for example, may require time for Trainees to work in the studio and would therefore use this additional time.

From the 30 compulsory timetabled Lessons, 22 will involve guided learning from a Tutor. Eight Lessons a week will be for Trainees’ individual study time for which they will have agreed targets with their Tutor and Professional Mentor.

On Monday through to Thursday there will be two additional 50-minute lessons as part of the Extended Curriculum (the “**Extended Curriculum**”). Subjects offered as part of the Extended Curriculum will include sport and dance as well as subjects which will supplement each Trainee’s development (D2 4.1). These Lessons will be delivered by a combination of contracted and peripatetic staff. Trainees undertaking either a GCSE or A-Level in Maths or English will be required to attend two timetabled classes in the Extended Curriculum to ensure they have the required teaching time to cover the syllabus and achieve their target grade. All other Extended Curriculum Lessons during the week will be optional but encouraged based on the needs of Trainees.

There will be a fifteen-minute break each day after the second period and a fifty minute break after the fourth period for lunch.

### D2 1.2 ELAM Annual Calendar

An example of a yearly calendar for a student in Year One can be seen in Table 1.

Table 1

YEAR 1 Example Annual Calendar																				
September 2014							October 2014							November 2014						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	17	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						



December 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2015						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



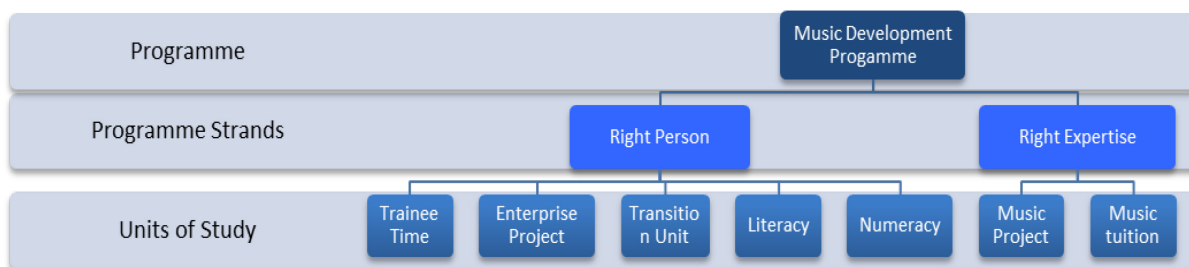
<ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #90EE90; border: 1px solid black; margin-right: 5px;"></span> Normal School Teaching*</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #00B0F0; border: 1px solid black; margin-right: 5px;"></span> School Holidays and Public Holidays</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FF8C00; border: 1px solid black; margin-right: 5px;"></span> Exam Windows</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #ADD8E6; border: 1px solid black; margin-right: 5px;"></span> Summer Holidays and Work Experience</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #C8E6C9; border: 1px solid black; margin-right: 5px;"></span> University Visits</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FFFF00; border: 1px solid black; margin-right: 5px;"></span> Careers Week</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FF00FF; border: 1px solid black; margin-right: 5px;"></span> Open Series Sessions</li> </ul>	<ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #8B4513; border: 1px solid black; margin-right: 5px;"></span> ELAM Concert</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #9370DB; border: 1px solid black; margin-right: 5px;"></span> ELAM Awards Ceremony</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #808080; border: 1px solid black; margin-right: 5px;"></span> Teaching Inset Day</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #483D8B; border: 1px solid black; margin-right: 5px;"></span> BTEC Moderation</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #6B8E23; border: 1px solid black; margin-right: 5px;"></span> Parents Evening</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FFDAB9; border: 1px solid black; margin-right: 5px;"></span> Summer Careers Fair</li> <li><span style="display: inline-block; width: 15px; height: 15px; background-color: #FF0000; border: 1px solid black; margin-right: 5px;"></span> ELAM Summer Conference</li> </ul>
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\* The 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> of September will be an induction week for all Trainees.

### D2 2.1 Curriculum Models

All Trainees at ELAM will complete the two-year Music Development Programme. The Music Development Programme comprises two strands, each of equal time and credit weighting, *Right Person* and *Right Expertise* (the “**Strands**”). Each Strand comprises individual Units of study (“**Units**”) which will be undertaken by each Trainee during the two-year programme of study (Table 2.1).

TableD2.1



The composition of each Trainee’s timetable will remain the same in *Year One: Foundation* and *Year Two: Pathways* in terms of time allocation and weighting towards the Strands, however, the content and focus of the Units will change depending on the Pathway the Trainee pursues in Year Two. There are three options of Pathway: Music Production, Music Business or Music Performance (the “**Pathways**”).

The *Right Expertise* Strand is made up of two Units; *Music Projects* and *Music Tuition*, which overall account for 15 of each Trainee’s weekly Lessons.

The *Right Person* Strand is made up of five Units; *Literacy*, *Numeracy*, *Enterprise Projects*, *Transition Unit* and *Trainee Time*, which overall account for 15 of each Trainee’s weekly Lessons.

Trainees who are not required to take a GCSE, or choose not to undertake a GCSE or an A-Level in English or Maths will also complete two timetabled Lessons in Applied Literacy and two in Applied Numeracy (together the “**Applied Subjects**”) per week.

Any Trainee who is required to undertake a GCSE, or chooses to undertake either an A-Level in Maths or English will not attend the Applied Subject relating to the subject they are already studying. They will instead use those two Lessons to work towards the completion of their GCSE or A-Level qualification. In addition, these Trainees will be required to undertake two additional hours of timetabled teaching per week as part of the Extended Curriculum to ensure they receive adequate teaching time to complete their GCSE or A-Level qualification. However, unless a Trainee is retaking both their English and Maths GCSEs, they will still be required to attend the other Applied Subject as normal, for example, where a Trainee is undertaking a Maths GCSE or A-Level they will still attend the Applied Literacy course as per the usual curriculum

Table 2.2 illustrates the components of each Strand of the Music Development Programme and the time allocated for each in a weekly timetable for a Trainee who is **not** undertaking either a GCSE or A-Level in Maths or English.

Table 2.2

Music Development Programme			
Right Expertise	Lessons Per Week	Right Person	Lessons Per Week
Music Projects	14	Enterprise Project	3
Music Tuition	1	Literacy	2
		Numeracy	2
		Trainee Time	8

Table 2.3 illustrates the components of each strand for a Trainee undertaking a GCSE or A-level qualification.

Table 2.3

Music Development Programme			
Right Expertise	Lessons Per Week	Right Person	Lessons Per Week
Music Projects	14	Enterprise Project	3
Music Tuition	1	Applied Literacy or Applied Numeracy	2
		GCSE or A-Level	4*
		Trainee Time	8

\* Note that two of these Lessons will be outside the normal curriculum as part of the Extended Curriculum.

Table 2.4 illustrates a sample timetable for a Trainee who is undertaking a GCSE in English. A Trainee undertaking an A-Level would similarly have two additional Lessons timetabled within the Extended Curriculum.

Table 2.4

	Main School Day									EC	
	9.00-9.15	9.15-10.05	10.10-11.00	11.00-11.15	11.15-12.05	12.10-13.00	13.00-13.50	13.50-14.40	14.40-15.30	16.00-16.50	16.50-17.40
	Reg	P 1	P 2	Break	P 3	P 4	Lunch	P 5	P 6	P 7	P 8
Mon	B	MP			MP	TT		Eng	TT	EC	
Tues	B	MP			AN	EP		EP	Eng	EC	
Wed	B	MP			MP	AN		TT	SD		
Thurs	B	MT	TT		TT	MP		MP	Eng	EC	
Fri	B	Eng	TT		MP	MP		MP	TT		

MP = Music Project	MT = Music Tuition	AN = Applied Numeracy	TT = Trainee Time
EP = Enterprise Project	AL = Applied Literacy	Eng= GCSE English	EC = Extended Curriculum
SD = Sport and Dance	B = Briefing		

Trainees who do not undertake either an A-Level or GCSE course will have two Lessons of each of Applied Numeracy and Applied Literacy within their timetable (see Table 2.5).

**Table 2.5**

	Main School Day									EC	
	9.00-9.15	9.15-10.05	10.10-11.00	11.00-11.15	11.15-12.05	12.10-13.00	13.00-13.50	13.50-14.40	14.40-15.30	16.00-16.50	16.50-17.40
	Reg	P 1	P 2	Break	P 3	P 4	Lunch	P 5	P 6	P 7	P 8
Mon	B	MP			MP	TT		AN	TT	EC	
Tues	B	MP			AL	EP		EP		EC	
Wed	B	MP			MP	AN		TT		SD	
Thurs	B	MT	TT		TT	MP		MP		EC	
Fri	B	AL	TT		MP	MP		MP	TT		

### **D2 3.1 Curriculum Details**

This section will outline in detail the breakdown of the two Strands of ELAM’s Music Development Programme, *Right Expertise* and *Right Person* strands; their content, structure and assessment criteria.

### **D2 3.2 Right Expertise**

#### **D2 3.2.1 Music Projects**

Trainees will complete a series of 16 musical projects throughout their two years at ELAM. Projects will cover a broad range of relevant topics and skills within the discipline of music. Projects will be planned, delivered and assessed by Music Tutors in conjunction with Industry Partners. Each Music Project will be planned and delivered to reflect the music industry and the skills and knowledge required to succeed within it.

Music Projects will form the basis of the BTEC Level 3 National Diploma in Music Technology, which all Trainees will receive upon completion of the Music Development Programme. Project outcomes will be aligned with the BTEC unit requirements but will be assessed against ELAM’s Values-based criteria.

#### **Content and Structure**

In both *Year One: Foundation* and *Year Two: Pathways* each Music Project will be delivered by ELAM Music Tutors. Class sizes will vary from 6 to 36 Trainees. The size of the class will be commensurate to the technicality of the task in hand. For example, during the introduction of a topic, Trainees might come together in a group of 24 and hear from the Industry Partner and Music Tutor about objectives, outcomes and quality expectations. In contrast, during the undertaking of the project, Trainees might need to develop some highly specialised technical skills, which will be taught in smaller tutorial groups of between 6 and 12.

In Year Two Trainees will be able to choose their Pathway. This decision will be made in the final term of Year One in conjunction with each Trainee's Academy Tutor and will be based on the Trainee's attainment, interests, career and higher education aspirations. Each Pathway will cover a broad range of skills and disciplines but up to three of the eight Units will include material specific to the chosen Pathway.

### *Year One: Foundation*

- All Trainees will complete 8 Music Projects.
- Trainees will have 14 Lessons per week assigned to Music Projects. On average Trainees will have 46 hours of teaching time per Music Project.
- Trainees will undertake a maximum of three Music Projects at any one time.
- All Trainees will undertake the same Music Projects, which will cover all three Pathways: Music Technology, Music Performance and Music Business.
- An Industry Partner will support every Music Project and be identified by the Principal and the Partner Liaison Coordinator to support each Music Project.
- The Music Tutor and the Industry Partner will collaborate to design the content, assessment and success criteria for each Music Project.

The project Music Tutor and Industry Partner will deliver the introduction of the project to half a year group outlining the objectives, outcomes and success criteria. Relevant and current workplace examples will be shared as evidence of best practice.

### *Year Two: Pathways*

- All Trainees will complete 8 Music Projects in Year Two.
- Trainees will elect a Pathway for Year Two from one of Music Business, Music Performance or Music Technology.
- The Year Two curriculum will be made up of five core Music Projects studied by all Trainees and three unique Music Projects relevant to the chosen specialisation.

### *Assessment*

The assessment of Music Projects will take place twice during each project. Projects will be assessed against the Values-based criteria set by the project Music Tutor and Industry Partner. Halfway through each project, Trainees will deliver a presentation on their progress to Tutors and fellow Trainees. At this point Trainees will receive feedback from Tutors and peers on strengths and suggested improvements to be made based on the success criteria set.

The delivery of the project may take the following forms depending on content:

- Performance;
- Written Report;
- Demonstration; or
- Presentation.

By the agreed deadline Trainees will deliver their final project outcome to Tutors and supporting Industry Partner. This will take place for half a year group in groups of 12 on a set day.

Trainees will be given 15 minutes to present their projects, which will include questions from the Industry Partner, project Music Tutor and fellow Trainees. A final grade will be decided and measured against the Values-based criteria based on an agreement between the Music Tutor and Industry Partner. This will then be shared with the individual Trainee by the project Music Tutor. This feedback process will be explicitly aligned to the Values giving Trainees clear advice and guidance on areas in which they can improve.

Table 3.1 shows an example assignment schedule for a Trainee in *Year One: Foundation* of ELAM. This is followed by an example breakdown for an individual Music Project in Table 3.2.

*Table 3.1 Year One: Foundation*

<b>Table 3.1: Year One: Foundation Assignment Schedule 2014-2015</b>				
<b>Set</b>	<b>Music Project</b>	<b>Module</b>	<b>Potential Industry Partner</b>	<b>Deadline</b>
<b>Term 1</b>				
T1 W2	DJ Equipment Review	DJ Performance Techniques	██████████ – ██████████, UK DJ and Producer	T1W4
T1 W8	The Music Industry	Sound and Music Industry	██████████ – Mercury Records	T2 W2
T1 W8	Assignment One – Subject Choice	Planning and Delivering a Music Product	Various	T2 W1
T1 W2	Investigation	Marketing and Promotion in the Music Industry	██████████ – ██████████, MTA Records	T1 W8
T1 W4	Functions of Music	Music and Society	██████████ –	T1 W8
T1 W4	Rigging a PA System	Live Sound Techniques	██████████ – ██████████ s Studios	T1 W7

Term 2				
T2 W8	DJ Techniques Demo	DJ Performance Techniques ( <i>Breakdown in Table 3.2</i> )	Zane Lowe – BBC Radio 1 DJ	T3 W4
T2 W7	Investigation into Roles and Contracts	Sound and Music Industry	██████████ – Sound Advice LLP	T3 W3
T2 W1	Assignment Two – Research Proposal	Planning and Delivering a Music Product	Various	T2 W4
T2 W5	The Specification of Recording Equipment	Music Production Techniques	██████████ – British Producer.	T3 W4
T2 W2	Marketing Strategy	Marketing and Promotion in the Music Industry	██████████ – at Universal Records	T2 W7
T2 W1	Impact of Politics	Music and Society	██████████ – BPI	T2 W5
T2 W4	Assignment Three – Research, Delivery and Presentation	Planning and Delivering a Music Product	Various	T4 W4
T2 W6	Music Venue PA System	Live Sound Techniques	██████████ – for Tinie Tempah.	T3 W4

Table 3.2

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## Unit 10: DJ Performance Techniques

**Unit code:** H/600/6936

**QCF Level 3:** BTEC National

**Credit Value:** 10

Term 3				
T3 W1	Solo and ensemble performance	Music Performance Techniques	Ben Drew – UK Artist Plan B	T3 W3
T3 W5	DJ Live Set	DJ Performance Techniques	██████████ and ██████████ – Chase and Status	T4 W4
T3 W7	Business Plan for a Product or Service	Sound and Music Industry	██████████ – Jho Management	T4 W1
T3 W6	Setting up and Capturing a Multitrack Recording	Music Production Techniques	██████████ – Sub Focus	T4 W5
T3 W2	Marketing Campaign	Marketing and Promotion in the Music Industry	██████████ – Sony Music UK marketing	T3 W7
T3 W4	Impact of Business and Industry	Music and Society	██████████ – BPI	T4 W1
T3 W3	Using Compression and Effects –	Live Sound Techniques	██████████ – Sound Engineer ██████████	T3 W7

**Example of the content and delivery of an assignment used to fulfil the criteria for completion of learning outcome 4:**

***‘Be able to perform a DJ set to an audience using appropriate techniques’.***



This assignment is the final practical coursework for completion of the Unit. It will place the Trainee in a 'real-life' environment to perform live in front of an audience including other Trainees, the project Tutor, and an Industry Partner. The assignment will be performed in conjunction with ELAM Trainees undertaking an assignment as part of the Live Sound Technique module. Taking the BTEC unit 'Certificate in Music Technology (Event Support)' and will take place at a well-known nightclub/ relevant location in London.

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<b>Tutor:</b>	Music Tutor
<b>Industry Partner:</b>	Zane Lowe (BBC Radio 1 award winning DJ)
<b>Equipment:</b>	State of the art DJ equipment including current hardware and software applications. Selection of available music to use if required. Appropriate PA system.
<b>Other Resources:</b>	Rehearsal space, performance space.

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### **Introduction to assignment**

Alongside project Music Tutor, the Industry Partner will introduce and outline the goal of the assignment, using demonstrations where appropriate. The Industry Partner will use real life personal experience to discuss music genres, venues, choosing suitable tracks, set lists and unexpected real life scenarios. The Tutor will make it clear that the final assignment will be performed in front of the Industry Partner as well as a live audience and that the Industry Partner will be involved in assessment.

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### **Preparation**

Individual and group work related to music selection, choice of equipment and techniques used. Lessons will be used to decide each detail of the performance based on previous course content learnt. The Music Tutor will monitor and advise on the ideas and decisions taken. Trainee groups will be expected to comment and assess each other's ideas and work. Trainees will be expected to show examples of references and research taken to support their decision making.

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### **Practice**

Individual work closely monitored by Music Tutor. Each Trainee will require an exclusive amount of time on their specialised equipment set up. Music Tutor will review each step of practice to monitor self-assessment by Trainee and track progression of final project.

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### **Performance**

Final performance to take place in a suitable venue in conjunction with event organised by ELAM students under the Live Sound Event Unit. Tutor and Industry Partner will attend as well as other. Performance will consist of set up, sound check and final piece. All material to be recorded A/V for later assessment by Industry Partner and Music Tutor. Notes to be taken by Music Tutor during performance

taking account of crowd reaction, individuality and creative flare.

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## **Assessment Criteria**

### *Innovation*

- Trainee performs DJ set to the audience with a creative flair and style
- Trainee demonstrates a unique approach to the preparation and delivery of the task to produce original outcomes

### *Excellence*

- Trainee performs the DJ set to the audience with no errors
- Trainees performance elicits a positive reaction from the audience

### *Self*

- Trainee constructively considers and actions feedback provided in the mid-point assessment to improve on the final outcome.
  - Trainee conducts independent research to identify resources and techniques beyond those presented during academy time
- 

## **D2 3.2.2 Music Tuition:**

Each Trainee will spend one Lesson per week learning or developing expertise with a musical instrument.

### **Content and Structure:**

#### *Year One: Foundation*

- All Trainees will choose an instrument upon joining ELAM.
- Trainees will choose from 12 instruments.
- Trainees will undertake Music Tuition in groups of 6.
- Trainees will undertake graded qualifications in their respective instrument at least once annually.
- Trainees will be able to change instruments upon agreement with the Head of Musical Expertise.

#### *Year Two: Pathways*

- At the start of Year Two, Trainees will have the opportunity to change their instrument of choice upon agreement with their Academy Tutor.

### *Assessment:*

Music Tuition will be assessed against progress towards targets. Music tuition will also be assessed against Value-based criteria in relation to attendance and engagement with the Unit.

## **D2 3.3 Right Person**

### **D2 3.3.1 Transition**

The Transition Unit of the Music Development Programme comprises two, 5-day work experience placements, two University visits, and other activities and events to support Trainee transition and outcomes.

## **Content and Structure:**

### *Year one: Foundation*

- All Trainees will complete a five-day work placement project with an Industry Partner during the summer break upon completion of *Year One: Foundation*.
- The Partner Liaison Coordinator will source and set objectives and outcomes for each work placement project in collaboration with Industry Partners. All projects must contain the following components:
  - Minimum five day duration;
  - Clear Objectives related to the project and work the organisation does;
  - Opportunities for the Trainee to engage with employees within the organisation; and
  - Clearly defined success criteria relating to the ELAM Values.
- In April Trainees will be provided with a list of all available work placement opportunities and will be asked to submit three preferences accompanied by a written application to the organisation they are applying for.
- Work experience providers will make offers in May. Where a Trainee has been offered more than one opportunity they will be required to take their highest preference.
- Trainees without an offer will be automatically assigned to a work experience placement by their Music Tutor in collaboration with the Partner Liaison Coordinator.
- Trainees will complete the 5-day minimum project between the months of June and August.
- All Trainees will complete a one-day University visit in January.
- University visits will be undertaken by an entire cohort and will encompass the experience and practicalities of attending a University including sessions on student finance and living away from home.
- Each year during the Spring Term there will be a week dedicated to careers for both first and second year Trainees. This will include networking sessions, presentations, Industry Partner visits and University representatives etc. This time is structured to ensure that Trainees are considering their progression routes beyond ELAM.
- Each July, ELAM will hold a careers event for one-day with employers from the creative sectors and academic institutions. This will be open to all Trainees and all Associates graduated within the last two years. There will be a focus on potential summer work opportunities for Trainees such as working at events and festivals.

### *Year two: Pathways*

- All Trainees will complete a 5-day work placement project with an Industry Partner in January or February
- Trainees will apply for work placements in November and will be offered a selection of projects based on their Pathway.
- Trainees will work with their Professional Mentor and Music Tutor to identify a University and specific course to gather information on.
- Trainees will complete a one-day independent University visit in October.
- All Trainees required to complete and submit a UCAS application form.

## *Assessment:*

All Trainees will be assessed on their work experience project using ELAM's Values based criteria. The success criteria will be drawn up by the HoPE and Industry Partner and will be graded based on an agreement between the two parties and evidence provided by the Trainee.

University visits and engagement with specific careers events will form the basis of reflective discussions with Professional Mentors as part of Trainee Time.

### **D2 3.3.2 Trainee Time**

All Trainees will complete eight effective Lessons of Trainee Time per week. Within this allocation of time, Trainees will work in collaboration with an individually assigned Professional Mentor to devise a series of S.M.A.R.T targets to support the Trainee's personal and professional development.

#### **Content and Structure:**

##### *Year One: Foundation*

- The Partner Liaison Coordinator will source Professional Mentors. These will come from ELAM's Industry Partners, as well as professionals from the private, public and not for profit sectors.
- In collaboration with the Partner Liaison Coordinator, Music Tutors will assign Professional Mentors for each individual Trainee.
- Professional Mentors will meet with Trainees for two blocks of curriculum time once every four weeks.
- In their first meeting Professional Mentors will set S.M.A.R.T targets for the Trainees based on their personal and professional development, which will be communicated to Trainee's Academy Tutors.
- S.M.A.R.T Targets will be set against the Values and can encompass any area of the Music Development Programme or Extended Curriculum. S.M.A.R.T targets could include:
  - Developing a Music Project further;
  - Strengthening numeracy or literacy skills;
  - Practicing a Music Instrument; or
  - Building professional networks.
- Overall progress towards these targets will be measured in each meeting and targets will be reviewed, redesigned and created as necessary. Each Trainee's Academy Tutor will also monitor progress towards these targets on a weekly basis during briefing time
- All Trainee Time not spent with a Professional Mentor will be used to action S.M.A.R.T targets.
- Trainees will be expected to remain within the Academy during Trainee Time.
- Trainees' Music tutors will support Trainees during this time to realise their S.M.A.R.T targets.

##### *Year Two: Pathways*

- Trainee time and S.M.A.R.T targets set with Professional Mentors will remain consistent in Year Two. However, the focus of the targets will relate more towards planning for successful progression into employment and higher education; including support with the writing of UCAS and job applications and how to maximise the opportunities at ELAM such as the careers week etc.

### *Assessment:*

Professional Mentors will assess a Trainee's progress towards target based both in effort and absolute terms. In collaboration with Academy Tutors, Mentors will assign each Trainee a grading after each meeting based on these measures.

### **D2 3.3.3 Enterprise Projects:**

All Trainees will undertake two complete Enterprise Projects across the course of the Music Development Programme. These Enterprise Projects will follow the Young Enterprise framework and each Trainee will complete a Level 3 Certificate in enterprise.

### **Content and Structure:**

#### *Year One: Foundation*

- All Trainees will undertake a business enterprise project.
- Trainees will have three teaching blocks assigned for enterprise projects per week.
- Trainees' time will be divided between direct instruction and practical time where they will have the chance to explore opportunities and networks outside the classroom.
- Trainees will work in group sizes of between 12 and 24.
- Trainees will establish a company, elect a board of directors from amongst their groups and raise share capital to support growth of their business.
- Groups market, service and finance a product or service of their choice.
- Each group will be provided with a Business Advisor to act as a mentor through the year at regular intervals.
- Trainees will all sit the Young Enterprise Level 3 Certificate Exam in May.

#### *Year Two: Pathways*

- All Trainees will undertake an enterprise project with a specific focus on Social Enterprise.
- The focus of these projects will be for Trainees to develop and run an online learning facility engaging with pre-16 groups at Primary, Secondary or outside through master classes, assignments and assessment.
- Trainees who failed to achieve a distinction in Young Enterprise Level 3 the previous academic year will re-sit their exam in May.

### *Assessment:*

Enterprise Projects will be assessed against ELAM's Values-based criteria. The Enterprise Tutor will set out these objectives at the beginning of the project. Summative assessment will occur each half-term with the Enterprise Tutor and Business Adviser, with formative assessment occurring each week as part of the Enterprise Lessons. Grades will be awarded on half-termly intervals for individual and group performances and be based on attainment against Values-based criteria. In addition to running the company, Trainees will be tasked with documenting their progress through gathering evidence in the form of pictures, videos and testimonials.

### *Possible Enterprise Projects:*

- Local Radio Station
- Music Festival
- Concert
- Music Tuition Courses
- Record Label
- Festival Food
- Events Promotion
- Community Outreach Projects
- ELAM virtual community learning portal
- Video Production

#### **D2 3.3.4 GCSE and A-Level:**

Trainees who have joined ELAM without either a 'C' grade in GCSE Maths or English will be required to retake these qualifications. Trainees who join ELAM with a 'B' grade in either GCSE Maths or English will have the opportunity to undertake one of these subjects at A-Level.

#### **GCSE**

Trainees will focus on one GCSE per school year. Therefore, if a Trainee joins ELAM without both Maths and English GCSE at grade C – they will undertake the entire Maths GCSE in Year One and then English in the second year or vice versa. These places are limited to a total of 12 Trainees per year group.

- **Maths**  
Trainees will study the AQA Maths GCSE specification.
- **English**  
Trainees will study the WJEC English Language GCSE specification.

#### **A-Level**

Trainees who join ELAM having achieved at least a grade 'B' in both Maths and English GCSE will be encouraged to enrol onto a Maths or English A-Level course which they will complete over the course of the Music Development Programme.

- **Maths**  
Trainees will study AQA A-Level 'Use of Mathematics' specification (subject to AQA extending qualification to A2 as is anticipated).
- **English**  
Trainees will study the AQA English Language A-Level specification.

#### **D2 3.3.5 Applied Numeracy and Applied Literacy**

##### *Content and Structure – the format of submission is an extended project*

Applied Subject projects will be undertaken by pupils as part of the Music Development Programme. These projects will be designed to allow pupils to work on a project which has a key focus on both the development and applied use of Literacy or Numeracy. The project will require the student to identify a research question, carry out the research and deliver the findings and subsequent conclusions. This project may or may not be related to the music industry.

All Trainees except for those who will be retaking two GCSE subjects will undertake a minimum of one extended project (see Table 2.4). Trainees who are not enrolled for either a GCSE or A-Level class will be required to take both Applied Subjects related extended projects (see Table 2.5).

For Trainees who are undertaking two GCSE subjects, they will undertake a Higher project in their second year of study alongside their GCSE study. In Year One,

Trainees will learn the applied timetabled Lessons to prepare for the GCSE in Year Two.

### *Year One: Foundation*

- All Trainees will undertake an 8 week preparatory course for the project. This will include the teaching of relevant key skills necessary for the successful completion of the course.
- Trainees will identify their topic, project and its aims from a pre-determined list.
- Trainees will produce a plan and strategy for achieving that plan
- Trainees will begin conducting preliminary research into their field of study.

### *Year two: Pathways*

- Trainees will complete the research for their project
- Trainees will begin to problem solve and decision make to clarify the outcomes of their project
- Trainees will present and communicate their project
- Trainees will evaluate their performance in the project.

The focus of the project is to provide Trainees with applied numeracy and literacy related key skills. The tutors will refer to the AQA Use of Maths curriculum to ensure the content is always applied and applicable to real life situations and projects will be broken down by subject tutors into smaller projects, setting clear milestones for Trainees.

### *Assessment*

Both Extended and Higher projects will be interim assessed by the relevant Tutors and finally by exam boards against the exam board criteria set for each project/specification.

## **D2 4.1 The Extended Curriculum**

ELAM is committed to ensuring that all Trainees are able to realise their maximum potential. Enrichment activities therefore play a key role in what ELAM offers in ensuring all Trainees are stretched.

### **D2 4.1.1 Collective Time**

Collective Time requires all Trainees to come together for two Lessons once every four weeks. Collective time will see external speakers, facilitators and ELAM Associates coming into the Academy to run sessions and give talks to the Trainees. Alternatively, it may be a session designed and facilitated by ELAM Trainees, or a showcase of outstanding Trainee work.

The focus of these sessions will range from Music and Employment to the more general creative sector. The time will also be used for whole school updates from staff and Trainees. A key focus of these sessions will be for Trainees to connect with their peers across year groups and Pathways and build new networks for collaborations on future work. Collective Time sessions will be designed to facilitate this process.

Collective Time will be formally scheduled for the final two Lessons of a Friday once every four weeks, with other sessions taking place at various points within the



Extended Curriculum. There will be some overlap between Collective Time and The Open Series.

#### **D2 4.1.2 Each One Teach One**

Each One Teach One (“**EOTO**”) is a grant giving charitable trust set up by musician/actor/director Ben Drew (aka Plan B).

ELAM has formed a partnership with EOTO, which will allow ELAM Trainees to engage with EOTO’s diverse network of organisations. Through EOTO, Trainees will be given the opportunity to engage with local community organisations including working in dance troops, sports clubs, and the hospitality sector.

#### **D2 4.1.3 ELAM Societies**

At ELAM all Trainees will have the opportunity to engage in a Society outside of the main curriculum time. Each society will have an associated member of staff to oversee its operation. All Societies will fall under one of the following categories; Sports, Creative, Music and Employment.

##### *Sports*

- Dance, Football and Basketball will be offered to all Trainees using local facilities on a Wednesday afternoon.
- External facilitators will occasionally be used to facilitate these sessions where additional expertise is required.

##### *Creative*

- The School Magazine – Students will produce a termly magazine which will be sent out to all parents and Industry Partners and the wider ELAM community providing updates on activities, successes, news and upcoming events at the academy.
- Media Channel – A committee of Trainees supervised by a member of staff will be responsible for managing all of ELAM’s social media content, including; the ELAM Community Website, Facebook, Twitter, YouTube.

##### *Music*

- The East London Academy concerts – A committee of Trainees will be responsible for planning concert style showcases of performances from Trainees of ELAM and its community. Roles will cover all the strands of the Music Development Programme. Concerts will really make the most of our relationship with the industry and will include performances from recognised artists alongside our Trainees. It will give Trainees a chance to really take creative and logistical ownership over a large scale event. Proceeds from the events will go to ELAM or the ELAM Foundation.

##### *Employment*

- All Trainees will have the opportunity to experience working in the music industry during their time at ELAM. We have identified opportunities for Trainees to potentially work at music events and festivals across the country and world when they are studying at ELAM and therefore we want to offer some basic qualifications which will allow them to do this outside of school hours and during holidays.
- These programmes will all be delivered by ELAM Tutors and will be offered as part of the Extended Curriculum:
  - BTEC Level 2 Live Events; and

- NVQ Level 2 Public Safety.

#### **D2 4.1.4 The Open series**

The Open Series is a series of events which will take place on a bi-monthly basis at ELAM in conjunction with our supporters, Industry Partners and local community groups. Here we will host evenings where Trainees from other schools and colleges can engage with ELAM's facilities and networks. It will provide an opportunity for Trainees to showcase work and learn about what their peers are doing across local Boroughs, and provide a platform for our Industry Partners to discuss a topic of interest.

We have already built strong relationships with influential groups who share our motivations such as Point Blank, Community Music and EOTO; we aim to continue to develop these relationships and many more in the future.

#### **D2 4.1.5 Summer Conference**

In the Summer term the ELAM Foundation will host a two day education conference. The purpose of the conference will be for all Trainees, Associates, staff and Industry Partners as well as members of the community and wider sector to come together and discuss how we can improve music education provision at all levels.

### **D2 5.1 Organisation of Trainees**

#### **D2 5.1.1 Tutor Group Arrangement**

Each cohort at ELAM will comprise of 72 Trainees. Trainees will be grouped in three forms of 24 (each a "**Tutor Group**"). These groupings will form Trainees' Tutor Groups but not necessarily their teaching groups necessarily. The Tutor Group will be used for fifteen minutes of Briefing each day. Here Trainees will register with their Academy Tutor each morning and there will be a platform for whole announcements, individual catch ups with Trainees and discussions facilitated by the Academy Tutor on relevant topics.

Tutors will be assigned to their Tutor Groups for the Trainees' full two years so will be able to form close bonds with each Trainee. They will be the first point of contact for the parents and carers. Briefing will allow for Academy Tutors to reinforce expectations with their Trainees, celebrate success, track their progress in Trainee Time, share knowledge and manage any behaviour or attendance issues.

The HoME is the lead Academy Tutor who will offer support to other Academy Tutors and ensure communications are coordinated. Tutors will also work with the Head of Personal Expertise in the referral of those Trainees with additional social, emotional, pastoral and academic needs.

In addition to the time spent with Academy Tutors in the mornings, each Trainee will meet with their Academy Tutor on an individual basis once a half-term. This meeting will specifically focus on the Trainee's attainment and development in the Music Development Programme. Here Tutors will review the Trainee's progress to targets and identify new goals in terms of both academic and personal development.

All Trainees will also have access to their Academy Tutor's calendars through an

online calendar client and vice-versa. Therefore any Trainee who requires additional time with their Academy Tutor is able to send a calendar appointment to request a meeting.

### **D2 5.1.2 Academic Arrangement:**

The teaching arrangement of Trainees for each Unit will provide an opportunity to develop and achieve Trainee targets in an appropriate learning context.

ELAM has four categories of class based on the provision required for that specific project (*D1 1.2.6*).

Teaching and learning of each project will be planned according to the support requirements for each individual assignment. The ratio of Lessons offered in each unit on a weekly basis is included below (Table 5.1).

*Table 5.1*

	<b>Total</b>	<b>Literacy and Numeracy</b>	<b>Enterprise Projects</b>	<b>Music Projects</b>	<b>Trainee Time</b>
<b>Tuition</b>	6	2	0	4	0
<b>Group</b>	6	2	0	4	0
<b>Instruction</b>	6	0	3	3	0
<b>Lecture</b>	3	0	0	3	0
<b>Free</b>	9	0	0	0	9
<b>Total</b>	30	4	3	14	9

Table 5.2 shows that each Trainees timetable will be varied in terms of the size and support they receive which will reflect the project requirements.

## **Section D3**

### **D3 1.1 ELAM Staffing**

Staff will transition to ELAM from a cross-section of education and music backgrounds and join a robust team that are a pivotal element in the delivery of ELAM’s Vision and the successful outcomes of our Trainees. ELAM’s organisational structure has been built to offer a highly effective, affordable and accountable service for its primary beneficiaries.

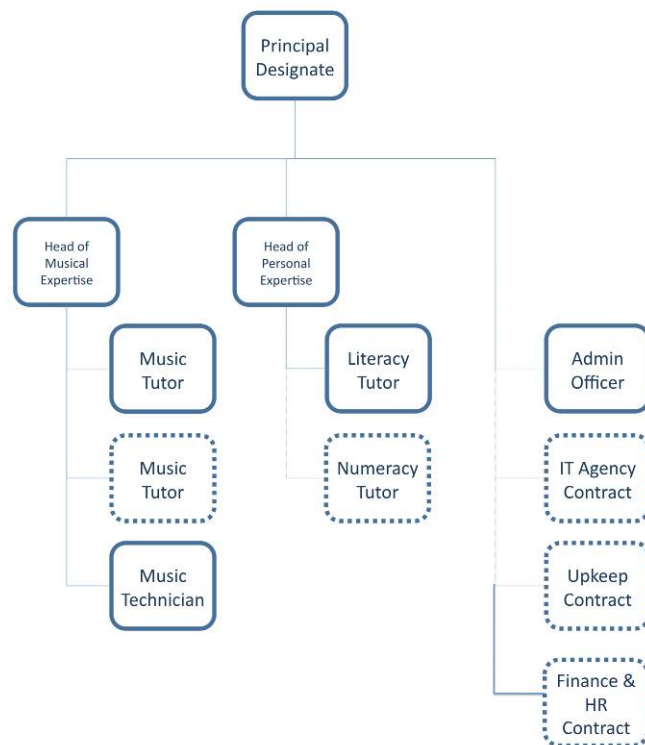
### **D3 1.2 Financial Rationale**

ELAM’s organisation of staff in Year One is efficient, financially viable, and brings the capacity to deliver the Vision. In light of a small cohort of Trainees, staff within the Senior Leadership Team will take on additional responsibilities in advance of hitting staffing capacity in Year Two. The Principal will be responsible for developing and maintaining systems and processes in areas of ELAM that will move to the Vice Principal in Year Two. Additionally, the Head of Personal Expertise will take on greater responsibility to reflect the reduced number of learners for whom they will be coordinating special educational needs intervention. In Year Two, the increase in Trainee numbers will provide funding for an increase in staff numbers and therefore capacity. Both Year One descriptions, with Year Two amendments are outlined below.

ELAM’s layer of agency staff brings greater flexibility to the organisation and allows the Principal to adapt the staffing capacity to meet the needs of learners with a greater precision. As a part of this they enable the Academy to operate at 80% of total capacity as outlined in our sensitivity analysis (**G 1.4**).

### D3 1.3 ELAM Organisational Structure: Year One

Figure D3.1



#### D3 1.4 Overview: Year One

ELAM will operate in Year One with 7 full-time staff, and another 4.5 effective staff through agency contracts.

Five frontline teaching staff will deliver the Music Development Programme to the first cohort of 72 Trainees. A team of 3.5 support staff underpin the work of our frontline teaching team. ELAM’s Senior Leadership Team in Year One is comprised of the Academy Principal, the Head of Musical Expertise (the “**HoME**”) and the Head of Personal Expertise (the “**HoPE**”).

#### D3 1.4.1 Academy Principal – Year One

##### Key Responsibilities:

- **Accountable** to governing body for 100% successful transition of Trainees into employment and higher study.
- Responsible for implementing **Values** across all areas of the Academy.
- Oversees curriculum-wide **tracking and progress** in attainment, attendance and behavior.
- Manages ELAM’s key **relationships** with the music industry and beyond.
- Responsible for **curriculum design** within Right Expertise strand.
- Responsible for **staff wellbeing and professional development**.
- Academy **Principal Financial Officer** and responsible for professional services including HR.

**Vision:** The Principal is responsible for overall delivery of the ELAM Vision, in particular the successful transition of ELAM Trainees into either employment or higher study. To do this, they ensure that ELAM's Core Beliefs around Opportunity, Recognition and Skills are in place across the Music Development Programme and Extended Curriculum, and that ELAM's ethos is underpinned by the Values. Our Principal will safeguard those things that are ensuring every Trainee develops the necessary expertise and personal qualities to achieve their full potential.

**Values:** At ELAM supporting school, The BRIT, and in Ofsted's review of successful vocational institutions, the Principal plays the critical role in embedding professional values and employability into the school ethos. ELAM's Principal will take up this responsibility. They will scrutinise ELAM's overall performance against each Value, and their personal accountability for the successful transition of each young member of the community. Using Academy wide data and through individual and group case studies they will make strategic change as appropriate to ensure that ELAM's Vision and target outcomes are upheld. They will quality assure the Academy's Value-centric success criteria and assessment model, and will be responsible for the periodic professional assessment of Trainees through ELAM's formal assessment process ([D1 1.2.4](#)).

**Progress:** In spite of high level responsibility, ELAM's Principal will play an active role in daily life. In Year One, they will chair ELAM's fortnightly Trainee progress meetings attended by all staff, bringing together quantitative and qualitative data from all units of the Music Development Programme including music, literacy and numeracy, as well as attendance, punctuality and behavior data. Insisting on *Excellence* in Trainee attainment, they will support the SENCo and teaching staff with the identification and intervention systems around progress

**Relationships:** The Principal will work particularly closely with the HoME and lead on curriculum and scheme of work design within the Music Projects unit. A figurehead for The Academy, ELAM's Principal is the guardian of key relationships with the music industry and beyond, and will ensure that *Collaboration* and *Innovation* underpin the learner experience so that ELAM Trainees are engaging with industry relevant work and are able to build personal networks of employers and experts. As a part of this, and their commitment to Associate outcomes at ELAM, the Principal will also oversee the Transition unit of work that sees Trainees undertaking work and university experience four times across their studies. Within the staff body, The Principal will oversee professional development encompassing professional assessment and staff well-being. The Principal will also have responsibility for performance management ([D5 2.3](#)) and staff professional growth through pedagogical, musical, Values based, and other appropriate training. They will support the HoME in the professional development of ELAM's unqualified teaching staff through an Outstanding Teaching Programme. Where appropriate this will be supported by Community Music's Music Leader qualification ([F4 1.1](#)).

### **D3 1.4.2 Head of Musical Expertise – Year One**

#### **Key Responsibilities:**

- **Outstanding practitioner** and lead tutor in Music Expertise.
- Supports Principal in delivery of **Outstanding Teaching Programme**.
- **Lead assessor** for Edexcel BTEC qualification.

- Responsible for *Right Expertise* **data reporting and target setting** including BTEC attainment.
- **Lead Pastoral Tutor.**
- Responsible for **Musical Tuition** unit.
- Academy lead on **ICT in the curriculum.**
- Academy lead on **Gifted & Talented** Trainees.
- The **recruitment and admissions** process for prospective Trainees.

The HoME is lead tutor for *Right Expertise*. This includes Music Projects, where just over 1,000 Trainee hours are spent a week, and the smaller Music Tuition taking up 72 Trainee hours. They will use their experience in music education to line manage a team of two tutors, growing to four in Year Two, and a music technician, and support the Principal with the high level planning of the Music Projects content.

**Outstanding Practitioner:** The HoME will have Qualified Teacher Status. In their teaching practice, ELAM's HoME will exemplify ELAM's Values and will actively role model this to teaching colleagues through a fortnightly peer observation cycle in Year One. They will demonstrate how *Innovation* and *Excellence* in teaching will breed Innovation and Excellence in ELAM's Trainee outcomes, and model the significant role that *Collaboration* plays in the ELAM learning environment; both with external organisations and between Trainees. Outside of core teaching hours, they will liaise with the HoPE over the additional musical needs of ELAM's Trainees and coordinate Wave Two and Three interventions as appropriate.

**Outstanding Teaching Programme:** ELAM's HoME will have a full understanding of how this outstanding practice maps onto the Ofsted Outstanding teaching and learning criteria, and through peer support be able to accelerate their colleagues' progress towards these targets as part of the Outstanding Teaching Programme and Performance Management programme (*D5 2.3*). The HoME also takes on the position of Lead Tutor within ELAM's pastoral system, providing leadership and support to the other Tutors at the Academy.

**Lead assessor:** Their line management responsibilities will see them teach a three lesson lighter load than ELAM's other teaching staff. This spare time is allocated to peer observation and coaching of *Right Expertise* teaching staff, conducting one-to-one meetings, preparing for department meetings, ensuring that *Right Expertise* weekly tracking data and learner attainment targets are complete and accurate, and coordinating the Music Tuition timetable with the support of the Admin Officer. They also take the role of lead assessor on the Edexcel BTEC and will lead on moderation as well as attending all Edexcel assessor training sessions.

### **D3 1.4.3 Head of Personal Expertise – Year One**

#### **Key Responsibilities:**

- Responsible for **child protection and safeguarding.**
- Special Educational Needs coordinator (**SENCo**).
- Responsible for *Right Person* **data reporting and target setting** including literacy and numeracy attainment.
- Academy lead on **attendance, punctuality and Trainee conduct.**
- Responsible for **Trainee Time** unit and liaising with Professional Mentors.



- Co-lead on Enterprise unit and **OCR Young Enterprise Assessor**.

The HoPE will be the Academy SENCo and will manage the processes ensuring that the learning needs of all ELAM's Trainees are met, and that safeguarding and child protection is the first priority of all staff and visitors. Accordingly, the HoPE will hold Qualified Teacher Status and have undertaken the National Award for SEN Coordination. Our cohorts will be diverse and have a variety of different needs and it is the HoPE that is accountable for ensuring that their needs are identified before, and throughout, their time at the Academy. In this capacity, they will also coordinate ELAM's Wave Two and Wave Three intervention, and provide all staff training on Wave One intervention and other additional learning needs including use of English as an additional language. They will track and report the progress of these, and all vulnerable groups at ELAM, including those with SEND, Looked After Children, refugees and those with Emotional, Social and Pastoral needs.

In Year One, the HoPE has full accountability for *Right Person* and will directly oversee the literacy, numeracy and Trainee Time units. Their remaining capacity will be committed to SENCo responsibilities, line managing the literacy and numeracy tutors, and the use of the Professional Mentors in Trainee Time with the support of the Admin Officer. Across *Right Expertise* in its entirety, the HoPE will ensure that weekly tracking data and learner attainment targets are complete and accurate.

Within literacy and numeracy specifically, the HoPE will quality assure the delivery of the GCSE and A-Level programmes. In all cases, they are there to insist on Excellence in teaching and progress and to ensure that literacy and numeracy is the bedrock of each Trainee's personal development.

#### **D3 1.4.4 Tutors – Year One and Year Two**

##### **Key Responsibilities:**

- Delivering ELAM's Music Projects, literacy, numeracy and enterprise courses at an **80% teaching load**.
- Practising at the highest professional standards and **ensuring outstanding progress** from every Trainee.
- **Modelling ELAM Values** in all aspects of Academy life.
- Ensure that attainment, attendance and punctuality **data is accurate and current**.
- **Pastoral responsibility** in role as an Academy Tutor.
- Undertaking **relevant CPD opportunities** within industry

**Overview:** ELAM Music Tutors will originate from either music education or the music industry, whilst our Literacy, Numeracy and Enterprise Tutors will be at least two years qualified and will have taught on both GCSE and A-Level courses. When recruiting, we would also look for teaching experience from Tutors in film or media production as a complementary skillset for *Right Expertise*.

All ELAM Tutors will facilitate a working environment for Trainees that is characterised by outstanding progress, engagement and behaviour. Tutors will regularly complete summative assessment of Trainee work in line with exam board



specifications and ELAM's Values framework, using this to maintain accurate data records on each learner's attainment, alongside their attendance, punctuality and conduct. They will also support the HoME in setting appropriate Trainee attainment targets.

Three of the Tutors in Year One will act as Academy Tutors each in charge of a group of 24 Trainees. In Year Two this will increase to six Academy Tutors as ELAM gains a new cohort. Academy Tutors will be available for individual meetings with Trainees by prior appointment. Meetings will focus on Trainee well-being, progress, punctuality and attendance, conduct and engagement with the opportunities available as part of the Extended Curriculum.

The three full time Music Tutors in Year Two will have a nominal specialism in each of the pathways - Music Performance, Production and Business. Although each Tutor will teach across the *Right Expertise* curriculum the specialist will be the first port of call for each pathway.

A layer of agency teaching staff will deliver frontline teaching at ELAM, and despite holding no planning accountability, they will be subject to the same performance and tracking requirements as the rest of the Tutor team. In lieu of this they will receive additional support and monitoring from the HoPE and the HoME and be enrolled on the Outstanding Teaching Programme.

#### **D3 1.4.5 Admin Officer(s) – Year One and Year Two**

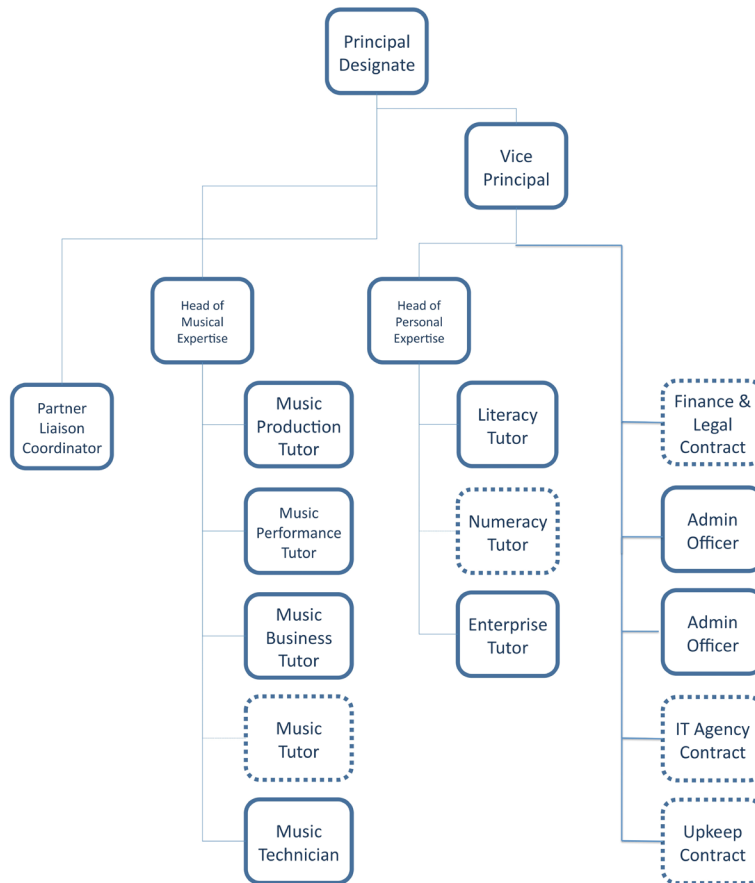
##### **Key responsibilities:**

- Responsible for **ELAM reception and telephone**.
- **Administration** of Music Development Programme.
- Collating and publishing **Academy data** sets.
- Assisting the HoME with the **recruitment and admissions** process for prospective Trainees.

**Overview:** The Music Development Programme requires precise administration due to its multiple and disparate units. Alongside dealing with reception enquiries and registering late and absent Trainees, ELAM's Admin Officer(s) will assist on curriculum tasks as well as the recruitment and admissions process. In particular, they will support the HoME and HoPE with coordinating the attendance of Mentors in Trainee Time and the Music Tuition unit, as well as collating Trainee data from across the Academy.

#### **D3 1.5 ELAM Organisational Structure: Year Two**

*Figure D3.2*



### D3 1.5.1 Overview: Year Two

ELAM will reach capacity at the beginning of Year Two when the second cohort of 72 Trainees will join the Academy. The staff body will increase from 11.5 effective in Year One to 18 effective in Year Two – five of these will remain on agency contracts.

ELAM’s Senior Leadership Team in Year Two is comprised of the Principal, the HoME and the HoPE and the newly appointed Vice Principal who will take over some of the responsibilities covered in Year One by the Principal and the HoPE. The teaching staff will expand to include three additional Tutors: two Music Tutors for *Right Expertise* and an Enterprise Tutor for *Right Person*.

The support team will gain another Admin Officer to deal with a greater volume of curriculum administration. There will be additional support for the Principal from a Partner Liaison Coordinator to assist with relationship management.

### D3 1.5.2 Academy Principal – Year Two

Amendments to Year One responsibilities:

- Accountability for curriculum-wide tracking and progress moves to Vice Principal.
  - The Vice Principal will share overall trends with Principal and highlight any Trainees who are underperforming in multiple areas.
- Accountability for Trainee conduct moves to Vice Principal.
  - Day-to-day instances of serious misconduct will be handled by the Vice Principal.

- Accountability for professional development moves to Vice Principal.
  - Performance management cycle and Outstanding Teacher Programme is managed by the Vice Principal with the support of the Academy Principal.
- Responsibility as Principal Financial Officer and for professional services moves to Vice Principal.
- Principal now supported in relationship management with community, educational and Industry Partners by ELAM's Partner Liaison Coordinator.
- 

### **D3 1.5.3 Vice Principal**

#### *Key Responsibilities:*

- Oversees curriculum-wide **tracking and progress** in attainment, attendance and behavior.
- Academy lead on **Trainee conduct, attendance and punctuality**.
- Responsible for **staff performance management cycle and professional development**.
- Academy **Principal Financial Officer** and responsible for professional services including HR.
- Responsible for **Professional Mentor** and **Trainee Time** units of *Right Person*.
- Academy lead on **examinations**.

*Overview:* The Vice-Principal inherits many of the educational and operational systems maintained by the Principal and HoPE during Year One. Their addition to the Senior Leadership Team at ELAM will protect our Principal from duties that may compromise their ability to deliver the Vision at the level required to reach ELAM's intended learner outcomes.

In particular, they will lead on Trainee attainment, conduct, attendance and punctuality including progress tracking in each area. On this, they will brief the Principal on ELAM's highest and lowest performing groups of learners, and curriculum areas, as well as bringing to their attention any student who is underperforming in more than one area. In this capacity too, they will work closely with the HoPE to ensure that appropriate and stretching interventions are applied for groups and individuals across the Academy as necessary. They will also assist the HoPE as required with elements of the more composite *Right Person* strand, including the coordination of Professional Mentors and Trainee Time.

Outside of The Music Development Programme, ELAM's Vice Principal performance manages the teaching delivery team including the facilitation of the Academy Outstanding Teaching Programme. They will also manage the operational functions within ELAM, acting as Principal Financial Officer and overseeing the outsourcing of professional services functions, as well as the IT contract and Academy maintenance contracts including cleaning.

### **D3 1.5.4 Head of Personal Expertise – Year Two**

#### *Amendments to Year One accountabilities:*

- Accountability for attendance, punctuality and conduct moves to Vice Principal.
- Responsible for the additional learning needs of 144 Trainees.

### **D3 1.5.5 Partner Liaison Officer**

#### *Key Responsibilities:*

- Proactively support Principal in **relationship management**.
- Generate **new partnership leads** for Principal.
- Handle day-to-day ELAM enquiries including from **press and other media**.
- Coordinate all placements within **Transition unit**.

*Overview:* Joining the ELAM staff body in Year Two, the Partner Liaison Officer is a key resource for the Principal's delivery of the Vision and ELAM's Core Beliefs. They will engage with ELAM's education and Industry Partners as well as local community and strengthen the curriculum offering for ELAM Trainees by increasing access to Opportunity and Skills. They will work closely with the HoME and HoPE to see support in the implementation of partner resources including arranging work experience placements, university visits, ELAM's co-delivered music projects, and Professional Mentors. They will also handle press and other media enquiries regarding ELAM.

## **Section D4**

### **D4 1.1 Strategy for meeting needs of pupils: Introduction**

Within each cohort at ELAM will be young people from a wide range of ethnic, social and economic background including young persons with a range of learning styles and needs. ELAM is proud of the projected diversity of the learner population and is dedicated to working with students that have additional learning, communication and access needs, as well as students that are gifted and talented. Working closely with the SEN Code of Practice (2001) and the Equalities Act (2010), ELAM will ensure that support is in place over the short and long term for each learner to make exceptional progress.

ELAM's learning contexts are inherently inclusive. Practical and applied learning forms the basis for all corners of our Music Development Programme and will support the achievements of all learners. This will be of particular advantage to ELAM's Trainees who will be using English as an additional language ("EAL"), as well as those who will be identified as having a special educational need ("SEN"). As is seen at other specialist arts schools, including The BRIT School, students with these additional learning needs will make outstanding progress within project based and contextualised learning environments; some of these learners will have been previously unsuccessful within other educational environments.

### **D4 1.2 Learning Pathways**

Trainees will progress through the Music Development Programme on learning pathways most suited to their strengths and interests. In particular, literacy and numeracy provision has been designed to meet the needs of all learners with four different pathways across both:

Ability	Literacy Provision	Numeracy Provision
Low	GCSE English	GCSE Maths
Mid-Low	Higher Literacy Projects (Level 2)	Higher Numeracy Projects (Level 2)
Mid-High	Higher Literacy Projects (Level 3)	Higher Numeracy Projects (Level 3)
High	A-Level English	A-Level Use of Mathematics

Similarly, *Year Two: Pathways* caters for the musical strengths and interests of each learner through the Music Performance, Production and Business pathways.

The most significant learning pathways at ELAM however occur at the individual learner level. Frontline teaching staff, the Academy SENCo, an emphasis on ICT, and a concise set of additional educational needs (“AEN”) systems will ensure that the needs of every learner are met daily and exceptional outcomes possible for all.

#### **D4 1.3 Intervention at ELAM**

ELAM’s Trainees’ additional learning needs will be met through the *graduated response* model of the SEN Code of Practice (2001). ELAM will use this same model to describe interventions that meet the needs of learners at both ends of the ability scale, and across the whole curriculum. As such, a Gifted & Talented intervention may be described as ‘Wave Two’, in the same way that an SEND intervention might.

It is the responsibility of the SENCo at ELAM to ensure, as far as is possible, that use of intervention is proactive as opposed to reactive and data will be used to support this process (**D5 2.1**).

**Wave One:** The effective inclusion of all learners through high quality teaching within the normal curriculum. Individual Education Plans and Literacy Profiles will inform planning at Wave One and ensure that content is accessible and challenging for Trainees identified as Gifted and Talented, School Action, School Action Plus and for those with a Statement of Need.

**Wave Two:** Small-group interventions for learners who may need intervention outside of the normal curriculum to attain at the same rate as peers, or to develop a particular gift or talent to its full potential. At ELAM, these interventions will generally focus on musical, literacy, numeracy and Values specific development. Outside of these areas, Wave Two support will be tailored by the SENCo to meet the needs of each cohort of Trainees.

Learners found in Wave Two interventions at ELAM may, or may not, have an identified additional learning need but will all need more specialised support in the short or long term. For Trainees that are identified as having an additional learning need, Wave Two interventions will be supplementary to the Wave Three interventions that they are already receiving.

**Wave Three:** Specific and targeted interventions for individual Trainees that have been identified as having an additional need in an area of learning at ELAM. As with Wave Two, this development need could relate to musical, literacy, numeracy and values specific areas, but may lie outside of these as deemed necessary by the

SENCo. Wave Three intervention may be long or short term but will be in most cases infrequent as they are focussed on making adjustments to learning and teaching styles (through Individual Education Plan) found within Wave One and Wave Two. Wave Three interventions will always be facilitated by a staff member or external agency/individual with expertise relevant to the case. All learners in Wave Three intervention will have been identified as having an additional learning need, whether it is English as an Additional Language, School Action, School Action Plus, a Statement of Need or Gifted and Talented.

#### **D4 1.4 Staffing Responsibilities**

Ensuring that the needs of all ELAM Trainees are met are the two heads of Strand, the Head of Musical Expertise (“HoME”) and the Head of Personal Expertise (“HoPE”). These two individuals are responsible for assessing, implementing and monitoring the learning pathways of every young person at ELAM, with the former accountable for Gifted & Talented learners and the latter for learners with other AEN including SEN and EAL.

In the HoPE’s capacity as SENCo, they play a vital role in the progress of a large proportion of each ELAM cohort. Up to 15% of ELAM’s learners are projected to have a registered SEN including Statements, whilst up to 50% are projected to be young people using EAL. Accordingly the HoPE will hold QTS status and a National Award for Special Educational Needs Coordination.

Their responsibilities at ELAM will focus on the following areas:

- Oversee Child Protection including individual Looked After children, learner referrals and whole staff training.
- Coordinate transition of learners with an S139a Learning Difficulty Assessment.
- Coordinate school-based assessments and identification of individual learner needs within the MDP and the Extended Curriculum.
- Support in production and review of Individualised Education Plans (“IEP”).
- Maintain and update ELAM’s SEN and EAL register.
- Run Wave Two and Three interventions targeting literacy, numeracy, Values progress, study skills and speech and language.
- Coordinate Wave Two and Three musical interventions.
- Employ external agencies including voluntary and corporate sector programmes as necessary.
- Support teaching staff through quality assurance of inclusive teaching across all units of the MDP including the use of IEP’s to inform planning.
- Embed and maintain the use of ICT across the curriculum as a tool for supporting the needs of all learners.
- Track progress of vulnerable groups including:
  - Looked after children
  - SEN learners
  - EAL learners
  - Those with behavioural and social problems
  - Refugees
  - Poor attenders
  - FSM

Tower Hamlets currently has 36 Looked After young people between the ages of 16-19 and there are over 100 within ELAM's Target Boroughs. ELAM looks forward to any number of these young people selecting it as their first Further Education option.

As shown above, the HoPE will safeguard and monitor the achievement of any Looked After children within ELAM's cohort. Additionally they will work with the other agencies involved in the care of those children to ensure that ELAM makes a positive contribution to their social and mental wellbeing.

The HoPE will track the progress of other vulnerable groups, in particular Trainees who were eligible for Free School Meals at Secondary level. ELAM's Target Boroughs have a high occurrence (40%) of young people within this bracket and they have been identified to make weaker transition into employment and higher study. Consequently, achievement of ELAM's FSM population will sit as a mandatory item at the fortnightly Trainee progress meetings.

#### **D4 1.5 ELAM Transition Planning Form**

ELAM will use its Transition Planning Form to request further details from the current secondary or alternative provider of every successful applicant to ELAM. This information is added to the data collected at the ELAM Assessment Day to create the baseline data profile for each learner.

The Transition Planning Form would require data from existing providers on the following:

- English as an additional language (EAL) with Reading Level
- Special Educational Needs (SEN)
- An identified Gift or Talent (G&T)
- Full attainment results from Key Stage 2 and predicted Key Stage 4 across all subjects
- Free School Meals
- Looked after children (LAC)
- Traveller
- Medical Conditions (if it affects learning / attendance)
- % Attendance
- Exclusions; all permanent and fixed term

#### **D4 1.6 English as an Additional Language**

Of ELAM's 144 young people, we anticipate that up to 50% of ELAM's learners will be classified in some way as EAL. Subsequently, ELAM is very committed to the high achievement in all areas of this group; they will be more vulnerable than others to poor transition into employment and higher study post-FE. ELAM is clear that EAL is a distinct need from SEN and will populate these registers in isolation from each other, although some learners may be on both where there is supporting evidence.

ELAM will work with this population of Trainees to ensure that their use of English is confident and a means of accessing all other areas of the curriculum – in particular Level 3 areas. ELAM will also work to ensure that English is never a barrier for learners when transitioning into employment or Higher Education.

#### *Identifying EAL*



On entry to the Academy, every student will complete a Suffolk Reading Scale Digital Online Assessment that will provide the HoPE with an overview of each Trainee's reading ability including areas of difficulty.

This data will be joined to the ELAM Transition Planning Form data, including information on each young person's EAL status and their known reading levels and age, to create a Literacy Profile for each Trainee. The HoPE will use this data at the start of each academic year to identify ELAM's register of EAL learners. In instances where a Trainee is identified as EAL and has low reading and writing ability it is anticipated that they will also be part of ELAM's GCSE provision.

### *Supporting EAL*

For Trainees identified as EAL with restrictively low reading and/or writing skills the HoPE will immediately allocate Wave Two intervention in the form of a language induction programme at the start of *Year One: Foundation*. This will take place within Trainee Time and be resourced by specialist language agency staff.

Every Trainee on the EAL register will actively contribute to the design of their IEP that will feature targets for language improvement and strategies to support with language acquisition in a variety of contexts. Each IEP will also feature a combination of Wave One, Two and Three support, with Three generally reserved for assessment and review as detailed in Wave definitions above. IEP's will also contain reading, writing and spoken word targets. Each IEP will also highlight the role that parents or guardians can play in a Trainee's development towards their targets and be shared with them at each revision by the HoPE. ELAM will work with agencies including APASENTH (*D4 2.2*) to ensure that these are communicated in the most appropriate format and language for each family.

All IEP's, including those for EAL learners, will be disseminated by the HoPE and used by teaching staff to inform lesson plans that are inclusive. The HoPE and HoME will facilitate group planning sessions that focus on meeting the needs of ELAM's EAL, SEN and G&T population. These sessions will focus on building language competency opportunities into scheme and lesson planning, coordination of partnership teaching, and working with the HoPE to design effective and appropriate Wave Two interventions.

The progress of our EAL students will sit as a mandatory item on the fortnightly Trainee progress meetings and be led on by the HoPE.

### *Supporting EAL with ICT*

In particular, IEP's will support teaching staff to integrate ICT support into the everyday learning experience of ELAM's Trainees. This will be a driving factor behind the success of our EAL learners and a core facility in their achievement of professional work outcomes. That they will be able to consistently achieve at these levels will be a key contributor in their successful transition into employment and higher study outcomes.

EAL learners will use Crick Software's Write Online package to support with their written work. This package will scaffold the writing progress of each Trainee using personalised literacy profiles and also allows ELAM to set up bespoke word banks

to structure specific work units. Although this provision will be focused on Music Project (BTEC) written work and Literacy Units, our primary focus will be on empowering each EAL learner to use the software as they see appropriate and when they need support.

Additionally, EAL learners will use the Lexia software package as part of Wave Two intervention and during Trainee Time to develop their reading and spoken English abilities in line with IEP targets. Lexia uses a vast range of reading material and differentiates it for each user based on an individual profile which we will link to learner IEP's. ELAM plans to use Lexia software running on iPad platforms for any Trainee working towards literacy targets to access and use around the Academy site.

“Lexia Reading supports literacy gains among at-risk elementary students, as documented in a study published in 2006 in the *Journal of Research in Reading*”

Both packages offer powerful literacy tracking tools and these will be used by the HoPE with the Trainee in Wave Three interventions to evaluate progress and set the most challenging targets around reading and writing.

#### **D4 1.7 SEND**

As a fully inclusive learning environment ELAM will work with young people with a wide range of special educational needs and disabilities. It is projected that up to 15% of ELAM's (D1 1.1) population will be classified as SEN, or were Statemented at secondary level, and these needs will include cognitive and learning needs, behavioural, emotional and social development needs, communication and interaction needs, and sensory and/or physical needs. ELAM will also work with young people experiencing emotional and environmental barriers to learning whom we will also consider as having additional learning needs.

For the achievement of these young people ELAM will always be proactive in the recognition of the differences as well as the similarities within our community. These differences will be acknowledged as a means of building each individual learner's pathway towards professional outcomes and outstanding transition opportunities. These acknowledgements will never develop into labels for our young people, nor will they ever be synonymous with '*falling behind*' as was highlighted in the Lamb Enquiry (2009). They will exist only to support our Academy professionals in providing the right services to those Trainees that need them.

#### **Identifying SEND**

ELAM will use the Transition Planning form to generate an initial SEN outline of each cohort, and as the basis for individual learner SEN profiles. The HoPE in capacity as SENCo will also gather any Section 139a Learning Difficulty Assessments where applicable from local authorities for Trainees that were Statement supported at Key Stage 4. This process of transitional assessment, however, may have changed by 2014 as part of the reforms to the existing SEN system.

Any student with history of having an SEN, or who has undergone a S139a Assessment, or has been highlighted as vulnerable in the mandatory Suffolk

Reading Scale Digital Online Assessment, will undertake further tests to help identify their needs. This process will be overseen by the HoPE (SENCo) and will include online GL Assessment Cat 4 testing and the Hodder Special Needs Assessment Profiling in Learning Difficulties and/or Behaviour.

This assessment procedure will be used by the HoPE to populate and maintain ELAM's SEN register and may be used at any other time to assess the needs of a Trainee that is identified as needing additional services. Beyond initial assessment, identification of SEN is a shared responsibility across all of ELAM's teaching staff who will use any of the following as triggers for action:

- Trainee is making little or no progress despite targeted teaching strategies.
- Trainee has difficulty developing literacy, numeracy or value based skills resulting in poor attainment.
- Trainee has persistent emotional and/or behaviour difficulties that are not improved by normal behaviour management.
- Trainee has sensory or physical problems and is making little or no progress despite specialist equipment.
- Trainee with communication/interaction difficulties is making little or no progress despite a differentiated curriculum.

As soon as a Trainee is identified as having an SEN, even if it was previously identified at another institution, ELAM will notify their parents or guardians to notify them as per the SEN Policy of the Education Act 2005 s104.

### *Supporting SEND*

Trainees on the SEN register will be one of School Action, School Action Plus, or Statemented and this will be dependent on the level of support that they need and whether outside agencies will be involved in the delivery of this. Trainees will only be designated Action Plus if ELAM plans to make use of external support as part of their intervention plan.

As with EAL, every ELAM learner on the SEN register will have make use of some level of intervention(s) and this will be stored, tracked and assessed in their IEP; Trainees will make a significant contribution to the writing and review of their own IEP's as they prepare for life beyond formal education. Every IEP will feature short-term targets specific to the additional learning need of the Trainee, teaching strategies to support in their achievement, extra help required including resources and use of ICT, a date of review and success and/or exit criteria. As with provision for EAL, SEN IEP's will also highlight the role that parents or guardians can play in supporting each Trainee's development and the latest revision of these will always be passed on by the HoPE.

The Trainee experience within the curriculum at ELAM is inherently supportive of learners with additional needs, including SEN. Outside of Wave Two interventions, an ELAM Trainee will spend much of their week learning in small group contexts with just under one third of lessons at 1:6 ratio and another third at 1:12. These favourable contexts will ensure that teaching and learning is able to fully accommodate the strategies found in individual learner IEP's and other Wave One interventions.

### *Supporting SEND with ICT*

ICT resourcing will contribute significantly to the progress of ELAM's Trainees with SEND. Across the curriculum, SEND Trainees will have access to laptops that will support their learning in a range of ways and the HoPE will ensure that each feels empowered to use them without hesitation or permission in any part of the MDP. As part of the design of each IEP, the HoME will identify with each Trainee the best use of this resource but this is likely to include strategies for presentation of work, access to alternative learning resources (e.g. youtube), and use of word processing, dictionary and thesaurus functions.

Specific software will also be used as part of interventions on a range of learning needs including values, literacy, numeracy and memory development. The HoPE is likely to use the MindChamps *Success 4 Life* platform that provides excellent support for young people with behavioural, emotional and social difficulties. The Pearson platform, *CogMed* will be used to support those Trainees with attention deficit disorders amongst other additional needs. These will run alongside the Lexia and Write Online literacy platforms outlined previously under EAL provision.

### **D4 1.8 Musical Needs**

Although all of ELAM's cohort will feel passionately about music, and many will be musically gifted, music ability is not a requirement of entry onto the MDP. As such, there will be Trainees within each cohort whose expertise lie outside of music production and performance and these learners may have additional needs relating to music aptitude.

As with other additional educational needs, the HoME will coordinate ELAM's teaching staff in the identification of this particular need from the *Right Expertise* strand of the MDP. In collaboration with the HoPE, they will ensure that an IEP is in place for these Trainees and this will be subject to the same process of review and target setting as all other additional needs, although these learners will not be listed on ELAM's SEN register.

In addition to Wave Two interventions, these Trainees will be given access to the *Easy Ear Training* platform on iPad. ELAM has been involved in the consultation stage of this software and sees it as a high impact intervention for our Trainees with additional musical needs.

### **D4 1.9 Gifted & Talented**

#### *Identifying Gifted & Talented*

ELAM anticipates that 25% of Trainees will progress into the top bracket of our Values system (**D5 1.2.2**); this will equate to a mean score of '5' recorded against every Value in their Final Portfolio. This is an exceptionally high level of outcome and will mean that these Trainees have significantly surpassed Industry-Readiness and will make significant impact in their chosen field beyond transition.

#### *Supporting Gifted & Talented*

Our Gifted & Talented group will comprise of those Trainees that are identified as having the potential to reach this level by the time that they graduate from ELAM. As outlined previously, the HoME will coordinate the identification of these Trainees across the whole MDP, including in literacy, numeracy and enterprise areas, and

arrange for appropriate intervention at Wave One, Two or Three to ensure that progress is maximised. ELAM's Gifted & Talented learners will have IEP's to inform planning and intervention and the HoME will support in the production of these and oversee their on-going maintenance. They also monitor the effectiveness and impact of all Gifted & Talented interventions, as well as the impact on individual learners through data analysis and case studies

The pathway of ELAM's Gifted & Talented will not be more privileged than the rest of ELAM's Trainees. Instead, as with other additional education needs, it will ensure that their provision is stretching and contains learning experiences appropriate to their ability.

Gifted & Talented intervention strategies at ELAM are likely to include the following:

- Music Performance
  - Trainee is used to coach other Trainees in Lessons
  - Trainee takes musical instrument practical and theory exams up to Grade 8 at more than one grade per year
  - Trainee takes up 2<sup>nd</sup> musical instrument or join a THAMES orchestra
  - Trainee volunteers services to work with National Orchestra For All
- Music Production
  - Trainee uses advanced music software packages and complex studio arrangements
  - Trainee records more intricate and developed musical arrangements
  - Trainee takes Level 4 (HE) units via distance learning from Point Blank College
  - Contact made between Trainee and ELAM Associate who is working in production
- Music Business
  - Tutor uses high level questioning in lessons
  - Trainee undertakes additional research into enterprises
  - Trainee develops business proposals more fully; includes full budgeting and feasibility study
  - Trainee helps ELAM with business development for Distance Learning
- Literacy and numeracy
  - Trainee uses differentiated class resources
  - Trainee pushed to attain at the highest level boundaries
  - Trainee uses curriculum content from a higher academic level. .e.g. A-Level content as part of Applied Literacy course

#### **D4 2.1 Social, Emotional & Pastoral Needs**

As outlined in Sections C and D1, ELAM will work with young people from some of the most deprived wards in the country. ELAM is committed to the Every Child Matters Framework and to ensuring that all learners are healthy, safe, achieving and positive but will be working with young people who have grown up at a social disadvantage. Within each ELAM cohort there will be Trainees that are dealing with social and/or mental problems that place them at a greater risk of underachievement and that may compromise their wider wellbeing. ELAM's pastoral and wellbeing system will identify and trigger response in all instances of this (**D2 5.1**).

All Academy staff are responsible for identifying the indicators of social and emotional issues within our cohort; although the HoPE is responsible for the training of this along with child protection and safeguarding. All social and emotional concerns for ELAM's young people are reported to the HoPE who will review and decide on the most appropriate next steps. These may include the involvement of other agencies as instances of mental health issues with young people in Tower Hamlets are high<sup>32</sup>. This may include the use of CAMHS who offer psychologist support to young people (16-25) in East London.

In particular, Tower Hamlets has a high number of young criminal offenders with many involved in gangs, a high involvement of young people with alcohol and substance abuse. ELAM will operate a two-way dialogue with Tower Hamlets Youth Offending Team and the Metropolitan Gangs Task Force to safeguard the young people in all instances where these issues are suspected or known.

Other intervention strategies for young people suffering with social, emotional or pastoral needs and BESD, would include establishing a structured routine; working closely with parents/guardians; rewarding and reinforcing positive behaviour; referral of Trainee to Care2Learn in cases where childcare is necessary; anger management programmes and MindChamps software; peer support; small group and one-to-one working; differentiated work.

Where the problem poses an on-going threat to a Trainee's achievement they will be placed on the SEN register at Action or Action Plus and make use of an IEP. An educational psychologist from THEDS (*D4 2.2*) will be involved in all instances of social and emotional problems that are registered at Action Plus.

#### **D4 2.2 Other Agencies**

ELAM will work with the support of others to ensure that the needs of its young people are met. They include the following agencies with supporting outcomes:

- Child and Adolescent Mental Health Services (CAMHS)
  - Services relating to mental health in young people run by PCT.  
*Outcomes:* Contribute to the IEP's of Trainees with additional social, behavioural and mental needs.
- THEDS – Mental Health Promotion
  - Tower Hamlets service offering mental health services for 16-25 year olds.
  - Includes access to educational psychologists.  
*Outcomes:* Deliver services as part of the IEP's of Trainees at School Action Plus with additional social, behavioural and mental needs.
- APASENTH – Asian Parents Association of Special Educational Needs in Tower Hamlets
  - Provides advice for Bangladeshi young people and parents on living with learning disabilities.  
*Outcomes:* To advise on Bangladeshi specific SEN issues and help communication with parents.

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<sup>32</sup> *Children and Families Plan*, Tower Hamlets Council 2012



- Care 2 Learn
  - Supporting young people (under 20) with childcare costs whilst they are still in full-time education.  
*Outcomes:* To remove barriers to attendance for ELAM Trainees with children.
- Gangs Task Force – Metropolitan Police
  - Supporting young offenders and reoffenders to move away from crime.  
*Outcomes:* To refer to, and take referrals of young people from this team.
- Tower Hamlets Youth Offending Team (YOT & YISP)
  - Prevents young people (up to 17) entering the youth justice system.
  - Works with young people from arrest through to sentencing.  
*Outcomes:* To strengthen the support network around ELAM Trainees at risk of entering the youth justice system.
- East London NHS Trust and NHS North East London and the City
  - Health services for young people across East London.  
*Outcomes:* To ensure that appropriate health and medical services including nurses, GP's and sexual health professionals are available to ELAM's Trainees.

#### **D4 2.3 Partners**

ELAM is committed to working in partnership with other organisations to support the learning and achievement of Trainees with the variety of different abilities and needs outlined. Below is a summary of both the partnerships we have already formed and those we wish to form if ELAM is approved for opening:

- ***Tower Hamlets Council and local mainstream schools***  
We will develop strong relationships with local stakeholders by working with them to solve common issues. This collaborative approach has been highlighted as a key to success for free schools<sup>33</sup>.  
We have met with the Service Head for Learning and Achievement in Tower Hamlets who has confirmed that the Council will work with ELAM, if approved, to address the needs of post 16 learners in the borough. We have already made contact with all secondary schools in Tower Hamlets and will aim to meet with 10 SENCOs and heads of pastoral care from local feeder schools.  
*Outcome:* The sharing of best practice and pooling of resources and expertise will serve to avoid any duplication of work in understanding the problems of learners in East London. It will also ensure that a joined up and collaborative approach is being taken to address pertinent issues relating to, for example, Social, Emotional and Pastoral Needs, SEND and EAL.
- ***The BRIT School***  
We will continue to work with the BRIT School and make use of their expertise working with learners with a variety of needs when providing music-focused education.  
*Outcome:* To enhance ELAM's provision for all learners with SEND, Musical Needs, and those in the Gifted & Talented needs.

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<sup>33</sup> McInerney, L (2011), *The Six Predictable Failures of Free Schools... and how to avoid them*, (Cambridge, LKM Publishing Ltd)



- Nasen**

Nasen is a national membership organisation which promotes the education, training, advancement and development of all those with special and additional support needs by providing professional development and training to those working with learners with SEND.

*Outcome:* To further the professional development of relevant staff through training and updates on SEND policy and best practice.
- Tower Hamlets Arts and Music Education Service (THAMES)**

THAMES works with schools in Tower Hamlets to provide arts and music education activities for children and young people in the borough.

*Outcome:* To offer enhanced provision of music education to all Trainees. This could benefit those with Musical Needs as well as those who wish to extend their musical learning outside of the *MDP*. ELAM is also looking to engage a wider youth audience in East London with music and will connect with other THAMES projects to achieve this; in particular we expect The ELAM Foundation ([E 2.4](#)) to work closely with THAMES.
- Each One Teach One (EOTO)**

Each One Teach One is a charity working with young people and organisations supporting young people across East London to improve access to opportunities.

*Outcomes:* EOTO will act as a conduit to build relationships with local organisations assisting disaffected young people. This will serve to improve our understanding of and provision for those with additional Social, Emotional and Pastoral needs.
- Community Music (CM) and other youth and community music organisations working in East London**

CM is a youth and community music organisation working in Tower Hamlets, which provides music making opportunities, training and support to young people aged 13+ across the borough. We will work with CM and other organisations operating across Tower Hamlets and East London such as A Team Arts, Eastside Community Centre and City Gateway in order to understand how they address the varying needs affecting young people.

*Outcomes:* As with our partnerships with local feeder schools, this work will serve to ensure that a joined up and collaborative approach is being taken to address pertinent issues relating to, for example, Social, Emotional and Pastoral Needs, SEND and EAL.
- Industry Partners**

We will work with our Industry Partners as outlined in ([D1 1.2](#)).

*Outcome:* To provide Trainees with inspirational learning briefs and contexts that will support a wide range of learning styles and needs. This will also raise the aspiration of all ELAM Trainees towards high quality employment and higher study outcomes, regardless of learning needs or background.

#### **D4 2.4 The School Environment**

##### *Disabilities*

ELAM is committed to ensuring accessibility for young people with physical disabilities. Academy facilities will be planned in accordance with the Equality Act 2010 and ELAM's Senior Leadership Team will make contingency for reasonable adjustments across the breadth of the Academy that will ensure an equal learner

experience for every Trainee. This planning will extend not only to the curriculum, but across extra-curricular and leisure activities, sporting activities and trips and throughout all Academy facilities.

These considerations will also extend to the time that each Trainee will spend outside of ELAM, for example as part of work placements or on particular modules. Where this happens, programme leaders will ensure that host organisations have the infrastructure to support the needs of each learner.

### *Facilities*

ELAM Trainees develop the skills and characteristics of professionals; the Music Development Programme builds their abilities towards *Industry-Readiness*. Supporting ELAM's Vision will be a set of resources that support our Trainees in the achievement of these targets.

As such, ELAM's learning environment will be professional and reflect the creative sectors that we work alongside wherever that is possible. ELAM's working spaces will facilitate this and be appropriately sized to support the project learning that occurs throughout much of the programme of study. A consideration of this will be the large variation in class sizes (*D1 1.2.6*) from 6 up to 32, as well as the need for rehearsal and performance space. Considering the small cohort size at ELAM our spaces should be flexible in order accommodate this wide range of configurations.

ELAM will also feature specialist music spaces with two dedicated recording studios sharing one acoustically treated 'live room' equipped to a recognised industry standard. Additionally, two 'midi' workstation classrooms will be required. All these rooms, including the performance and rehearsal spaces, will be networked to assist with cross platform learning.

ELAM's projected number of EAL learners is high; up to 50% and our expectations on their achievement are aspirational with all achieving Level 3 qualifications. Our resourcing should support this outstanding progress and there will be an area designated for Trainees to develop literacy skills using the software packages outlined in (*D4 1.6*). These Learning Support spaces will also be facilitating the frequent Wave Two and Three interventions that will support our EAL Trainees, and learners with other AEN.

With consideration to those Trainees experiencing social, emotional and pastoral issues, there will be the availability of quiet and comfortable space for ELAM's Academy Tutors, the HoPE, and external agencies to meet with Trainees. A quiet multi-faith space will also be available at all times for prayer and meditation for any member of the ELAM community.

## **Section D5**

### ***D5 1.1 Definitions and measures of success - Areas of Achievement***

ELAM's mission is to develop young talented Trainees in to Industry Ready professionals who have the opportunity to progress and excel in employment or higher education.

In order to achieve this mission, ELAM will provide Trainees with skills and qualifications, as well as personal and professional competencies.

To reflect this, ELAM will measure achievement in two ways; it will track Trainees development and progress across both their **Vocational attainment** and **Literacy and Numeracy attainment**.

### **D5 1.2 Targets**

Based on the Academy's target of 100% of Trainees entering employment, training or education within three months of graduation, ELAM has set the following targets in relation to literacy and numeracy, and vocational attainment.

#### **D5 1.2.1 Literacy and Numeracy Targets**

- **Target:** 100% of Trainees will have a minimum of a 'C' grade in GCSE English and Maths upon completion of the MDP;
- **Target:** 100% of Trainees will meet their target grade in Maths and English GCSE, Applied Projects, A-Levels;
- **Target:** A minimum of 50% of those Trainees eligible for A-Level study will undertake an A-Level in either Maths or English;

#### **D5 1.2.2 Vocational Targets**

- **Target:** 50% of Trainees final value portfolio will average a Level 4 (4.0 - 4.2);
- **Target:** 25% of Trainees final value portfolio will average a Level 4.5 (4.3 - 4.5);
- **Target:** 25% of Trainees final value portfolio will average a Level 5 (4.6+);
- **Target:** 100% of Trainees achieve D, D, D grading in their BTEC Extended Diploma in Music Technology (equivalent to 1500+ points);
- **Target:** 50% of Trainees achieve D, D, D\* grading in their BTEC Extended Diploma in Music Technology (equivalent to 1530+ points);
- **Target:** 20% of Trainees achieve D, D\*, D\* grading in their BTEC Extended Diploma in Music Technology (equivalent to 1560+ points);
- **Target:** 10% of Trainees achieve D\*, D\*, D\* grading in their BTEC Extended Diploma in Music Technology (equivalent to 1590+ points);
- **Target:** 100% of Trainees will receive a distinction in the Level 3 Young Enterprise Award; and
- **Target:** 100% of Trainees receive positive feedback from their work placement host.

The strategies for achieving and measuring these targets are outlined below, firstly in Literacy and Numeracy followed by Vocational.

### **D5 1.3 Literacy and Numeracy Tracking**

For A-Level, GCSE, Applied Literacy and Numeracy units, ELAM will measure and evaluate Trainees progress based on their overall attainment.

#### *Rationale*

A curriculum Principle of ELAM is the focus on Literacy and Numeracy (*D1 1.2.7*). We recognise that these skills and associated qualifications improve learner's transition in both employment and education.

#### *Introduction*

Dependent on their individual curriculum pathway, all Trainees will undertake a combination of: A-Level, GCSE, Applied Literacy and Numeracy units (*D2 3.3.5*).

#### *Target*

##### **A-Level**

- 100% of Trainees will achieve their predicted A-Level Grade.\*
- 50% of those students eligible will undertake and A-Level

##### **GCSE**

- 100% of Trainees will have a minimum of a 'C' grade in GCSE English and Maths upon completion of the MDP;
- 100% of Trainees will meet their target grade in Maths and English GCSE;

##### **Applied Numeracy and Literacy**

- 100% of Trainees meet their target grade in Applied Literacy and Numeracy Projects.

*\* Predicted grades for both A-Level and GCSE will be determined on an individual basis determined by a learner's prior academic attainment and reference from previous Tutor.*

#### *Monitoring and Evaluation*

All trainees will be summatively assessed in literacy and numeracy twice per half term. This assessment will be carried out by the subject Tutor and will be used to measure the current *working at* level of that Trainee. This information will be inputted onto the Trainees data record for analysis and evaluation.

It will be the responsibility of the subject Tutor to monitor each Trainees progress towards their target grade. In addition to this, the information will be evaluated in detail during the fortnightly Tutor meeting (*D3 1.4.1*). During this meeting, Subject Tutors will be required to use the data to identify where a Trainee is underperforming or making progress in relation to the targets set. Where issues are raised in relation to an Individual Trainees progress, the Subject Tutor will work with both the HoPE and the Trainees Academy Tutor to define a necessary course of action.

#### *Strategies for achieving these targets*

- **Class Size:** All Literacy and Numeracy classes will range from between 6-12 students allowing for additional personalized provision and support from Subject Tutor.

- **Additional Support:** In addition to the timetabled hours of study, additional classes will be available for Trainees as part of the Extended Curriculum. During the summer, Easter and June Half-Term, extra courses will be held for students to attend in each of the Literacy and Numeracy Units.
- **Monitoring and Evaluation:** As outlined above, subject Tutors will be regularly required to collect, report and analyse on individual Trainees progress to ensure that no one falls behind and interventions can be made where necessary.
- **Accountability:** ELAM wants to ensure that all Trainees take control of their learning and therefore, each learner will be expected to know the current level at which they are working as well as their target grade.

### **D5 1.4 Vocational Tracking**

For Music Projects, Enterprise Projects, Trainee Time and Transition, ELAM will measure and evaluate Trainees progress based on the ELAM Values.

#### *Rationale*

A curriculum Principle of ELAM is Values Based Teaching and Learning. Trainees will require practical skills beyond academic attainment and qualifications to be successful within employment or higher education. Another curriculum principle at ELAM is Project Based learning where we recognise that Trainees learning should reflect the activities of the actual workplace both in terms of processes and outcomes. Vocational Tracking sits behind both of these principles.

#### *Introduction*

This method of assessment will task each trainee to consider not only the outcomes they achieve but also the approach and processes they use in order to obtain these outcomes to reflect a real life professional context.

Assessment will be uniform across these units. However, the weighting of each unit will correspond to the work involved in its completion and the number of success criteria aligned to its completion.

The mean average of a trainee's attainment across all of these units will be used to calculate their overall grade.

In each unit, Trainees will be assessed against the ELAM Values for that project. The process is as follows:

1. Subject Tutor and Industry Partner will allocate relevant ELAM Values to assess a specific project against.
2. Subject Tutor and Industry Partner will design the success criteria for each Value.
3. Criteria for each ELAM Value will be graded on a scale of 0 - 5 in increments of 0.5.
4. The overall Trainee grade for an **individual** project will be the average of each ELAM Value grade as specified in the success criteria.
5. The data from each project will also contribute to a Trainees **overall** attainment score in each ELAM Value.

Each Trainee will be expected to be working at a Level 4 (Table 1) upon graduation of ELAM. Level Four is considered to be Industry Ready. All Trainees will therefore be expected to be making the necessary progress to achieving this. Where this is not the case, ELAM will make the necessary provision to ensure a Trainee has the required support to do so. Trainees will arrive at ELAM working around a Level 1 in each ELAM Value based on the admissions process. This means that they have the potential to deliver industry ready work on the Music Development Programme. Trainees will therefore be working towards Level 4 (Industry Readiness) across their two years on the MDP.

Trainees are therefore expected to make 0.5 levels of progress per term across the two years. This will see Trainees working three levels higher upon completion of their studies. All Trainees completing the Music Development Programme will be working between a level 4 and 5.

*Table 1.*

<b>Level</b>	<b>Value</b>	<b>Description</b>
4	Collaboration	To be able to build relationships and work with others to deliver viable results
4	Excellence	To deliver work that is accomplished and holds professional value
4	Innovation	To demonstrate an adventurous and creative approach to work that delivers original outcomes
4	Integrity	To demonstrate an open, honest and respectful approach to situations
4	Self	To show pride for self and initiative in seizing wider opportunities

### *Target*

- 100% of Trainees receive positive feedback from work experience
- 100% of Trainees will advance a minimum of 0.5 Levels of progress in each Core Value in each term.
- 50% of Trainees final value portfolio will average a Level 4 (4.0 - 4.2)
  - *The Trainees are considered Industry Ready*
- 25% of Trainees final value portfolio will average a Level 4.5 (4.3 - 4.5)
  - *These Trainees are considered as potential Industry Leaders*
- 25% of Trainees final value portfolio will average a Level 5 (4.6+)
  - *These Trainees are considered as having the potential to make significant impact on the Music Industry*

### *Monitoring and Evaluation*

As outlined in the introduction, Tutors will assess all Trainees work in these units using the ELAM values framework.

For units; Music Projects, Enterprise Projects, Transition and Trainee Time, the relevant subject Tutors will collect each Trainee’s scores and record them using a data tracking system (Table 2). This will allow Tutors to analyse how each Trainee is performing in relation to each ELAM Value as well as overall on each Project. Having analysed this data, Subject Tutors will then be able to make the relevant interventions to ensure each Trainee receives the level of support that they require.

Table 2 demonstrates how this information will be monitored and tracked for Trainee A. The table shows each Project that Trainee A has completed. It includes their individual Value scores for each project, their overall attainment level on each project, and their overall attainment against each ELAM value.

*Table 2: Illustrating Trainee A’s attainment.*

	Vocational Tracking: Trainee A							
	Music Projects			Enterprise	Transition	Trainee Time		
	DJ Equipment Review	Functions of Music	Music Venue PA System	Community Music Festival	Work Experience at Sony Music	Mentor Meeting	S.M.A.R.T Development	Average
<b>Integrity</b>		3	4	3	4	3.5	4	3.6
<b>Collaboration</b>	2.5		2	3	2.5			2.5
<b>Excellence</b>	4.5	3.5			4.5		3	3.9
<b>Self</b>		4		4		3		3.7
<b>Innovation</b>	4		5			4	4	4.3
<b>Overall</b>	3.7	3.5	3.7	3.3	3.7	3.5	3.7	3.6

*Legend*

No Value associated with this Project	Severely Underperforming	Significant Improvement Needed	Some Improvement Needed	Meets Expectations deemed Industry Ready	Exceeding Expectations

Table 2 would be used to identify the areas in which Trainee A may require intervention. For example, in the overall Value of ‘Collaboration’ it is apparent that Trainee A is severely underperforming, this will be an area of focus for the Academy Tutor and Subject Tutor to identify ways in which to support the Trainee.



It is also clear that Trainee A has constantly demonstrated the value of ‘Innovation’ to an Industry Standard and this is therefore an area of strength for the Trainee. In relation to Trainee A’s average project grade, they have performed quite consistently and require only ‘some improvement’ to be working at an ‘Industry Ready’ standard. A clear action plan to support Trainee A’s approach to collaboration in future projects will most likely improve their overall grade in relation to achieving Industry Ready outcomes.

The Subject Tutor will be responsible for measuring this information in relation to individual Projects; the Trainee’s Academy Tutor will be responsible for tracking overall trends and identifying any broad areas which need to be addressed potentially in relation to ELAM Values. The Vice Principal has ultimate responsibility for the development of each individual Trainee and will make decisions on the provision of additional support and intervention where necessary.

In addition to this, the information will be evaluated during fortnightly Trainee Progress Meetings. At this time, Subject and Academy Tutors will use this data to identify overall performance in relation to each of the targets. Where concerns are raised in relation to an Individual Trainees progress and development the Subject Tutor will work with both the HoPE or HoME and the Trainees Academy Tutor to define the appropriate course of action.

Values based assessment will be measured in two ways.

- 1) *GPA*  
As outlined above, ELAM will measure Trainees’ progress and development in each of the ELAM Values and their progress towards Industry Readiness. Trainees’ scores in each of the Core Values for a particular Project will be collected and averaged to form an overall score or ‘Level’ for that Project up to a maximum of Level 5. Individual Project scores will be averaged to create a grade point average (“**GPA**”) for each Trainee across the term. Tutors will therefore be able to measure the progress made in relation to a Trainee’s overall attainment in all Core Values over time.
- 2) *Final Portfolio*  
In order to qualify as an Associate of ELAM, Trainees will present a selection of work that evidences that they can work to Industry standard within each Value. We call this a Final Portfolio. In the final term of Year Two, Trainees will collate a selection of their best work over the previous two years in to a Final Portfolio which should demonstrate substantial evidence of their Industry Ready competence in each of the Core Values.

### **D5 2.1 Interventions**

Interventions at ELAM ensure that all Trainees are both being pushed to achieve their potential as well as ensuring that the needs of all Trainees are met. ELAM collects, analyses and acts on data to support Trainees development in a pre-emptory method to address any issues or areas for each individual learner.

Accountability for all attainment in either Strand of the curriculum lies with the HoPE and HoME. They will make strategic decisions for Individual Education Plans based on consultation with the individual's Music Tutors and Academy Tutors.

Individual Education Plans (*D4 1.3*) will identify ways in which both high performers as well as those Trainees who have additional can meet their targets. Both high and low ability Trainees will be supported towards their most challenging progression routes into higher education or the professional world. Opportunities within the Extended Curriculum may be identified for high performing Trainees to further develop new skills. These may include:

#### *Gifted and Talented*

- Questioning and peer support - run a part of the lesson
- higher education courses run in conjunction with our partner programmes such as Point Blank;
- additional qualifications run through local training providers; and
- additional responsibilities within the school and even the opportunity to deliver some classes in the Extended Curriculum

#### *Additional Educational Needs*

- Questioning, resources, using Write Online for EAL, peer support (*D4 1.6*)
- Top up classes to support progress towards targets during the Extended Curriculum, weekends and holidays; and
- Specialised provision from agencies and experts.
- Using Lexia for EAL
- Intervention with Educational Psychologist
- Reviewing and target setting as part of an IEP

For Trainees who fail to meet the targets which have been set for them and are not responding to the interventions made by the relevant subject Tutor, will enter the Wave streamed intervention process (*D4 1.3*) which will make provision for additional educational needs.

#### **D5 2.2 Parental Involvement**

Parental engagement will play an important role in the development of the Trainees. ELAM will ensure that all parents receive regular in-depth progress updates on their child's progress and that parents become active stakeholders and members of the school community.

ELAM will communicate regularly with parents to give formal progress reports of their children; these will take the following form:

- a formal parents evening will be held for parents on a half-termly basis;
- a monthly e-newsletter will be sent out to parents with an individual section; highlighting their child's progress, achievements and upcoming events;
- all parents will have the email of their child's Form Tutor;
- text updates will be sent to parents on a regular basis in relation to their child

- a full report outlining the Trainee's achievement will be sent to parents on a termly basis, this will outline all grades, and their Tutors' reflections on the Trainee's attitude and approach to learning;
- information on any additional needs of their child including SEN, EAL or G&T; and
- parents will receive regular invites to key events including Collective Time to give them the opportunity to engage with Tutors, Trainees and Industry Partners.

### **D5 2.3 Teaching and Learning**

ELAM will thoroughly monitor the teaching and learning it provides through the provision of rigorous and ambitious targets for all lessons.

ELAM will target the following Ofsted inspection outcomes:

- *Target:* 50% + of lessons will be judged as Outstanding;
- *Target:* 50% + of lessons will be judged as Good;
- *Target:* 0% of lessons will be judged at satisfactory or below.

In order to support Tutors to achieve these targets, ELAM will offer a comprehensive development programme for each of its Tutors, including;

- *Performance Management Cycle*  
All Tutors will be appraised twice a year. They will receive a midpoint appraisal from either the HoPE or HoME in February and a full appraisal at the end of the year in August following the release of the exam results.
- *Industry Focus Group*  
A focus group made up of industry experts will complete an audit of ELAM's provision to identify how successfully Trainees are being prepared for the industry (*F1 1.6*).
- *Outstanding Teacher Programme*  
A series of CPD activities will be planned and delivered for all Tutors on a fortnightly basis (*D3 1.4.2*).
- *Educational Consultants visit*  
In Year One, ELAM will pay for a 'Moc-sted' inspection to measure the effectiveness of teaching and learning across the whole school.
- *Regular Observations*  
All Tutors will have an observation on a half termly basis from the head of that specific strand. In addition all Tutors will be expected to observe at least one fellow Tutor once per half term.
- *School Improvement Partner*  
As a school improvement partner, the Brit school could be used as a resource for our Tutors to observe outstanding practice and curriculum design.
- *Buddy System*  
All Tutors will be paired with another Tutor or member of staff in the academy to support their professional development.

It will be the responsibility of the HoME to manage teaching within the music projects and the HoPE in all other units of the curriculum. These members will

conduct the appraisal process and manage the Outstanding Teacher programme to ensure that all teaching and learning is exemplary and interventions can occur where necessary. The Vice Principal will oversee Teaching and Learning as a whole school process and be accountable to the Principle and governing body for the targets as outlined above.

## Section D6

### D6 1.1 Key principles of ELAM Admissions policy

- ELAM's admissions policy aims to be **clear, fair and transparent**. ELAM will operate its own admissions policy which we will set out in writing and will include clear details of our policy for prioritising places in the event of oversubscription.
- ELAM's admissions policy aims to offer **opportunities for students from all backgrounds** and levels of ability that are **representative of our Target Boroughs' community**.

### D6 1.2 Attraction towards ELAM



ELAM wants to work with learners from a broad range of socio-economic, cultural and educational backgrounds that reflects the communities of East London; we believe that outstanding music provision should be available to all young people, particularly where socio-economic barriers might otherwise make it exclusive.

Consequently, ELAM will be directly and indirectly working with younger learners to improve access to music across East London. These initiatives are designed to increase the musical participation of young people across these communities as well as to create clear progression routes towards ELAM. They will be targeted at more hard to reach and underachieving groups; in particular, young people on Free School Meals will be prioritised. ELAM will work with schools and community groups in the most deprived wards and we anticipate that 30 – 40% of each cohort will come from an economically deprived background.

ELAM aims for at least one half of each cohort to have engaged in some way with the following initiatives:

- *ELAM Taster Courses*  
At weekends, and during school holidays ELAM will run a series of two-day taster courses for young people from years 9 – 11. As with ELAM, the courses will develop musical and technical expertise alongside the personal qualities that make them most valuable through mini projects. A representative from the music industry will be in attendance to both support

the project work and give a talk to the students on what it's like to work within the music sector. Upon completion of the course, each student will receive individual feedback from an ELAM Tutor focussed around ELAM's Values on how they performed and how they could improve.

Admission to taster courses will operate on a first come first serve basis but be targeted at those more difficult to reach young people, particularly from lower socio-economic backgrounds.

- *The ELAM Foundation*

A grant making foundation and a registered charity, The Foundation will be run independently of ELAM itself and will strive for the advancement of musical education across East London. Funded by ELAM's Industry Partners, the trustees will make grants towards community groups, schools and music projects pre-16. The Trustees of The ELAM Foundation will also make grants towards the Academy (*E 2.4*).

- *The Open Series*

ELAM is looking to lead on an Open Series of creative and music focussed events that would promote participation in music across East London. Throughout the academic year ELAM will play host to high profile figures from the music and creative industries and The Open Series will ensure that these opportunities are available to the widest audience possible.

The Open Series calendar would also be populated by events from established music centres including Community Music and Point Blank production school.

- *ELAM Distance Learning*

In *Year Two: Pathways* of the Music Development Programme, ELAM Trainees design and deliver a project with a social impact. To facilitate this, ELAM will become a distance learning centre that will develop the musical and personal expertise of younger people from East London's Boroughs. Our Trainees will run these courses via ELAM's Community Website and offer master-classes, feedback, and assessment to online learners.

- *ELAM Open Evenings*

ELAM will hold an open evening in both the autumn and spring terms inviting prospective Trainees and their parents/guardians to learn more about the Academy, Music Development Programme and learner outcomes.

### D6 1.3 Preparation for ELAM



Once a young person has decided to apply for ELAM they will be directed via the website, other literature or by an ELAM representative to the preparatory information as follows.

- The ELAM website and prospectus will contain the current recruitment timeline; 2013's is included for reference below.
- The ELAM website will contain a '*Hints and Tips*' section to support in the completion of the application form.
- All literature will strongly urge applicants to attend an ELAM Taster Course. As detailed above they will provide a useful insight into life at ELAM. They will be the most effective preparation for an ELAM Assessment Day and offer some guidance on the application form.

Time Window	Action
September – October 2013	ELAM will publish information about the admissions and application process. The first of two open evenings will be held at the Academy.
November 2013 – January 2014	ELAM will run a series of taster course for young people, including Year 11s. ELAM will hold open a second open evening early in January. Applications to ELAM are open throughout this window.
February – March 2014	ELAM Assessment Days.
April 2014	Conditional offers made to students and references from school. ELAM Transition Planning Form sent out on receipt of successful references.
May – July 2014	<i>Only if required:</i> Further applications received, Assessment Days held and offers made.
August 2014	Final offers made to students and enrolment. Waiting list put in place.

#### D6 1.4 ELAM application form



#### Admission criteria

**Age:** For 2014 entry ELAM's applicants should have been born between 1<sup>st</sup> September 1996 and 31<sup>st</sup> August 1998 (in line with the Department for Education's raising of the Further Education participation age to 16-19 years), although ELAM will only target those born between 1<sup>st</sup> September 1997 and 31<sup>st</sup> August 1998.

**Geography:** Anyone from London within the age bracket above is eligible to apply to ELAM, but the application form will state that the Academy takes 90% of its learners from a local catchment area of the Target Boroughs (Tower Hamlets, Islington, Hackney, Newham, Lewisham, Southwark and City of London). Subsequently, a pool of candidates that reflect this geography preference will be invited forward for an Assessment Day.

**Academic Requirements:** The application process at ELAM recognises that academic attainment is only one predictor of a student's future success and is often unrealised as a result of circumstances outside of the student's control. As a result of this ELAM does not stipulate a minimum number of 'C' grades at GCSE. All offers to



ELAM, however, will be conditional on candidates reaching a high proportion of their predicted grades, and ELAM staff being certain that they can access Level 3 work.  
*Interests:* A demonstrable interest and commitment to music production, business or performance.

### Application Process

ELAM's Application Form is aligned with our targets for Trainee outcomes (*D5 1.4*). This will ensure that we can identify those candidates with the potential to achieve success on the Music Development Programme. These include working at Level 3 and achieving industry standards across ELAM's Value framework.

The Application form will focus on the following broad areas:

- Candidate information including home address and Free School Meal eligibility.
- The potential for each Trainee to achieve in the ELAM Values: **Collaboration, Excellence, Innovation, Integrity & Self.**
  - The ELAM Values will be explained and demonstrated.
  - Open questions that ask for a time when a candidate has demonstrated the ELAM Values.
  - These examples can be personal or academic.
- An outline of their objectives and ambitions for joining ELAM.
- A detailed example of when the candidate has demonstrated passion for one of the ELAM Pathways: Music production, performance, or business.
- A literacy background of the candidate:
  - How long have they spoken English?
  - What are their strengths and weaknesses around English?
- Full listing of GCSE predicted/achieved grades.

All Application forms will be screened by ELAM and successful candidates invited for interview for February interview. This process is overseen by the HoME.

### D6 1.5 Assessment Day



Assessment days will comprise three parts; an interview, group activity and literacy Test and will take place over a full morning or full afternoon. Each assessment day will feature around 25 candidates. All teachers at ELAM will be trained in the assessment day criteria and procedures.

Assessment days will last approximately 4 hours and candidates will be placed in groups upon arrival. Groups will be given an ELAM related project to develop over the course of the day, whilst each individual will be taken for an interview and literacy test at some point.



### a) Group Activity

**Rationale:** Collaboration and integrity are Values at ELAM and key we consider them key determinants in a Trainees success on the Music Development Programme.

**Description:** Candidates will work in groups of 5 to develop an ELAM music project. Projects might include creating a marketing strategy for a music artist, creating a piece of music, devising a business plan for a new product. Halfway through the project individuals will be provided with feedback from a tutor on their performance. The activity will be finished with a short presentation from each group of their project outcome.

*Group activities will be designed to be inclusive and fair for candidates from all backgrounds.*

**Assessment:** Candidate's will be assessed on their individual approach to the task, their response to the feedback, and to a lesser extent the specific outcomes. Assessors are looking for *Industry Potential* in the exercise and performance will be captured using ELAM's Values framework.

### b) Interview

**Rationale:** Successful candidates will have industry *potential* across all of ELAM's Values. They will be able to demonstrate this potential through examples from personal or academic life.

**Description:** The interview will be an extension of the application form and will give candidates the chance to discuss their examples in more detail. They will be invited to bring a relevant piece of prior work with them and explain it with the interviewer. Interviewers will also find out more about each candidate's motivations for objectives and ambitions for joining ELAM.

**Assessment:** Interview answers will be assessed on their demonstration of *Industry Potential* in each of the Values. Interviewers will be supported on this with through an assessment framework to support in the scoring of each response.

### c) Literacy Tests

**Rationale:** Literacy is needed by every ELAM Trainee in order to access the Level 3 curriculum and deliver successful outcomes. A Level 3 diagnostic test is a fairer way of measuring this than English GCSE projection.

**Description:** Candidates will undertake an English test comprising of a comprehension with written responses taken from a BTEC Level 3 area.

**Assessment:** Answers will be assessed using a Level 3 framework although literacy potential will be taken into account.

## D6 1.6 Offer to ELAM



Conditional offers will be made to ELAM in April of each year, with a further round of offers made in July if the Academy still has vacancies.

Based on the experiences of other 16-19 providers, ELAM will make approximately 100 offers to fill its 72 available places; although this is at the discretion of the Head of Musical Expertise who will use the best intelligence available to make a judgement.

All offers made to Year 11 candidates are conditional on a candidate meeting a high proportion of their target grades. Each offer will be made at the judgement of the Head of Musical Expertise who oversees ELAM's admissions (*D3 1.4.2*).

On being made an offer references will be taken from each candidate's secondary school. On receipt of these ELAM will ask the school to complete an ELAM Transition Planning Form (*D4 1.5*) for each ELAM candidate at their institution.

### **D6 1.7 Additional information**

#### *Students with disabilities and learning difficulties*

Students with disabilities and/or a Statement of SEN, or who are Looked After that identify ELAM as their first choice will be admitted to the Academy even if admission of such students takes us over our planned admission numbers. *Such students will be admitted subject to the general admission criteria as outlined above.*

#### *Oversubscription Policy*

If there are more eligible applications received than places available at ELAM, places will be allocated in a priority order:

1. Subject to *D6 1.7 Students with disabilities and learning difficulties*.
2. Candidates who present from Tower Hamlets.
3. Candidates who present from the Target Boroughs.
4. Candidates who were most recently entitled to Free School Meals.
5. Candidates who have completed an ELAM Taster Course.

Once all places have been allocated, students will be advised to join the waiting list.

#### *Appeals Policy*

In the event that a place is not offered at ELAM, the applicant has the right of appeal to an independent appeals panel.

#### *Exceptions Policy*

The governing body reserves the right to consider applications from applicants who do not meet the precise conditions for entry but can demonstrate specific aptitude in relevant areas.

## **Section D7**

### **D7 1.1 Vision and Ethos of Behaviour at ELAM**

ELAM's Vision is ensure that once Trainees have completed the Music Development Programme they will be Industry Ready professionals and positive behaviour is key to being Industry Ready. In order to achieve this Vision all Trainees must develop and demonstrate ELAM's Values (*C 2.1*). Trainees who display disruptive or negative behaviour will be delaying their achievement of ELAM's

associated measures of success against the Values. Each Trainees' behaviour and positive engagement with the school is therefore vital for ELAM's Vision.

ELAM's Vision will provide the foundation upon which the positive behaviour culture and strategy is built. The Core Values, which underpin the Vision, will provide the best motivation and strategy for positive behaviour and engagement amongst Trainees. The behaviour strategy will be supported by a formal Behaviour Policy outlining rewards, sanctions and behaviour management systems.

#### **D7 1.2 Values based attainment**

Overall attainment at ELAM is measured using Value-based criteria (Section D5). Academic attainment is not the only measure upon which Trainees will be graded. As is the case within industry, behaviour and attitude are as important as technical expertise (*D1 1.2.4*). Through the Values assessment framework, Trainees at ELAM can be tested and measured against their attitude, behaviour and engagement with their learning. Positive behaviour will therefore, it will form part of Trainees' attainment.

The Value based assessment criteria will be a prime driver for all Trainees at ELAM to demonstrate the correct attitude towards their work and display positive behaviours.

#### **D7 1.3 Teaching and Learning**

Ofsted inspections have shown that where teaching is outstanding and tailored to the interests of learners<sup>34</sup>, behaviour is significantly improved. All learning at ELAM is made relevant by use of industry experts to support the planning, delivery and assessment of project work (*D1 1.2.3*). The Music Development Programme will cover relevant and current topics aligned with Trainees' own motivations and interests.

Inspection has identified that where learning is practical and learners can clearly see a purpose to the outcomes then pupil engagement and behaviour improve. Every project undertaken by Trainees at ELAM will have outcomes that are linked to industry level work and individuals. Trainees will therefore have a clear understanding of what they are doing, and why they are doing it and will be able to contextualise their work through the examples demonstrated to them by Industry Partners.

The standard of teaching will be supported and improved by ELAM's staff performance management, continual professional development and the Outstanding Teacher Programme. This will ensure that teaching standards are being continuously monitored and improved.

#### ***Engagement with Industry***

One of ELAM's Core Beliefs is that Trainees will have regular access and interaction with individuals and organisations from within the music industry. This access will come in part from ELAM's Industry Partners whose engagement will assist Tutors in

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<sup>34</sup> Ofsted; A Good Education for All, September 2012

the delivery of relevant, excellent and innovative schemes of work and incentivise Trainees to actively engage with the curriculum.

Research has shown that giving students the opportunity to actively engage with employers and linking this to their study improves engagement and reinforces positive behaviour.

### *Industry expectations*

Through direct engagement with Industry Partners ELAM will foster a culture which spans the divide between education and the professional industry.

Trainees will be supported, pushed and motivated by the Tutors and Industry Partners but, as in the professional world, the ability to succeed rests with the individual. The culture at ELAM will support collaboration between Trainees, staff and Industry Partners. Mechanisms for feedback to Trainees will provide direct and relevant comments from recognised industry professionals. Such recognition will be a driver for positive behaviour as Trainees will have the opportunity to build networks with those in the industry if positive impressions have been made on those individuals.

This culture of the school will therefore reflect the actual workplace and encourage Trainees to act responsibly and engage critically with the curriculum in order to achieve success and recognition.

### **D7 1.4 Rewards and Sanctions**

We recognise that Trainees will not always behave appropriately; we also realise that negative behaviour will detract from their learning and development. The principle underlying our management of behaviour is timely intervention which ensures poor behaviour is dealt with in a consistent and positive way.

Our approach to behaviour is based on creating a culture which reflects the Vision in order to develop Industry Ready professionals. To enforce this approach, positive behaviour and work will be rewarded simply, consistently and publicly. Conversely, negative behaviour will be dealt with calmly and consistently according to defined consequences outlined in ELAM's Behaviour Policy.

Tables 1.1 and 1.2 outline the sanctions Trainees will face according to the level of behaviour they exhibit. The tables illustrate how sanctions will escalate based on repetitive positive or disruptive behaviour.

### *Positive Behaviour Rewards*

At the end of each year ELAM will host an awards ceremony recognizing significant achievement against the Values by Trainees. These will be hosted in conjunction with Industry Partners and Trainees will receive Values-based "ELAM Awards". Trainees will receive nominations from Tutors and Industry Partners based on their attitude and quality of work.

For Trainees to be nominated for an award they will have had to either accumulated a certain number of votes (on average this will be the top 15% of Trainees) across the year or have been recognised for consistent achievement in relation to the

Music Development Programme and given a nomination by either the HoME or HoPE. All those nominated will be judged by all teaching staff including the Vice Principal and Principal. ELAM governors will also cast votes for the award of “Trainee of the Year”.

On a weekly basis Tutors will give official “shout outs” to Trainees who have excelled in any single Value. Each “shout out” will also represent a vote for that Trainee towards an award at the ELAM Awards. These Trainees will be profiled on the community website to which Trainees, Associates, parents and Industry Partners will have access. In addition, a text message will be sent to all parents whose children have received a “shout out” outlining their achievement.

At the end of each month the Trainees judged to have demonstrated exceptional examples of any particular Value will receive a Values Award, which will result in an email from an Industry Partner congratulating the Trainee on their work. This award will also represent two votes for the Trainee towards an award at the ELAM Awards.

There will be an Academy Council to provide Trainees with a forum to communicate the Trainee point of view to staff and the Senior Leadership Membership Team. Membership of the Academy Council will be based on merit and will be granted to Trainees who have shown a consistent positive attitude throughout the year.

In addition to the awards that Trainees will be granted annually, all Tutors will be responsible for reinforcing positive behaviour on a daily basis. Tutors will have rigorous training to ensure they understand what the ELAM Values look like in action and how this can be communicated to Trainees in order to give them an appreciation of how the Values apply to industry.

*Table 1.1*

Significance	Positive Consequence	Description	Staff Accountability
6	ELAM Award	Trainee shows outstanding and consistent examples of demonstrating the Values.	Principal
5	Invitation to represent ELAM on Academy Council	Trainee demonstrates regular and consistent examples of positive behaviour and excellence in relation to the Values	HoPE
4	ELAM Award Nomination	Trainee who continuously demonstrates excellence across all aspects of the Music Development Programme	HoPE or HoME
3	Values Award	Trainee excels in any one Value or demonstrates consistent achievement in relation to the Values.	Academy Tutor

2	Tutor "Shout Out"	Trainee displays excellence in any Core Value.	Tutor
1	Positive Reinforcement	Trainee illustrates positive actions and behaviours.	Tutor

### *Negative Behaviour Consequences*

ELAM will not tolerate negative actions or behaviour from its Trainees. Such actions will be dealt with swiftly and consistently.

Trainees will receive initial verbal warnings from Tutors, which will be followed by a phone call home and eventual removal from class and detention if the behaviour continues. Trainees who cause significant disruption will be removed from class and will have a meeting scheduled with parents and their Academy Tutor to discuss a plan for the individual to resolve the problem behaviour.

Trainees whose behaviour fails to improve, or whose action is deemed serious enough will be removed permanently from the class. Once removed from a class, Trainees will join Wave Three (*D4 1.3*) to support their reintegration back into the mainstream teaching. Here Trainees will work with Tutors and the HoPE or the HoME and external agencies on a one to one basis.

Trainees whose behaviour is deemed seriously disruptive will face fixed term exclusion and will be reintegrated through Wave Three sessions. Those who fail to reintegrate or continue to cause serious disruptions will face permanent exclusion.

*Table 1.2*

<b>Severity</b>	<b>Negative Consequence</b>	<b>Description</b>	<b>Staff Accountability</b>
7	Permanent Exclusion	Trainee presents an on-going risk to other Trainees' learning or health and is unable to engage with the teaching and learning of the school.	Principal
6	Fixed term Exclusion	Trainee causes serious disruption affecting the learning of others on a regular basis and fails to reintegrate after previous interventions.	Vice Principal
5	Permanent Removal from Unit and Introduction to Wave 2 intervention (SEN assessment considered)	Trainee fails to reintegrate into the class and continues to risk causing significant disruption to teaching.	Tutor & HoPE or HoME
4	Removal from	Trainee repeats disruptive	Subject Tutor and



	Class; Meeting with Parents and Academy Tutor	behaviour causing significant disruption to teaching.	Academy Tutor
3	Detention and Removal from class	Trainee causes repeated disruption to lesson.	Tutor
2	Phone Call Home	Trainee repeats disruptive behaviour causing disruption to teaching.	Tutor
1	Verbal Warning from Teacher	Trainee demonstrates low level disruptive behaviour.	Tutor

### **D7 2.1 Vision and Ethos of Attendance at ELAM**

One of the Values which Trainees must demonstrate and develop at ELAM is *Self*. In managing their personal development, Trainees will be expected to demonstrate a good attitude and responsibility towards their attendance, punctuality and wellbeing. This demonstration will form part of the individual Trainee's path to becoming an Associate as it will count towards the overall attainment grade. This will act as a motivator to ensure that Trainees take their attendance seriously. The importance in the professional world of these factors will be reinforced through interaction with industry professionals.

### **D7 2.2 Attendance register**

ELAM will operate a swipe card system whereby each Trainee will be required to swipe into the school on a daily basis. This will feed into a data system which will produce a weekly attendance report for each Academy Tutor.

Trainees will go directly to their classes where the Tutor of the Lesson will register them. This information will be fed through to a central system and responsibility for and management of attendance issues will fall to the Trainee's Academy Tutor who will intervene where necessary. This will be monitored on a fortnightly basis and will form part of the Trainee Progress Meeting. Ultimate responsibility for overall attendance will fall to the HoPE who will be required to work closely with Academy Tutors to ensure positive and consistent attendance figures across the school.

### **D7 2.3 Parental engagement**

ELAM will use a text message based reporting system to notify parents or carers of Trainees' attendance. Trainees' parents or carers will be notified immediately if their child fails to attend the school.

In addition, ELAM will use the same service to engage parents through the provision of updates on what their child is working on and any awards their child may have received. ELAM believes in engaging parents as much as possible. Parents will be invited to join certain Collective Time sessions to engage with the school and their child's work.

### **D7 2.4 Attendance-related Intervention**

Trainees whose attendance falls below 97% will need to have a meeting with the HoPE to explore the reasons underlying the poor attendance. If no sufficient reason is given and the Trainee's attendance fails to increase, the Trainee's parents or



carers will be required to come in for a meeting with the HoPE.

Trainees who reach 100% attendance or demonstrate an 'exceptional' attitude towards attendance and punctuality will be eligible for the Industry Rewards. Industry Rewards will consist of tickets to concerts, performances, events and festivals arranged through our Industry Partners.

### **D7 2.5 Unavoidable absences**

Unavoidable absences will be dealt with swiftly and effectively by the Trainee's Academy Tutor in conjunction with the HoPE.

A long term loan of a laptop will be provided to all Trainees who are absent for longer than two weeks. Upon their return to ELAM, Trainees will join Wave Three to accelerate their reintegration into mainstream learning.

Tutors will also be responsible for providing distance learning opportunities for Trainees absent for periods longer than two weeks. This will involve a simplification of planning to ensure Trainees can still achieve the criteria for success across the curriculum.

For Trainees who are absent for longer than two weeks the curriculum will be stripped back to just focus on Music Projects, Literacy and Numeracy modules.

### **D7 3 Wellbeing**

Issues related to Trainee wellbeing and safety will be taken extremely seriously at ELAM. It will be the responsibility of the HoPE to make sure every Trainee feels safe and is as healthy as they can be.

ELAM understands that for Trainees to achieve their full potential both whilst at ELAM and as Associates of ELAM, they will need to have the right mind-set and attitude to allow them to achieve and this is dictated by their personal wellbeing.

#### **D7 3.1 Safety and child protection**

Trainees will be encouraged to report any issues regarding any risk, worry or threat regarding their safety and wellbeing to any Tutor at the school who will pass this information onto the HoPE confidentially. The HoPE will then make a relevant plan of action based on the perceived level of threat to the Trainee. Given the personal relationships that Academy Tutors will build with their Trainees (*D4 2.1*) in most instances we would expect them to be involved here.

At ELAM we recognise that our Trainees will come from a variety of backgrounds. We will provide training to ensure that all staff are able to identify and act swiftly to help and provide support to Trainees who may be at risk or face threats outside of the school.

#### **Staff Recruitment**

During the staff recruitment and induction process we will ensure that staff are confident working with Trainees from diverse backgrounds. Staff will receive ongoing training in order to support them in identifying and dealing with safeguarding

and wellbeing issues.

All ELAM's full time and part time employees will be subject to an enhanced Disclosure and Barring Service check ("**DBS Check**") prior to joining ELAM. In addition each employee will undergo reference and identity checks before completing a DBS Check. In accordance with current market practice, the applicant will be required to accept their conditional offer of employment before a DBS Check is requested. In line with statutory requirements, ELAM will maintain a Single Central Record of all recruitment checks and searches undertaken.

All volunteers that have unsupervised, frequent or intensive contact with children must obtain an enhanced DBS Check. This will include Professional Mentors and those Industry Partners who have direct unsupervised contact with Trainees. Volunteers undertaking other one-off or supervised contact such as helping with the ELAM concert or presenting to the Trainees will not be required to obtain a DBS Check.

ELAM will ensure that any agency supplying staff to support with the delivery of the curriculum will have provided the school with a copy of the relevant DBS Check in advance of the staff being engaged.

For contractors delivering services at ELAM, for example cleaning and catering, ELAM will ensure the contractor has undertaken all the necessary checks in advance of engagement.

The Principal will have ultimate accountability for all staff recruitment procedures at ELAM. The Principal will be supported by the Administrative Officer to process all the relevant documentation.

### **D7 3.2 Bullying**

ELAM's response to bullying will be proactive and preventative rather than reactive. Staff will be expected to be proactive and collectively gather intelligence about issues between Trainees which might provoke conflict as well as to develop realistic strategies to prevent bullying occurring in the first place.

The HoPE will have ultimate responsibility for monitoring and evaluating Trainees' wellbeing and relationships with each other.

One of the Values, *Collaboration*, will consistently be taught and assessed on. The focus here will be on how to work with others from different backgrounds and cultures through demonstrating humility, respect and empathy. This Value will be reinforced by Trainees' interactions with Industry Partners.

Where *Collaboration* is proving unsuccessful and an incident occurs between Trainees, Tutors will be expected to intervene swiftly. Depending on the level and severity of the situation, ELAM will use a variety of strategies to prevent bullying and realign Trainees, these may include:

- parental involvement: a meeting with the parents to discuss the incident and consequences ;

- Trainee involvement: a discussion with individual Trainee to discuss the incident and explain consequences of bullying;
- disciplinary sanctions: depending on the severity of the issue any sanction noted on table 1.2 may be used including permanent exclusion for severe or persistent cases of bullying;
- Whole School Discussions: on the potential motivations for bullying including religion, gender, sexuality etc.;
- external organisations: external providers may come in to support anti-bullying and promote collaboration in ELAM;
- staff training: all staff will be trained on the principles and purpose of the ELAM Behaviour Policy and school's responsibilities regarding bullying; and
- reporting: systems will be put in place to allow Trainees to feel comfortable reporting bullying to any member of staff. The receiving staff member will then be required to follow up with relevant Academy Tutor. It will be the Tutor's responsibility to deal with the issue in accordance with the ELAM Behaviour Policy, and where necessary in conjunction with the HoPE.

### **D7 3.3 Physical and mental health**

Despite being a music specialist college, ELAM will provide and encourage all of its Trainees to engage in regular physical activities. Dance and sports opportunities will be made available to all Trainees on a Wednesday (*D2 4.1.3*) afternoon.

A focus of the 'Self' Value will be to measure Trainees' ability to manage their own wellbeing both professionally and personally. Therefore, interventions will occur where Trainees are seen to be jeopardizing either their physical or mental health.

### **D7 3.4 Medication**

Trainees who are required to take medication will be required to inform the school and who will decide on the course of action which is necessary.

Where it is deemed necessary, the school's Administrative Office will store the Trainee's medicine and will ensure the correct dosages are taken at the correct times during the school day.

### **D7 3.5 Online Safety**

All Trainees must use online technology and services to share and enhance their work through research, collaboration and networking. We are aware of issues associated with internet and online safety for young people and therefore will devise an Online Safety policy to safeguard Trainees. All Trainees will be informed about the policy and told about its content and guidelines during the induction at the start of *Year One: Foundation*.

ELAM will involve all Trainees in the development of the school's E-Safety Policy to ensure they understand why it exists and how to use it responsibly in order to maximise its effectiveness.

The key highlights of the Online Safety Policy will include:

- Trainees cannot access websites that contain mature content or that do not filter such content;

- Trainees can use their real names, pictures, and work online (as long it does not have a grade/score from the school) with prior permission from any other Trainee involved and their parent or guardian;
- Trainees and staff will be provided with training in the basics of copyright law, enabling them to understand the core concepts involved and to apply this to their day-to-day work on a practical level; and
- Trainees and Staff will be prohibited from uploading or posting any offensive, inappropriate or illegal content to their own or other online spaces.

Teaching Trainees how to establish a purposeful online identity is an important skill. A key part of this for Trainees will be understanding the importance of being safe and responsible online. Part of Trainees' progress and development will revolve around being able to publicly publish their work and engage in real learning and professional communities online. As with all aspects of ELAM's Music Development Programme, the importance of responsible use of technology in the professional world will be reinforced through Trainees' interaction with relevant Industry Partners.

During the delivery and assessment of Music Projects, Tutors and Industry Partners will explain and demonstrate how work can both be shared and developed using the online community and educate Trainees as to the risks which are associated with online engagement of which Trainees must be aware when doing so.

The objective of ELAM's Online Safety Policy is to teach Trainees how to take responsibility for their personal safety and legal compliance in the online community rather than attempting to actively manage Trainees' online activity through a system of prevention.

## Section E: Evidence of demand – part 1

- **Column A** shows the proposed number of places in each year group.
- **Column B** shows the number of children of the relevant ages who have indicated that they would choose the proposed school as their first choice.
- **Column D** shows the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Year 12</b>	72	80		111%	72	73		101%
<b>Year 13</b>					72	80		111%
<b>Totals</b>	72	80		111%	144	153		106%

The table above illustrates that we have exceeded our target of 100% demand for our intakes in 2014 and 2015. As outlined below, we will continue to market our proposal in our Target Boroughs to ensure that we reach as many prospective Trainees as possible.

### E 1.1 Evidence of demand – part 2

We targeted a survey at young people in years 9 and 10 who live within our Target

Boroughs a reasonable commutable distance of E1 (the proposed postcode for ELAM), asking whether they would choose ELAM as their first choice if the school opens in September 2014. Below is a summary of positive responses. We defined a reasonable commutable distance as being 45 minutes travel time and calculated this using the TFL travel adviser against the postcodes provided in the survey responses.

2014 Intake			2015 Intake		
Date of Birth	School year	Post code	Date of Birth	School Year	Post Code
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E7 [REDACTED]
[REDACTED]	10	E13 [REDACTED]	[REDACTED]	9	E12 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E7 [REDACTED]
[REDACTED]	10	E15	[REDACTED]	9	E7 [REDACTED]
[REDACTED]	10	IG1 [REDACTED]	[REDACTED]	9	E14 [REDACTED]
[REDACTED]	10	E14 [REDACTED]	[REDACTED]	9	E8 [REDACTED]
[REDACTED]	10	E13	[REDACTED]	9	E12 [REDACTED]
[REDACTED]	10	E15	[REDACTED]	9	E15 [REDACTED]
[REDACTED]	10	E13	[REDACTED]	9	E13 [REDACTED]
[REDACTED]	10	E7 [REDACTED]	[REDACTED]	9	E16 [REDACTED]
[REDACTED]	10	E2 [REDACTED]	[REDACTED]	9	RM9 [REDACTED]
[REDACTED]	10	E14 [REDACTED]	[REDACTED]	9	RM10 [REDACTED]
[REDACTED]	10	N16 [REDACTED]	[REDACTED]	9	RM9 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	RM8 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	RM10 [REDACTED]
[REDACTED]	10	RM9 [REDACTED]	[REDACTED]	9	E13 [REDACTED]
[REDACTED]	10	RM10 [REDACTED]	[REDACTED]	9	E16 [REDACTED]
[REDACTED]	10	RM10 [REDACTED]	[REDACTED]	9	E13 [REDACTED]
[REDACTED]	10	RM10 [REDACTED]	[REDACTED]	9	E6 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E16 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E11 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E11 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E11 [REDACTED]
[REDACTED]	10	E16 [REDACTED]	[REDACTED]	9	E6 [REDACTED]
[REDACTED]	10	E16 [REDACTED]	[REDACTED]	9	E6 [REDACTED]
[REDACTED]	10	E16 [REDACTED]	[REDACTED]	9	E13 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E9 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E9 [REDACTED]
[REDACTED]	10	E16	[REDACTED]	9	E1 [REDACTED]
[REDACTED]	10	E7 [REDACTED]	[REDACTED]	9	E9 [REDACTED]
[REDACTED]	10	E13	[REDACTED]	9	E9 [REDACTED]
[REDACTED]	10	E15	[REDACTED]	9	E13 [REDACTED]
[REDACTED]	10	E13	[REDACTED]	9	E9 [REDACTED]
[REDACTED]	10	E6 [REDACTED]	[REDACTED]	9	E15
[REDACTED]	10	E13 [REDACTED]	[REDACTED]	9	E5 [REDACTED]
[REDACTED]	10	E15 [REDACTED]	[REDACTED]	9	E5 [REDACTED]
[REDACTED]	10	E13 [REDACTED]	[REDACTED]	9	E15 [REDACTED]
[REDACTED]	10	E13 [REDACTED]	[REDACTED]	9	E13



This map shows that there is demand for ELAM in the Target Boroughs and across London. 130 of the students who responded positively came from within our Target Boroughs, which gave us a percentage of 85% of students from our Target Boroughs. It should be noted that Bow will be an area of increased visibility during our continuing marketing, to try and fill the gap between Mile End and Plaistow.

### **Section E1**

We collected evidence of this demand through two main channels: our website ([www.elam.co.uk](http://www.elam.co.uk)) and a hard copy survey. People were directed to the website through press coverage, our launch event in December, social media, referrals, direct engagement by ELAM representatives (the “Street Team”) and flyers/posters, which we distributed all over East London. Hard copy surveys were circulated in various outlets including community centres, food and retail outlets and music venues across East London. They were also handed out to people directly by the Street Team, which undertook direct marketing activities in our Target Boroughs, focusing especially on young people between 11-16 years old.

#### **E 1.2 Information about ELAM provided alongside the survey**

When describing ELAM to those we asked to complete the survey we explained the Vision for the school and the rationale behind this (C 2.1).

When handing out surveys our Street Team would explain that, if approved, ELAM would be a 16-19 free school based in Tower Hamlets to bring world class, industry focused music vocational education to East London. ELAM Trainees would develop the same skills as the most successful people in the music industry and apply them in the same way. Trainees would mix with the largest record labels and music professionals and complete real industry assignments alongside the most successful artists and driven professionals.

These conversations were reinforced by further background information about ELAM presented in our A5 flyers (see Appendix E 2.5).



As part of our online strategy, we encouraged people to visit our website, [www.elam.co.uk](http://www.elam.co.uk), and asked them to fill out the online survey. This featured the same questions as the survey below. The ELAM website describes our school as follows:

*“The East London Academy of Music (ELAM) will be a world class college of modern music for 16-19 year olds.*

*In collaboration with high profile organisations and individuals in the music industry the ELAM curriculum will provide you with the skills and opportunities necessary to pursue a successful career within the music sector.*

- *No fees.*
- *Applied projects designed by high profile industry experts and experienced teachers to reflect real working life in the music industry.*
- *Work placements with leading employers in the music industry.*
- *BTEC Level 3 Extended Diploma in Music (3 A-Level equivalent).*
- *Individual mentoring for every student.*
- *Teaching Maths and English GCSEs to those who have not already achieved a Grade C in these exams.*

*Through close partnership with some of the biggest names from all parts the music industry, our learners have the opportunity to learn from the best people in the business. Our students work on real life projects which reflect the scene today. They develop cutting edge skills and expertise and build an approach that is professional and focused. All learners joining ELAM will undertake our two-year Music Development Programme. The first year is spent developing skills including music performance, business and production. In year two, learners will specialise in just one of these strands depending on their strengths, interests and ambitions.*

*Completion of the Music Development Programme requires more than just focus in the classroom:*

- *The curriculum challenges students to develop their skills through work placement projects within the music industry.*
- *Students will run their own workshops within the communities of East London - they will become the role models for an even younger generation of talent.*
- *Students will develop expertise in writing, numeracy and technology as the ideal complement to their talents.”*

### **E 1.3 Survey questions**

A copy of our survey is included as an Appendix to this application form. The survey was not only directed at young people who might wish to attend the school, but also at parents and carers of young people and other interested parties. This gave members of the community and others who wished to register their interest in ELAM an opportunity to provide feedback and comments. Samples of comments we received included questions as to whether there would be any charge for attending ELAM, and whether those older than 16 would be able to attend. We also received registrations of interest to work with the ELAM team and to work with the school

once it was open, and registrations of interest from local parents and groups in the community. For example, Point Blank College who we are now working with us contacted us in the first instance by completing a survey online. In addition, we received questions and comments via Twitter ([REDACTED]) which we responded to directly.

Those completing the survey also had to state how they had heard about ELAM. This allowed us to see which of our marketing methods were being most successful. For example, we coordinated a post from all of our high profile supporters on facebook and twitter in late November. This led to a threefold increase in visits to the website and registrations of interest from prospective Trainees increased concurrently. Our launch event held in December also gained a large number of relevant survey responses as did the efforts of our Street Team. This has shaped our marketing plans moving forward.

We categorised the responses we received depending on whether they came from potential Trainees or other interested parties in order to tailor communications. All those who are prospective Trainees have received a follow up email from the ELAM team thanking them for their interest, responding to any queries and informing them of upcoming events. We also sent an email to other interested parties with responses to enquiries and comments. We continue to maintain a database of all survey responses.

#### **E 1.4 Community engagement**

##### *ELAM Community Focus Group*

In July 2012 we brought together a group of young people interested in music aged 16-19 from our Target Boroughs to get direct feedback on ideas for ELAM and the Music Development Programme. Some of the comments from initial meetings of the Community Focus Group were as follows:

“ [REDACTED] ”

[REDACTED]  
Member of the ELAM Community Focus Group  
Aspiring Hackney musician

“ [REDACTED] ”

[REDACTED]  
Member of the ELAM Community Focus Group  
Aspiring Hackney musician

At all stages of the proposal's development this group have shaped our thinking on the needs of young people in the East London community and how ELAM can meet these.

“ [REDACTED] ”

[REDACTED]  
Member of the ELAM Community Focus Group  
Aspiring East London music promoter

##### *E 1.4.1 Marketing plan*

The table below shows how we engaged directly with the community in the months leading up to submission of our proposal and how we plan to continue this engagement:

<i>Month</i>	
July	<ul style="list-style-type: none"> <li>• ELAM Community Focus Group formed. Meetings held in East London.</li> </ul>
August	<ul style="list-style-type: none"> <li>• Expression of interest survey run over two weeks by ELAM Community Focus Group to gauge reaction – 60 positive responses over this period.</li> </ul>
September	<ul style="list-style-type: none"> <li>• Full audit of all local education provision by ELAM Intern.</li> <li>• Initial contact with all community and school groups via email.</li> <li>• Media training provided through New Schools Network.</li> <li>• National and local press contacted. Press coverage in the <i>Times Educational Supplement</i> who asked to follow us throughout the application process.</li> <li>• Launched Facebook page and Twitter account.</li> <li>• Meetings held with the BRIT school to develop marketing strategy.</li> </ul>
October	<ul style="list-style-type: none"> <li>• Continued communication with school and community groups via phone, emails and meetings.</li> <li>• Press articles in the <i>TES</i>, <i>The Sunday Times</i>, <i>The Evening Standard</i> and 15 online publications.</li> <li>• <a href="http://www.elam.co.uk">www.elam.co.uk</a> launched.</li> <li>• Street Team engaged with young people in locations across East London.</li> </ul>
November	<ul style="list-style-type: none"> <li>• Discussions held with ██████████ from THAMES (Tower Hamlets Arts and Music Education Service).</li> <li>• Meeting with Isobel Cattermole and Anne Canning from Tower Hamlets Council.</li> <li>• Meetings held with local community groups. Numerous conversations over phone and email. Began engaging with Community Music and A Team Arts.</li> <li>• Continued Street Team engagement with young people in locations across East London.</li> </ul>
December	<ul style="list-style-type: none"> <li>• Launch event held in Bethnal Green, Tower Hamlets – 150 attendees comprising: students from schools and community groups in East London; key individuals involved in music education in East London; Tower Hamlets representatives including the youth mayor; and local press from the major papers in the Target Boroughs.</li> <li>• Continued engagement with community and outreach groups via meetings, and discussion via phone and email.</li> </ul>
January	<ul style="list-style-type: none"> <li>• Put video edit of launch event on website and social media.</li> <li>• Follow up with groups and schools who attended the launch event.</li> <li>• Continue to build relationships with key Tower Hamlets community groups.</li> </ul>

February	<ul style="list-style-type: none"> <li>• Contact faith groups and places of worship in Target Boroughs.</li> <li>• Street Team to stage visibility events in South London to increase awareness.</li> <li>• Transfer all contacts into a relationship management framework.</li> <li>• Update all contacts with progress.</li> <li>• Continue to engage with local community groups.</li> </ul>
March	<ul style="list-style-type: none"> <li>• Continue visibility work in East and South London</li> <li>• Final push for sign-ups using social media and relationship management framework.</li> </ul>

### E 1.5 Positive statements of support from stakeholders

During the process of gathering evidence of demand we have received very positive feedback and messages of support from young people and other stakeholders with whom we have directly engaged through social media. This is another way we have been able to communicate directly with interested parties. An example of some of these can be found below:

“@ [REDACTED]”

[REDACTED]  
Music producer  
Twitter

“@ [REDACTED]”

[REDACTED]  
Teacher  
Twitter

“@ [REDACTED]”

[REDACTED]  
Twitter

[REDACTED], @ [REDACTED]

[REDACTED]  
Twitter

[REDACTED]  
Twitter

[REDACTED]  
Twitter

## Section E: Evidence of demand – part 2

### E 2.1 Local needs

In order to establish the best course of action, it was essential to first map out the current educational landscape in East London. We researched existing provision for 11-19 year olds in schools and community groups, as well as current music

provision. We conducted a full audit of East London provision and a full analysis of our results.

Figures released by Tower Hamlets Council show that from 2015 onwards the projected number of pupils aged 11-18 in Full Time Secondary Education will exceed the number of school places available in the borough. As the compulsory school age is soon to be raised to 18, the requirement for post-16 school places will only increase.

We have met with Isobel Cattermole, the Director of Children, Schools and Families and Anne Canning, the Service Head for Learning and Achievement for Tower Hamlets Council. They confirmed that the Council is seeking to improve Level 3 qualifications for post-16 learners and the development of work-related skills and pathways into employment and Higher Education and recognised that this is key to ELAM's offering. If our proposal is accepted they will work with us in the same way as they work with other academies and free schools across the borough.

### **E 2.2 How we engaged with young people from a range of backgrounds, faiths and abilities**

We have an admissions target that up to 90% of our Trainees will come from our Target Boroughs (*D6 1.4*). We outline the ethnic, and socio-economic background of Tower Hamlets and our Target Boroughs in Section *D1 1.1*. By directing all our efforts to engage people within the Target Boroughs, we have sought to reach a representative cross section of the populace. We have targeted youth and community groups across East London such as City Gateway and Eastside Community Centre who work with hard to reach young people from a broad range of socio-economic and ethnic backgrounds.

FSM is the only measure of pupil deprivation readily available and the link between FSM eligibility and underachievement is strong. An analysis of the total percentage of eligible students who selected ELAM as their first choice in either 2014 or 2015, shows that over half (53%) of the students who committed to ELAM as their first choice are eligible for FSM. This is higher than the 40% of all young people entitled to FSM in the Target Boroughs.

These results reflect our commitment to ensuring that we provide opportunities for students from all backgrounds. This is in line with our desire to ensure that ELAM's intake reflects the community in which it will be working.

As yet, we have not had any direct engagement with local faith groups. Tower Hamlets contains one of the UK's highest Muslim populations. It is therefore part of our marketing strategy to contact the East London Mosque and London Muslim Centre, one of the largest mosques in the country in order to speak to them about ELAM and seek their advice on engaging with young people within the Muslim community. We have similar plans for local churches and other religious groups.

### **E 2.3 On-going plans to engage young people to increase demand for ELAM**

Having established the landscape in which we are working and what we want to achieve, the strategies and tactics we have used and intend to use are listed below.

- **Existing educational provision**

Using the database created by our audit of local education provision, we contacted all local schools by email or phone to inform them about ELAM. This led to relationships being built with some secondary schools in the Target Boroughs and we will continue to develop and build on these relationships and go into schools to speak to staff and students.

- **Community groups**

We have met with community music groups and youth centres across Tower Hamlets and the Target Boroughs. This so far includes City Gateway, Eastside Community Centre, Community Music, Oxford House, Young and Talented and A-Team Arts. There are many other groups who we have made contact with and will meet in the New Year. This is an opportunity for us to reach prospective Trainees working with these groups and also for those within the community to directly engage with the plans for ELAM.

- **Local press**

Relationships with the local press in East London have been and will continue to be vital in building and maintaining awareness of ELAM among all stakeholders. We have relationships with the *East London Advertiser*, *East London Life*, *Hackney and Islington Gazette* and the *Newham Recorder*, and have had a full feature in *East London Lines*, a local online paper. If the bid progresses we also intend to develop relationships with local radio stations in order to release radio advertising for students in East London.

- **National media**

The ELAM proposal has had articles in *The Times*, *The Times Educational Supplement*, *The Evening Standard*, *NME* and has been featured on Radio 1. We plan to continue to use such media platforms to keep ELAM's national profile high, with pieces for Radio 4 and the popular youtube channel SB:TV already in the pipeline. This strategy will not only help to build momentum for the ELAM project, but will also doubtless open up new connections and opportunities.

- **Online media**

The website, [www.elam.co.uk](http://www.elam.co.uk), was set up in October and is the major portal used to direct people towards ELAM. It contains relevant information and lists upcoming events and milestones. As the project progresses it will continue to be the main forum for information regarding the school's development. The site has received over 2,000 site visits.

Over 15 online articles have already been written about the formation of ELAM and we will continue to promote the school over the Internet and maintain a high online profile, focusing on youth and music groups to ensure exposure to our target audience.

- **Social media**

Social Media was identified early on as an important means of communication for our target age groups. Our Twitter and Facebook accounts continue to grow and attract users; to date we have over 585 likes for our Facebook page ( [REDACTED] ) and 326 followers on Twitter. These platforms will continue to be important as we grow and will be used as a key medium for communicating with our stakeholders, especially potential Trainees.



We will continue to grow our social media base and have a target of reaching 10 times the ELAM capacity (1,440) of young people (12-16 years) on the ELAM Facebook Page by September 2013.

- **Direct engagement**

The Street Team has visited areas that young people in East London use regularly, such as shopping centres, cinemas, youth clubs and community centres. This has proved an excellent way of engaging with prospective Trainees and we will continue to use this strategy.

- **Faith groups**

As outlined above, we will be approaching Faith Groups in order to inform them about ELAM and discuss the best way to reach young people of different faiths.

- **Careers fairs**

We will attend careers fairs aimed at young people in East London looking at their options post-16 such as the recent BiTC Real Talk careers fair in Hackney attended by our Street Team.

- **ELAM Taster Course (D6 1.2)**

If approved, the ELAM Taster Course will be a way for young people to experience and find out more about ELAM ahead of the application process for the Academy and the first Courses will run from November 2013 – January 2014.

## **E 2.4 Plans for working with other schools, educational establishments and the wider community**

The following plans outline how we will connect with our community further as ELAM develops:

- ELAM will stage events for the community, the main one being the annual ELAM concert, which will also raise funds for the Academy. This will be a showcase of talent from the school alongside established names from the industry. The structure of our launch event in December is an example of how this would operate in practice. The launch event showcased a musical performance from Young & Talented (a music youth group operating out of Oxford House in Bethnal Green) and a piece of music written by members of the ELAM team with the National Orchestra For All and members of the Community Focus Group. This was supplemented by talks from founding member Will Kennard, one half of Chase & Status and Plan B – both successful recording artists. Other events throughout the year are also planned.
- ELAM will run The Open Series in collaboration with other creative institutions including Community Music and Point Blank (D6 1.2). This project will invite industry experts to visit ELAM and talk about their experiences and their areas of interest. Events will be scheduled so that learners from other local schools can attend and make the most of these opportunities.
- ELAM will run a distance learning provision for other students across the UK and further, as part of Enterprise Unit in *Year Two: Pathways*. (D2 3.3.3)
- The founders of ELAM will establish a separate charitable company, limited by guarantee, which will be a grant-making foundation and a registered charity. The ELAM Foundation will raise funds from our Industry Partners who are willing to make financial contributions towards the school. The trustees of the Foundation will make grants to advance the education

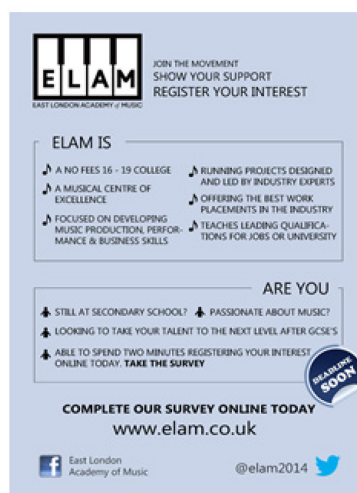
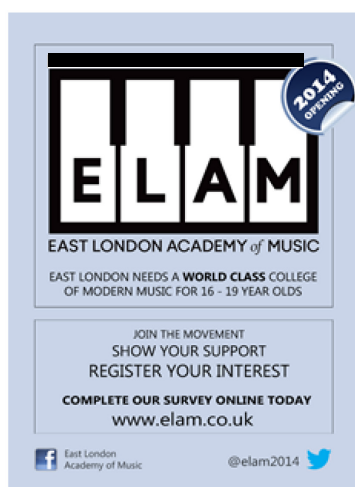


of young people in East London. Grants to ELAM will fall within the charitable objects of the Foundation as well as grants to other community groups, schools and projects helping young people in the area. The ELAM Foundation will host a vocational music/music education conference every year, with delegates invited from around the country (D2 4.1.5).

- Use of ELAM's facilities by the community; for example use of the recording studios outside of school hours and use as a venue by local schools and community music groups.
- We are also working in collaboration with the BRIT School, which is oversubscribed for its Music based courses and has 7,000 prospective students attending open days. Many of these young people live in ELAM's Target Boroughs – particularly Southwark and Lewisham. We will ensure that those students are made aware of the provision being offered by ELAM.
- As mentioned above, we are working with a number of community organisations such as City Gateway, Eastside Community Centre, Community Music, Oxford House, Young and Talented and A-Team Arts and we will continue to work with these and other groups.
- As part of the Transition Unit we will arrange for work experience placements with our Industry Partners (D2 3.3.1).
- In the Summer term the ELAM Foundation will host a two day education conference. The purpose of the conference will be for all Trainees, Associates, staff and Industry Partners as well as members of the community and wider sector to come together and discuss how we can improve music education provision at all levels.
- During Year Two: Pathways of the Music Development Programme, every Trainee will work on ELAM's distance learning provision (D2 3.3.3). This will increase participation of other groups in the community with music, including youth organisations and local primary schools.

## E 2.5 Section E Appendix

Flyer & Hard copy of survey for prospective trainees to fill out;



Community Survey

Identify yourself as one of the following:

Young Person  Parent/Carer  Other

What is your full name? \_\_\_\_\_

What is your date of birth (dd/mm/yyyy)? \_\_\_\_\_

What is your postcode? \_\_\_\_\_

Please provide your email address \_\_\_\_\_

Would you support the creation of a school like ELAM in your community? Yes  No

Would you select ELAM as your first choice school from September 2014? Yes  No

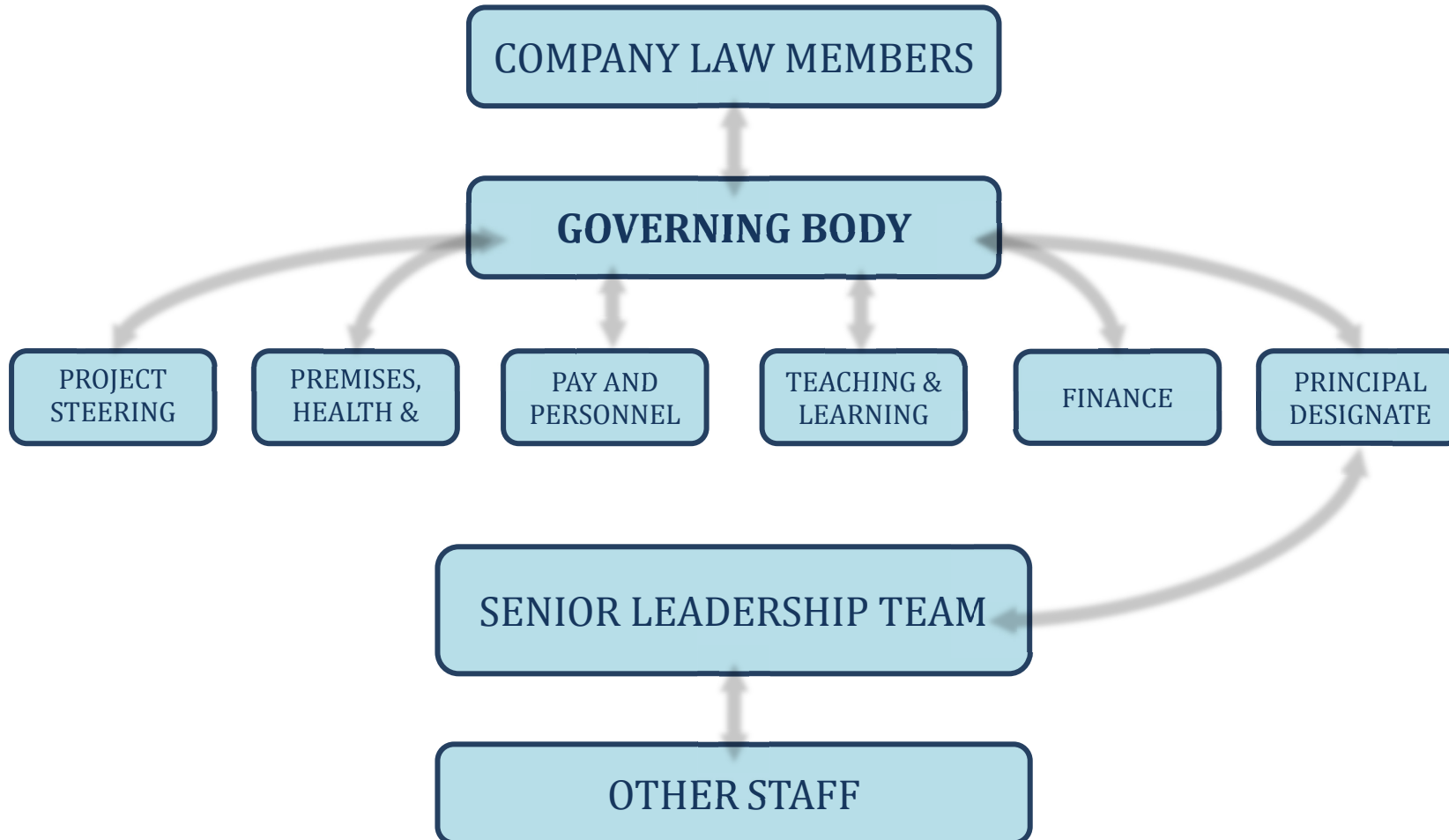
Are you entitled to Free School Meals? Yes  No

How did you hear about ELAM? \_\_\_\_\_

Do you have any questions about ELAM, or wish to make any comments? \_\_\_\_\_

# Section F1: Capacity and capability

## F1 1.1 Governance Structure for ELAM



## F1 1.2 Company Members

ELAM has been established as a charitable company limited by guarantee which is referred to in the Articles of Association (“the Articles”) as the Academy Trust.

The company law members of ELAM exert ultimate control over the Academy Trust as they are able to:

- amend the Articles (subject, when ELAM is open, to Secretary of State approval and, if seeking to make “regulated alterations” as defined in section 198 of the Charities Act 2011 then subject to Charity Commission consent); and
- appoint more members (Article 16) and both appoint (Article 50) and remove governors.

The members therefore have an important role in shaping the vision of ELAM by choosing the members of the governing body who will strategically manage the school.

The members will receive the Academy Trust’s annual accounts, copies of the annual report and have the right to attend and vote at the Annual General Meeting. They will also appoint the auditors of the Academy Trust. In this way they will be able to monitor the financial and general progress of ELAM.

In the pre-opening stage, the members of the Academy Trust will meet as frequently as necessary to assess the progress of the governing body and the Academy Trust and to appoint new governors. The Articles may need amending in the pre-opening stage and it will be for the members to pass a special resolution (either at a meeting or using the written resolution procedure) to adopt any amendments.

When selecting the initial company members for the Academy Trust we undertook a skills analysis of the initial proposer team. The company members were chosen based on:

- their expertise;
- a shared vision for ELAM; and
- their commitment.

The members have all been integral in shaping ELAM’s Vision, Core Beliefs (See Section C) and subscribe to ELAM’s Values of *Collaboration, Integrity, Excellence, Innovation* and with a respect for *Self*. There is no term of office stated in the Articles for the members. The founding members will therefore be in a position to maintain the Values, and appoint others as company members and governors who understand the importance of maintaining the Vision for the school.

Once a Chair of the governing body has been appointed, he or she will also be a member of the Academy Trust by virtue of the Articles. In practice, some of the members will also sit on the governing body. This will provide a route for feedback to the members about the operation of the governing body and the school.

Issues will be escalated from the governing body up to the membership by the reporting back of the Chair of governors and other governor/members to the membership as a whole at the AGM and any other members’ meetings. Any issues regarding finance and the progress of the school will also be reviewed in the annual accounts and the annual report.

If the governing body is not performing effectively or acting in accordance with ELAM’s vision, the forms of redress available to the members will be to:

- remove individual governors (either using their power under the Articles or the statutory power of removal under section 168 of the Companies Act 2006);
- choose not to reappoint governors when their term expires; or

- appoint further governors to drive improvement or provide a broader range of skills.

### **F1 1.3 Governing Body**

The directors of the Academy Trust will form the governing body of the school. The governing body must act collectively and is responsible for the day-to-day management of ELAM and for ensuring that high standards of corporate governance are maintained. It will exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of ELAM, addressing such matters as:

- policy development and strategic planning in line with ELAM's Vision, including target-setting and impact monitoring to keep up momentum on school improvement;
- ensuring sound management and administration of the school, and ensuring that staff are equipped with relevant skills and guidance;
- ensuring compliance with legal requirements and any statutory guidance;
- establishing and maintaining a transparent system of prudent and effective internal controls (especially relating to finance);
- management of ELAM's financial, human and other resources;
- monitoring key performance indicators and the achievement of targets against the Vision for the school. Ensuring that plans for improvement are acted upon through continuous active support and challenge. This should include consideration of the school's achievements against the Ofsted Common Inspection Framework;
- helping ELAM to be responsive to the needs of learners and the East London community and making it more accountable through consultation and reporting;
- setting ELAM's standards of conduct and Values;
- preparing an annual report for ELAM;
- ensuring ELAM is solvent and financially sustainable;
- assessing and managing risk; and
- making sure ELAM complies with the Independent Schools Standards. This will include producing and publishing a complaints procedure for parents of pupils.

The governing body also has a duty to take appropriate action when there are weaknesses in ELAM. Where individual governors have concerns that cannot be resolved about the running of ELAM or a proposed action, they should ensure that their concerns are recorded in the minutes.

The governing body must appoint the Principal to ELAM who will also act as an ex officio governor. The governing body will formally delegate powers and functions to the Principal to manage the internal organisation, of the school (including the implementation of all policies approved by the governors) in line with Article 104 of the Articles.

ELAM will be an Exempt Charity and the governors therefore fulfill the role of charity trustees. This means that they must comply with the legal duties placed upon charity trustees to advance the purposes of the organisation. This includes, amongst other things, the duty to act in the best interests of ELAM and avoid any conflict of interest between their personal interests and those of the school.

Currently, the governing body is a group of six. Five of those governors are also members of the company. If ELAM is approved for opening, the governing body will be expanded to include additional individuals so that a majority of governors are not also members. This will mean there are clear lines of accountability between the two tiers.

The plans for recruitment of governors with relevant skills and expertise are set out in Section F5 below, but we have already identified some key individuals who would, on approval, be appointed. These individuals have operated in an advisory capacity during the application process and details are provided in Sections F2-F4 below.

Once the school is open, the governing body will need to reflect the composition set out in Article 46 of the Articles which will include a minimum of one parent governor and at least one staff governor (in addition to the Principal) who should be elected by the staff. Parent governors will be elected from the parents of Trainees at ELAM in accordance with Articles 54 to 56 and a procedure set by the governing body. The elections of parent and staff governors will take place in the first term that ELAM is open.

The governing body will agree a formal schedule of matters reserved for their decision, i.e. those which will not be delegated within ELAM. Beyond this, the governing body will establish committees to be responsible for specific areas of business in accordance with agreed terms of reference. The governing body will formally delegate powers to these sub-committees in accordance with Articles 101 to 103. The categories of sub-committees will be as follows:

- Project Steering Group (this sub-committee will be specific to the pre-opening phase);
- Pay and Personnel Committee;
- Premises and Health and Safety Committee;
- Teaching and Learning Committee; and
- Finance Committee.

Each sub-committee will be chaired by a governor. The membership of the committee may include persons who are not on the governing body (i.e. staff members of Industry Partners with relevant expertise) but the majority of committee members will be governors. Once the school is open, the sub-committees will meet at least twice per term and the whole governing body will also meet at least twice per term or more often if necessary. Each committee will have terms of reference approved by the governing body setting out their roles and responsibilities and what authority has been delegated. The committees will record decisions in written minutes of their meetings and the chair of each sub-committee will provide feedback to the governing body at each whole governing body meeting so that decisions can be ratified where necessary.

Not all of the sub-committees will be operational in the pre-opening stage. Instead, the governing body will delegate some of their decision-making powers to the smaller Project Steering Group (“PSG”) made up of governors and other advisers who will meet weekly. The terms of reference for the PSG will make clear what decisions can be made at this level and what decisions must be notified to the governing body as a whole.

As highlighted above, the governing body will monitor performance of the school against internal objectives based on the Vision and Values and in light of the Ofsted

Common Inspection Framework. The governors will measure impact of the Values and observing lessons and activity in the school with these aspects in mind. The governors will then evaluate the impact of what they have observed and meet with staff to discuss findings and implications. In this way, governors will be able to recognise where action needs to be taken in order to address issues of improvement, progress and performance. In addition, issues will be escalated to the governing body in the following ways:

- by the reporting back of sub-committees;
- by the headline reports provided by the Principal at whole governing body meetings;
- by review of Principal's achievements against his responsibilities and targets. For example, the successful progression of all Trainees into either employment or education;
- by monitoring and review of success criteria outlined in [D5 1.2](#); and
- where review is required of the Principal's decisions. For example, where a decision to exclude a pupil is being appealed, the governing body will determine whether an excluded pupil should be reinstated. In doing this a panel will review the decision of the Principal and consider the outcome of any independent review panel hearing.

The governing body is ultimately responsible for the day-to-day management of the school. Where issues arise such as underperformance against targets or where the Principal needs extra support, it will be for the governing body to address such issues. In some cases this will mean that the Principal cannot take part in the resolution of such issues as a governor as there will be a conflict of interest.

The governing body must exercise their responsibility to hold relevant agents accountable to them. The sanctions and tools available to the governing body will include performance management of the Principal and other members of staff. This may be escalated from the Performance Management processes outlined in Section D5. Measures will include review, feedback and, if appropriate, probationary periods, disciplinary proceedings or dismissal of staff in line with appropriate policies and employment law.

#### **F1 1.4 Principal**

The Principal will also act as an ex officio governor. The Principal is responsible and accountable to the governing body, for:

- strategic planning and implementation of the Values and the Vision across all areas of ELAM;
- curriculum-wide tracking and progress in attainment, attendance and behavior;
- managing ELAM's key relationships with the music industry and other stakeholders;
- curriculum design within *Right Expertise* strand;
- staff wellbeing and professional development; and
- the role of Principal Financial Officer as defined in the Academies Financial Handbook and professional services including HR.

The Principal will make sure that the vision for ELAM becomes a reality through the behaviour of the staff and the establishment of the culture of the school. A more

detailed job specification for the Principal is outlined in Section F5 below and in Section **D3 1.4.1**

The Principal will report back to the governing body on progress against targets and any issues that may arise. This will also be an advisory role so the governing body are aware of what the Principal considers are the primary issues and priorities for ELAM at an operational level.

Although an ex officio member of the governing body, the Principal will be accountable to the governors for his performance and it will be the governing body that will monitor and manage the Principal's performance.

### **F1 1.5 Conflicts of Interest**

The Articles for ELAM set out a procedure for managing conflicts of interest of governors in Articles 6, 98 and 99 and the governing body will act in accordance with these.

The Articles stipulate that any governor who has any direct or indirect duty or personal interest which conflicts with their duties as a governor must disclose this to the governing body as soon as they become aware of it. The governor in question must then absent themselves from any discussions of the governing body relating to the conflict and not be permitted to vote if it is possible that a conflict will arise between the governor's duty to act in the best interests of ELAM and any duty or personal interest.

Any financial interest is specifically recognised as providing a potential conflict of interest. An example of this would be any decisions being made by the governing body in relation to the remuneration of the Principal, who will be an ex officio governor as well as an employee of ELAM. The employment of the Principal is permitted under Article 6.7. However, the conditions set out in Article 6.8 must also be followed. This includes that:

- the remuneration of the Principal must not exceed an amount that is reasonable in all the circumstances;
- the Principal must be absent from any part of the meeting where there is a discussion of his or her employment, remuneration (or any other matter concerning contract, payment or benefit) performance or any matter conferring any other benefit on the Principal;
- the Principal must not vote on any such matter and is not to be counted when calculating the quorum; and
- a majority of the governors then in office must have received no payments or benefits from the Academy Trust.

In addition, the governing body will draw up and adopt a conflicts of interest policy to ensure that conflicts are identified at an early stage and appropriate action is taken to resolve them. This policy will include the keeping of a register of interests which will be open to the public.

Where a potential conflict of interest is identified, the relevant member of the governing body will complete a declaration of interest which will be used to complete



the register of interests. Governors will be asked to update the declarations on a regular basis.

### F1 1.6 External Challenge

ELAM will be subject to external challenge from its regulators – Companies House and the Secretary of State for Education. In addition, we will make available publicly the Articles, an up to date register of interests of the governing body, non-confidential minutes of the governing body, and a copy of the company books, the accounts and the annual report. This will encourage people who are interested in ELAM (learners, parents, staff, funders, supporters and the community) to have confidence in the accountability and transparency of the operation of the school.

It is important that ELAM is open to external scrutiny and feedback in order to remain accountable and to drive school improvement. We will actively encourage comments and feedback from local stakeholders on the development of the school through the initial public consultation to be held under the Academies Act and through ongoing dialogue with the community and local schools.

As an exemplar of outstanding education provision, The BRIT School may act as a school improvement partner and critical friend to ELAM by mentoring staff, reviewing systems and curriculum design. We will implement an equivalent system for review of our provision from the industry perspective. This review will be undertaken biannually by a working group of individuals from our Industry Partners to ensure that ELAM is offering quality industry relevant education.

The first Ofsted inspection of the school will take place within the first two years of opening and we will be aiming for a grade of ‘Outstanding’. In order to help us achieve this, we will use feedback from any DfE monitoring visit to improve any areas of weakness. We will review this again in the summer term of the first year by hiring external consultants to undertake a mock Ofsted inspection of the school in order to review our progress.

## Section F2

### F2 1.1 Key Skills

The key skills in education needed to set up and run ELAM are as follows:

Key educational skills	
<b>Curriculum Design</b>	Design of the Music Development Programme. This will include understanding how various components of the curriculum link together and how to use the curriculum in planning instruction and assessment to ensure consistent implementation throughout ELAM.
<b>Teaching and Learning</b>	Experience of classroom practice and delivering outstanding lessons. Expertise in the creation of a framework to support other staff members to teach to the highest standard.
<b>Leadership</b>	The skills needed for effective school leadership include improving teaching and learning through influence on staff, ability to motivate, manage performance, hold staff accountable, commitment to the school and the promotion of good working conditions as well as building

	relationships with the community, employers and other stakeholders.
<b>Awareness of statutory/regulatory changes</b>	Knowledge of changes in the regulatory framework governing schools in order to be able to implement them effectively and in good time.
<b>Special Educational Needs and Learner Support including English as an Additional Language (EAL)</b>	Experience of arrangements for the provision of additional learning support for trainees with Special Educational Needs (SEN), additional learning needs and/or a disability. Experience of support services and advice to students for social support arrangements. Experience of working with Trainees for who English is not their first language.
<b>Music education expertise</b>	Experience of developing and delivering a music curriculum in line with <i>Right Expertise</i> which develops Trainees' abilities to the highest standard.
<b>Vocational education expertise</b>	Experience of developing and delivering vocational curriculum in line with the Music Development Programme which develops trainees' abilities to the highest standard.
<b>Literacy expertise</b>	Experience of developing and delivering literacy skills in line with <i>Right Person</i> which develop Trainees' abilities to the highest standard.
<b>Numeracy expertise</b>	Experience of developing and delivering numeracy skills in line with <i>Right Person</i> which develop Trainees' abilities to the highest standard.
<b>Pupil tracking and data</b>	Collection of and use of the data relating to Trainees in order to drive improvement within the school.
<b>Behaviour management</b>	Experience of implementing effective policies and procedures to manage learner behaviour and optimise attendance at school.
<b>Assessment management</b>	Experience of implementing effective formal and informal assessments across whole school and engaging with awarding bodies.

A description of the members of our proposal group with education expertise is below.


<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b></p> <p>In the application stage ██████████ has committed up to 5 hours per week to ELAM.</p> <p>In pre-opening ██████████ will continue to commit up to 1 working day per week to the school and this will increase on an ad hoc basis as necessary.</p> <p>Once the school is open, ██████████ will commit the time necessary to serve as a governor and to guide the school through the initial stages of being open. This should be equivalent to no more than 1 working day per week.</p>
██████████	
██████████	
<p><b>Role during the application and beyond:</b></p>	<p><b>Time Commitment:</b></p> <p>During the application stage ██████████ has committed up to 20 hours per week to develop all stages of the application.</p> <p>In the pre-opening stage ██████████ will potentially take on a full time paid</p>

	<p>role to manage the project. This will be subject to the conflicts of interest procedure, a fair and open recruitment process and the approval of the governors. If [REDACTED] is not appointed, he will still commit the equivalent of up to two working days per week to ELAM.</p> <p>Once ELAM is open, [REDACTED] will commit the equivalent of at least one working day per week as necessary in the first year of opening.</p>
<p>[REDACTED]</p>	
<p><b>Role during the application and beyond:</b> [REDACTED]</p>	<p><b>Time Commitment:</b></p> <p>During the application stage, [REDACTED] has committed up to 20 hours per week to develop the education plan for ELAM.</p> <p>In the pre-opening stage [REDACTED] will be able to spend the equivalent of 2 working days per week working on ELAM.</p> <p>Once open, this will reduce to an equivalent of one working day per week as necessary.</p>
<p>[REDACTED]</p>	
<p><b>Role during the application and beyond:</b> [REDACTED]</p>	<p><b>Time Commitment:</b></p> <p>During the application stage [REDACTED] has committed up to 20 hours per week to ELAM.</p>

	<p>██████████ is self-employed and is able to take a part time unpaid role working on ELAM in the pre-opening stage of 2.5 working days per week.</p> <p>Once ELAM is open, ██████████ will commit the equivalent of at least one working day per week to the school in the first year of opening.</p>
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<p>██████████</p>	
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<p><b>Role during the application and beyond:</b></p> <p>██████████</p>	<p><b>Time Commitment:</b></p> <p>During the application stage ██████████ has committed up to 20 hours per week to ELAM.</p> <p>██████████ is able to commit the equivalent of 2 working days per week to ELAM during the pre-opening phase.</p> <p>Once ELAM is open, ██████████ will commit the equivalent of at least one working day per week in the first year of opening.</p>
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**The BRIT School**

The BRIT School is a Performing Arts and Technology School in Croydon for 14-19 year olds dedicated to education and vocational training for the performing arts, media, art and design and the technologies that make performance possible. The BRIT School is known for being unique and pioneering in its approach to education. It is a vocational school that also provides an excellent general education to prepare young people for the future. Students are encouraged to go on to specialist colleges and universities or into employment in the creative industries and the majority do so.

The school has formidable resources, to allow students to study in sophisticated environments equivalent to a modern workplace. The school greatly benefits from the advice and support given to students and staff from a wide range of friends in the music and wider arts industries.

The school has a unique atmosphere of support and respect which helps cultivate the ability and talent of young people. Students and staff have created an open,

friendly, flexible yet rigorous approach to study which has led to a range of outstanding outcomes for students.

**Role during the application and beyond:**

██████████

**Time Commitment:**

Advice will be provided on an ad hoc basis but we have been given access to key staff to be able to contact them directly.

A more formal system of review will be put in process once ELAM opens.

██████████

██████████

**Role during the application and beyond:**

██████████

**Time Commitment:**

In the pre-opening stage ██████████ will provide advice regarding the design of the literacy curriculum. The time involved will amount to one working day per month.

██████████, *National Numeracy*

██████████

**Role during the application and beyond:**

**Time Commitment:**

In the pre-opening stage ██████████ will provide advice regarding the design of the numeracy curriculum. The time involved will likely amount to one working day per month.

<b>Point Blank</b>	
<p>Point Blank Production College is a private college based in Hoxton, East London. Point Blank provides a range of courses in music production, performance and business and has been voted 'Best Music Production and DJ College' 6 times in the annual T-Scan awards. Point Blank provides a range of full time and part time course for post 16 learners with most learners aged between 18 and 25. Although the courses are privately funded by attendees, they do offer some scholarships and they are willing to extend scholarships to Trainees. Point Blank has recently launched an online degree level course accredited by Middlesex University.</p>	
<p><b>Role during the application and beyond:</b> Point Blank will provide advice in the pre-opening stage on the design of music and production focused curricula. In additional they will provide advice on Higher Education options for Trainees. Once the school is open we will continue to work with Point Blank to develop HE pathways for learners. Point Blank will also contribute to the Music Insider Series.</p>	<p><b>Time Commitment:</b> It is difficult to quantify the time needed for Point Blank's contribution. The organisation is committed to ELAM and will provide advice and help as necessary on an ad hoc basis.</p>
<b>Community Music</b>	
<p>Community Music is the country's longest standing youth and community music organisation. CM has been working in Tower Hamlets for the past 7 years and in Greater London for over 30 years. CM works with young people aged 13+ to provide creative music making opportunities for people of all backgrounds through courses, live gigs, informal training, degree level music production and business training, free instrumental tuition, career development and support packages and music leader training courses. All programmes are free or offered at a very low cost. CM works directly with the local community running grass roots projects and delivering tailor made training and support on both a one on one and group level. All CM's tutors and leaders are professional musicians or producers currently working in the music industry. CM works with a range of community education and industry partners to deliver services.</p>	
<p><b>Role during the application and beyond:</b> CM recognizes a clear need for quality, industry relevant and accredited music provision for young people in East London aged 16-18. They will assist in pre-opening and once the school is open to ensure that ELAM's curriculum complements existing provision in East London in order to make the most of possible progression routes into and out of the Music Development Programme.</p>	<p><b>Time Commitment:</b> It is difficult to quantify the time needed for CM's contribution. The organisation is very committed to ELAM and the Vision and will provide advice and help as necessary on an ad hoc basis.</p>



<p>Once the school is open ELAM learners will work with CM to assist with their provision for young people in the borough through the Enterprise unit of the Music Development Programme. CM will work with ELAM to develop HE pathways for learners and will also contribute to the The Open Series.</p>	
<p>██████████</p>	
<p>██████████</p>	
<p><b>Role during the application and beyond:</b> ██████████</p>	<p><b>Time Commitment:</b> ██████████ will advise as necessary on an ad hoc basis during the pre-opening stage.</p>
<p>██████████</p>	
<p>██████████</p>	
<p><b>Role during the application and beyond:</b></p>	<p><b>Time Commitment:</b></p>

	will advise as necessary on an ad hoc basis during the pre-opening stage.
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**F2 1.2 Key education skills needed matched with ELAM’s current expertise**

In the below table we have detailed where there is existing expertise within the proposal group and our advisers. This has been ordered as follows:

- Highlighted green and grouped together at the top of the table are the areas where we have sufficient expertise for the pre-opening stage.
- Highlighted amber and grouped together at the bottom of the table are the areas where we have some expertise but there is a need for some additional personnel or skills.

Skill	Existing Expertise			
Curriculum Design				
Teaching and Learning				
Awareness of statutory/regulatory changes				
Leadership				
Music education expertise				
Literacy expertise				
Numeracy expertise	National Numeracy			
Pupil tracking and data				
Assessment management				
Behaviour management				
Special Educational Needs and Learner Support including EAL				
Timetabling				
Vocational education expertise				

**F2 1.3 Plans for filling skills gaps**

The team behind the ELAM proposal has within it an extremely high level of relevant educational expertise. The main gap is in capacity in order to make use of relevant expertise for ELAM. The recruitment of a full time project manager in the pre-opening stage will allow for best use to be made of the relevant skills and experience of our group by removing any unnecessary administrative burdens and making sure that time is used by the right people in a focused and efficient manner. The salary of a project manager would come from the project development grant.

In order to fill the skills gaps identified and build capacity, we will seek to recruit a Principal to be in post by January 2014. Details of the role of the Principal and recruitment process can be found in Sections D3, F1 and F5. The salary of the Principal from January 2014 until September 2014 would come out of the Project Development Grant.

The Principal we recruit will be able to offer additional skills and time in relation to leadership. In addition, the individual will have acted in a senior leadership role in schools before so will have experience of matters such as pupil tracking and data, behavior management, assessment management and timetabling. Our Principal will also be required to have successful teaching experience at post 16 level and evidence of involving employers in curriculum which will provide them with vocational education expertise.

In order to fill the skills gap in relation to Special Educational Needs, Learner Support and English as an Additional Language in the pre-opening stage we will seek to work with the local authority and other local schools. If necessary, we may engage an SEN specialist on a consultancy basis for a period during pre-opening to advise on any areas where we do not have sufficient expertise. Once the school is open, SEN responsibility will be held by the Head of Personal Expertise.

## Section F3

### F3 1.1 Key Financial Skills

The key financial skills that are needed to set up and run ELAM are as follows:

Key financial skills	
<b>Financial planning</b>	An annual budget will need to be prepared. Planning and budgeting for the short, medium and long term future of ELAM's financial position will be required. This will include experience of financial modeling to provide a sensitivity analysis in order to examine the financial implications of various different scenarios.
<b>Financial governance</b>	Accounting policies will need to be put in place and followed by the governing body. This will include procedures for any changes to the approved budget being notified to the governing body as well as systems for who can authorize payments.
<b>Financial control and risk management</b>	Financial controls must conform to the requirements of both good propriety and good financial management to ensure that transactions are properly processed and errors are detected promptly. It will include the management of banking, debt and cash flow.

<b>Accounting</b>	Full and accurate accounting records must be maintained. Once ELAM is open, annual financial statements will need to be prepared for each financial year and independently audited by a registered auditor.
<b>Procurement and competitive tendering</b>	Once approved, ELAM will be a public sector authority so must follow the rules of procurement whenever spending public money. The rules aim to ensure that public funds are spent openly and fairly, and make the most of every budget, while protecting the Academy Trust against legal challenges, financial penalties and damage to reputation.

A description of the members of our proposal group with financial expertise is below.

[REDACTED]	
[REDACTED]	
<b>Role during the application and beyond:</b> [REDACTED]	<b>Time Commitment:</b> During the application stage [REDACTED] has committed up to 10 hours per week to ELAM.  In the pre-opening stage [REDACTED] will commit the equivalent of one working day per week to the project.  Once the school is open this will likely reduce to 0.5 working days per week.
[REDACTED]	
[REDACTED]	

<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b></p> <p>During the application stage ██████████ has advised on an ad hoc basis.</p> <p>In the pre-opening stage ██████████ is able to commit the equivalent of 1.5 – 2 working days per week as required.</p> <p>Once the school is open, this time commitment will amount to 0.5 days per week.</p>
██████████ ██████████	
<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b></p> <p>See Section F2.</p>

**F3 1.2 Key financial skills needed matched with ELAM’s current expertise**

In the below table we have detailed where there is existing expertise within the proposal group and our advisers. This has been ordered as follows:

- Highlighted green and grouped together at the top of the table are the areas where we have sufficient expertise for the pre-opening stage.
- Highlighted amber and grouped together in the middle of the table are the areas where we have some expertise but there is a need for some additional personnel or skills.

Skills	Existing Expertise
Financial planning	
Financial control and risk management	
Financial governance	
Accounting	
Procurement and competitive tendering	

### F3 1.3 Plans for filling skills gaps

In order to fill the skills gaps identified we will seek to use the services of an external team of accountants or financial planners who can assist with accounting, procurement advice and putting appropriate controls and making sure appropriate controls and policies are in place. They will also be able to advise in relation to budgeting. This will not be a full project management role but any suppliers will work with the Principal (once recruited), [REDACTED], [REDACTED] and the Project Steering Group in the pre-opening phase so that the member of staff dealing with Finance can take over this role upon opening.

## Section F4

### F4 1.1 Key Other Skills

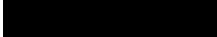



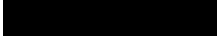

The other key skills needed to set up and run ELAM are as follows:

Key skills	
Setting up and running an organisation	The establishment of a new organisation and the skills around management of time and resources needed to sustain this.
School governance	Knowledge of the operation and structure of school governing bodies and trustee boards as well as the relevant applicable legal framework.
Recruitment and HR	Expertise in the processes required to recruit staff and manage staff once recruited.
Performance management	Performance management to ensure that ELAM's goals are consistently being met in an effective and efficient manner. This can relate to staff and other areas.
ICT operations	The implementation of ICT systems and strategy which aids the work of an organisation. This includes overseeing all technical and administrative processes and implementing new technology and systems.
Marketing and outreach	We will need to market ELAM in order to effectively communicate the vision to prospective students, industry partners, staff and other stakeholders. This will include managing the ELAM brand, maintaining and improving the website, creating a prospectus and handling press enquiries. One of the main aims of marketing will be to effectively target those talented young people in East London for whom ELAM will provide an opportunity to reach their full potential.
Project	Project management is the discipline of planning, organising,

<b>management</b>	securing, managing, leading, and controlling resources in order to successfully open ELAM as a school.
<b>Industry engagement and knowledge</b>	Expertise and experience of the music and creative industries.
<b>Community engagement and knowledge</b>	It will be essential that we are fully engaged with the community of East London. This will include the local authority, schools, youth groups, community groups, music groups, local businesses and young people throughout the target boroughs.
<b>Legal knowledge</b>	Expertise in the varying areas of law applicable to ELAM. These will include company law, charity law, education law, property law, procurement, commercial law, employment law, public and regulatory law and construction law.
<b>Professional development</b>	Facilitating professional learning opportunities among staff members is key for ELAM. Systems should be in place for teachers to learn with and from one another and to develop professionally in order to continually improve their own skills and the overall quality of teaching at the school.
<b>Health and safety arrangements</b>	Health and safety arrangements must be put in place to assess the risks to the health and safety of staff and students within the school.
<b>Safeguarding</b>	Knowledge of safeguarding legislation and government guidance to implement effective procedures in order to protect students.
<b>Finding premises</b>	Understanding the needs of premises for ELAM and being able to assist the EFA with the identification, appraisal and valuations of premises and development opportunities where premises for ELAM could be included.
<b>Design and construction</b>	Assisting in the design and alteration of premises for ELAM once these have been identified in order to create a working environment that serves to further the vision and core beliefs of the school.

A description of the relevant expertise of the members and directors of the Academy Trust is below. All company law members of ELAM have made up the core team behind the application. Therefore, in addition to the description of their individual roles, all members have contributed to the drafting of the application, the gathering of evidence of demand, community engagement, and the organisation of the ELAM launch event and marketing.




<b>Role during the application and beyond:</b> See Section F2.	<b>Time Commitment:</b> See Section F2.
 	
<b>Role during the application and beyond:</b> See Section F2.	<b>Time Commitment:</b> See Section F2.
 	
<b>Role during the application and beyond:</b> See Section F2.	<b>Time Commitment:</b> See Section F2.
 	
<b>Role during the application and beyond:</b>	<b>Time Commitment:</b>

See Section F2. [REDACTED]	See Section F2.
See Section F3.	
<b>Role during the application and beyond:</b> See Section F3. [REDACTED]	<b>Time commitment:</b> See Section F3.
[REDACTED]	
<b>Role during the application and beyond:</b> See Sections F2 and F3. [REDACTED]	<b>Time Commitment:</b> See Section F2.
[REDACTED]	
<b>Role during the application and beyond:</b> [REDACTED]	<b>Time Commitment:</b> During the application process [REDACTED] has committed up to 20 hours per week to ELAM.  In the pre-opening stage [REDACTED] will spend the equivalent of 1.5 working days per week working on ELAM.  Once open, this will reduce to an equivalent of 0.5 working days per week or less.

A description of the relevant expertise of the other members of our proposal group is below.

[REDACTED]
[REDACTED]

<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b></p> <p>As part of the Project Steering Group and the member of the group leading on the search for premises, ██████████ will commit the equivalent of one working day per week to the project. This may increase as necessary during certain stages of the project.</p> <p>Once open, this will reduce to 0.5 working days per week as necessary.</p>
██████████ ██████████	
<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b></p> <p>See Section F3.</p>
██████████ ██████████	

<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b>  ██████████ will assist as necessary on an ad hoc basis.</p>
██████████ ██████████	
<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b>  ██████████ will assist as necessary on an ad hoc basis.</p>
██████████ ██████████	
<p><b>Role during the application and beyond:</b>  ██████████</p>	<p><b>Time Commitment:</b>  It is difficult to quantify the time needed for Point Blank’s contribution. ██████████ and Universal Music UK are committed to the establishment of and will provide</p>

	advice and help as necessary on an ad hoc basis.
<b>Community Music</b>	
See Section F2.	
<b>Role during the application and beyond:</b> Community Music has a long history of working in Tower Hamlets and East London and will use this knowledge of the music education landscape and the community to assist us with our engagement with local stakeholders. We will work with CM when professionally developing ELAM staff and make use of the Arts and Music Leader Training Programme.	<b>Time Commitment:</b>  See Section F2.

**F4 1.2 Key skills needed matched with ELAM’s current expertise**

In the below table we have detailed where there is existing expertise within the proposal group and our advisers. This has been ordered as follows:

- Highlighted green and grouped together at the top of the table are the areas where we have sufficient expertise for the pre-opening stage.
- Highlighted amber and grouped together in the middle of the table are the areas where we have some expertise but there is a need for some additional personnel or skills.
- Highlighted red and grouped together at the bottom of the table are the areas where there is a total skills gap within the group and a need for additional personnel and skills.

Skill	Existing Expertise
Setting up and running an organisation	[Green]
School governance	[Green]
Recruitment and HR	[Green]
ICT operations	[Green]
Project management	[Green]
Industry engagement and knowledge	[Green]
Finding premises	[Green]
Legal services	[Green]

(including employment law)	
Marketing and outreach	
Design and construction	
Community engagement and knowledge	
Performance management	
Professional Development	Community Music
Health and safety arrangements	
Safeguarding	

#### **F4 1.3 Plans for filling skills gaps**

In order to fill the skills gaps identified above we will seek to recruit a Principal to be in post by January 2014. Details of the role of the Principal and recruitment process can be found in Sections D3, F1 and F5. The Principal will have experience of school leadership. This will mean he or she will have previously managed staff performance and professional development.

We will seek relevant HR support and training relating to performance management and professional development once staff have been recruited.

The process for the recruitment of governors is detailed in Section F5. It will of course be important that relevant skills are held by new governors. For example, knowledge of local community, marketing and outreach.

During the pre-opening stage, the Education Funding Agency (“EFA”) will provide support in relation to the search for premises. One of the members of our group who is a chartered surveyor will be in charge of this relationship during the premises search. Once premises have been found we may need additional support relating to the design and development of the site. We will bring in relevant external personnel where such skills cannot be found within the EFA. We will also seek the advice of health and safety consultants relating to the premises.

Along with maintaining existing relationships with local community groups and providers we will continue to form links with other local groups, schools and the local authority. Good foundations for these relationships have already been established it will just be a case of making sure these are maintained and strengthened during pre-opening to make sure we are listening to the community and making sure ELAM’s provision complements East London’s existing music education landscape.

One of the main issues during the pre-opening stage is likely to be capacity. We will build capacity by recruiting a full time project manager to manage the opening of the school (with the Principal once recruited). Once the project manager has been

recruited we may also recruit an intern or graduate for a fixed period during pre-opening to provide administrative support.

During pre-opening, supplementary legal advice will be provided as necessary. Particularly in relation to employment law, public consultations and property where necessary, we will procure relevant advice using a competitive tendering process.

We are not planning to set up more than one school during the time that we will be setting up ELAM.

## **Section F5**

### **F5 1.1 Principal**

We have not yet identified a Principal for ELAM so the governing body will recruit this person in the pre-opening stage. The roles and responsibilities of the Principal have already been outlined in Section D3 and Section F1 and this will form the basis of the job description for the candidate.

The appointment of the Principal will be one of the most important decisions the governing body will make in the pre-opening stage for ELAM. A job person specification setting out the qualifications, experience, skills and characteristics of the Principal is set out below. Most importantly the person we appoint as Principal will need to demonstrate that they understand and subscribe to the vision for ELAM and our values and core beliefs. They must have the skills and experience to be able to put in place the innovative curriculum needed for the Music Development Programme and to engage with industry in order to create outcomes and progression routes for our Trainees.

It is for the Principal to transform ELAM's Vision into a reality once the school has opened. For that reason, the Principal, although an educationalist, should have qualities which lend themselves to industry and building relationships with the music industry and beyond.

The Principal, working with and through others, will secure the commitment of the wider community to the school by developing and maintaining effective partnerships with local schools, other services and agencies for children, the local authority, higher education institutions, Industry Partners and employers. Through such partnerships the Principal will play a key role in contributing to the development of the education system at ELAM as a whole and to collaborating with others to raise standards locally.

We will not require our Principal to have the National Professional Qualification for Headship (NPQH) as we would not want to preclude a strong candidate who did not have this qualification from being appointed. However, we will take into account the NPQH standards when assessing any candidate for the role of Principal. These are:

- Shaping the future
- Leading learning and teaching
- Developing self and working with others
- Managing the organisation
- Securing accountability
- Strengthening accountability



### F5 1.2 Person Specification

Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• At least a 2:1 at undergraduate degree level</li> <li>• Evidence of continuous professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant post graduate degree</li> <li>• National Professional Qualification for Headship</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>• Experience of developing innovative new curriculum</li> <li>• Substantial successful senior school leadership experience</li> <li>• Experience of music or arts based education</li> <li>• Evidence of involving employers in curriculum development</li> <li>• Track record of successful change management and the improvement of staff performance</li> <li>• Impressive track record in delivering high quality results through strategic leadership</li> <li>• Successful teaching experience at post 16 level</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a values aligned environment</li> <li>• Experience of teaching vocational courses.</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Skilled in delivering a professional culture characterized by <i>Collaboration, Excellence, Innovation, Integrity</i>, respect for <i>Self</i> and high expectations to improve the outcomes of Trainees</li> <li>• Able to appoint new staff and ensure a rigorous and innovative curriculum offer is in place for trainees</li> <li>• Provides inspirational leadership and a consistent role model for ELAM's values</li> <li>• Able to build relationships with industry, employers, the wider community and other key stakeholders</li> </ul>	
<b>Characteristics</b>	
<ul style="list-style-type: none"> <li>• Demonstrates a passion for delivering aspirational outcomes for learners through the ELAM's Vision and Core Beliefs and for delivering education that is innovative and industry focused</li> <li>• Takes an honest and respectful approach to people and situations</li> <li>• Is a dynamic self-starter who has shown initiative previously, excited by the prospect delivering the vision of ELAM</li> <li>• Highly personally credible and able to work effectively with the GB and other staff</li> </ul>	

### F5 1.3 Recruitment of the Principal

We will advertise and shortlist candidates for the Principal over the summer (June/July/July 2013) in order to hold assessments for potential candidates in September and appoint by the end of September. This will allow three months' notice so the Principal can be in position from January 2014. We will advertise in the

Times Educational Supplement and it is likely that we will also use a head hunting service such as TES Prime. This will depend on cost and proven track record. The TES has already featured the ELAM proposal group during the application process so has already helped us to build our profile within the education sector.

We will also work with Future Leaders to see whether there are any suitable candidates within their network. We will make sure that all elements of the recruitment process comply with employment law and equalities legislation.

We will seek to succinctly communicate ELAM's Vision and Values in the initial advert and highlight our innovative curriculum and unique partnerships with industry. The advert will provide a link to a recruitment section of our website which will provide a more detailed outline of the school and our curriculum. There will also be a job description (which will cover the main purpose and objectives of the role, the organisational structure of ELAM and the main tasks and responsibilities of the Principal) and person specification (as above) and an application form to be completed by candidates. We will ensure that all requirements within these documents can be objectively justified by reference to the Principal role and that they do not indirectly discriminate against any applicant groups.

The application form will ask for details of qualifications and previous employment. We will also ask candidates to provide evidence in relation to the person specification criteria and a personal statement summarizing the key challenges the candidates see for the position and what specific skills and attributes they will bring. Any candidates who have been headhunted directly will also be required to complete this application process.

Once we have shortlisted applicants they will be required to complete two assessment days. The first of these will test their practical skills and the second will test the candidates' strategic thinking and understanding of ELAM's Vision.

For the first assessment day we will ask candidates to send in advance an outline of a programme of study they have been responsible for along with a prepared scheme of work. An interview panel will then ask questions about this on the day. The panel would also seek to test the candidates' skills in relation to the person specification. We plan to hold our first assessment day at our supporter school, the BRIT School, in order to allow our candidates to teach an example lesson which can be observed.

The second assessment day will be an interview with the panel which will test the candidates' understanding of ELAM's Vision. This will be based on their study of the DfE application form which they will have been provided with beforehand. We will also ask candidates to prepare a presentation about how they would seek to achieve an 'Outstanding' level in ELAM's first Ofsted inspection.

Once the Principal has been appointed we will ask that they join the PSG in order to be kept fully up to date with the progression of ELAM in the pre-opening stage before they commence their employment and to provide them with the opportunity to input into plans for ELAM from an early stage.

#### **F5 1.4 Recruiting other staff**

The staff required in ELAM's opening years are outlined in Section D3. We will start to advertise for teaching posts in January 2014 so that all recruited staff are in place during the summer months before the opening of the school. All staff will be in place for a minimum of 3 weeks before the school opens to provide an opportunity for them to work together before Trainees arrive.

Our recruitment methods for teaching staff and support staff will be different, however the unifying qualities found in all staff will be a shared commitment to delivering ELAM's Vision, Values and Core Beliefs. We will seek a demonstration from all successful candidates of an alignment with these qualities in their application and during assessment.

Once the school has been approved for opening we will provide information about the jobs that will be available (and when we will be recruiting) on our website and provide a forum for prospective candidates to register their interest. We will also build on our media profile in the national, local and industry press to attract high quality individuals working within the industry as well as local candidates.

From January 2014 we will advertise in the TES and industry press (such as Music Week) for teaching staff. We will hold a recruitment evening for all prospective staff in order to inform them about ELAM and meet prospective candidates. We will use this, as well as written applications, to shortlist candidates who will be assessed by teaching a lesson and an interview.

Our teaching staff will come from a cross section of music and education backgrounds. We will want our cross section of staff to embody the ELAM Values and be exemplars of *Right Person* and *Right Expertise* in order to be able to help our Trainees become Industry Ready.

Not all of our teaching staff will be required to have Qualified Teacher Status although we have outlined in Section D3 where this is a prerequisite. However, we will support any teaching staff that we recruit without QTS to achieve this while they work at ELAM. We will be committed to continual professional development all staff once recruited and see this as a valuable part of the offer to work at ELAM. In particular, we will look for CPD opportunities with Industry Partners. For Music Tutors we will work with Community Music and where appropriate make use of the Arts and Music Leader Training Programme.

We will advertise for support staff in local press and recruitment agencies.

#### **F5 1.5 Recruiting Governors**

The existing governors of the Academy Trust are outlined in Section B of the form. The skills of those governors, as well as the skills of those we have identified as prospective governors, are detailed in Sections F2-F4 above.

The roles and responsibilities of the governing body are outlined in Section F1. To operate effectively the governors of ELAM will need to represent a breadth of skills and sector experience in order to oversee the implementation of the school in the pre-opening stage and to manage the operation of ELAM once open. The skills,

experience and representatives to be found within the governing body as a whole can broadly be categorized as follows:

- Leadership
- Education (curriculum, organisation of learning, staffing)
- Representation from the music industry
- Representation from the Higher Education sector
- Finance
- Business operation
- Legal, including employment law
- Strategic planning
- Safeguarding
- HR and performance management
- Health and Safety
- Estates/buildings
- Marketing/PR
- School improvement experience
- Knowledge of music education and vocational education
- Local and community knowledge

As detailed in Sections F2-F4 above, our existing and proposed governors already have some of these relevant skills and experience. However, where there are gaps in the skills required these will be identified and additional governors will be appointed.

As ELAM has already received coverage in local, national and industry press, we will seek to use this profile to appeal to a cross section of potential governors. Our website allows people to register their interest in the school and already this has led to some meaningful connections from individuals who have skills that we will require from governors. From early 2013 we will advertise specifically on the ELAM website for individuals with the skills we are looking for to add to our governing body.

As we continue to build partnerships with members of the community, industry and educational institutions we will look for individuals who would add value to the governing body from these groups. In addition, once ELAM is approved for opening we will advertise with the School Governors' One Stop Shop. We will also approach any key individuals who we have identified as having the relevant skills needed for our governing body.

Once we have identified interested individuals with the relevant skills, we will ask them to provide a CV and arrange for them to meet a panel of individuals from the current governing body and members to discuss:

- ELAM's Vision, Values and Core Beliefs;
- their experience;
- their time availability; and
- the role of governor.

The governing body will discuss any potential candidates and seek references if appropriate. The governors will then recommend appropriate individuals to the members to be appointed.

All governors will have a shared commitment to delivering ELAM's Vision and Core Beliefs. Members of the governing body will represent a cross section of experience from within the music industry, education and the local community.

All governors will receive an induction and a comprehensive handbook will be compiled. This will include the Articles, this application document, any policies adopted by the governing body, an up to date summary of the accounts of the Academy Trust and training on the key responsibilities of governors based on the NCVO Code of Good Governance. All governors will receive thorough training to include Ofsted's training on effective good governance.

We would aim for the governing body to be complete for the pre-opening stage by August 2013. Once the school is open, there will also be the addition of at least one parent governor, who will be elected by the parents of the school. There will also be at least one staff governor in addition to the Principal. Although not required by our Articles, we would also seek to have a representative from the local authority or someone with very strong links to the local community.

## **Section G**

### **G 1.1 Financial Overview**



## Section H

### H 1.1 Premises

In conducting our initial search for ELAM's premises in Tower Hamlets we have undertaken the following steps:

- We have met with Tower Hamlets Council and discussed our plans and premises requirements so that ELAM can be considered if any appropriate sites become available and known to the Council.
- We have been working with the office of Munira Mirza, the Deputy Mayor for Education and Culture with the Greater London Authority who have undertaken a search of the GLA property database.
- We have attended site match events for free schools at City Hall and had discussions with other local authorities in East London about potential premises (Southwark and Hackney).
- We have discussed our requirements with local property developers working in the East London area to make them aware of the plans for ELAM and our premises requirements.

Thus far, we have not identified a 'preferred site' for ELAM. However, the search undertaken by Munira Mirza's office of the GLA database has brought up two possibilities of premises for ELAM. One of these has very recently come to our attention and is an undeveloped and currently unused site in Bromley-by-Bow. This site is extremely close to Bromley-by-Bow tube station so would have excellent transport links for learners and is situated in the heart of East London. The total site area just exceeds 2,058m<sup>2</sup> which is the site area ELAM will be entitled to (as calculated in accordance with BB98 – The Briefing Framework for Secondary School Projects).

Currently the site is not available. However, it is expected to become available early in 2013 and the GLA would like to discuss the possibility of this site for ELAM with the EFA if the school is approved. If this site were chosen for ELAM this would require a 'new build' in order to provide suitable premises. We understand that this is not the preference of the EFA but we would like to explore the possibility of developing such a site.

Another possibility for premises is that of temporary accommodation (due to size) for the first year that ELAM is open. This would be making use of unused space within [REDACTED], an existing site on Bethnal Green Road in the West of Tower Hamlets, our preferred area. The space is not large enough to accommodate ELAM into the second year of opening therefore this is not currently a preferred site. However, it would provide a short-term solution whilst we seek other opportunities and premises in this location to see if these could be combined. The location would be easily accessible for learners, and there are a considerable amount of synergies as [REDACTED] is already delivering world-class artistic programmes to the communities of East London with high specification facilities. Maximising use of space would enable [REDACTED] as an organisation to reach more individuals in its target groups and strengthen its financial position. It would also allow ELAM to make use of existing facilities, to be embedded in the community and to work with those offering existing provision which would enhance the delivery of the ELAM vision.

We will continue to look for and analyse potential, suitable properties and feel that with the expertise we have within the ELAM Team we will be able to deliver a solution in conjunction with the EFA within the time frame needed should the school application be successful.

### **H 1.2 Capital Funding**

In conjunction with any successful application we will actively pursue funding from our Industry Partners and companies and trusts involved in the music and creative industries. This may come through the ELAM Foundation which will be a charitable company limited by guarantee with the aim of raising funds from Industry Partners and others to make grants for the advancement of education of young people in East London. Some of these grants would be made to ELAM as well as to other school and community groups in the area.

Below is a sample list of the companies and trusts that we have already approached and the rationale behind doing so. From initial discussions we have had, we have reason to be confident that we will be able to secure a significant amount of funding. While this provides greater reliability of income, we will not structure our budget to be reliant on these extra sources of income:

- **Universal Music Group**
- **Universal Music Publishing Group**
- **EMI Music Sound Foundation**
- **PRS for Music**
- **PRS for Music Foundation**
- **The BPI**

An alternative source of revenue is events or initiatives set-up with and by external parties in conjunction with ELAM such as an annual concert.