

Free Schools in 2014

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to:

mainstream.fsapplications2014@education.gsi.gov.uk

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

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

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

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<u>Section A</u> : Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section B</u> : Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section C</u> : Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section D</u> : Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section E</u> : Evidence of demand	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section F</u> : Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section G</u> : Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
<u>Section H</u> : Premises	<input 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 type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only : 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 mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input 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 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <u>Section A</u> 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 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Toot Hill School The Banks BINGHAM Nottinghamshire NG13 8BL
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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: .This application plus one other: Trent Bridge Free School

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 type="checkbox"/> Yes <input checked="" 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:	
Details of company limited by guarantee		
13.	Company name: Torch Academy Gateway Trust	
14.	Company address: The Banks BINGHAM Nottinghamshire NG13 8BL	
15.	Company registration number and date when company was incorporated: 7635510 16 th May 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Toot Hill School, The Banks, Bingham Nottinghamshire NG13 8BL; Meden School, Burns Lane, Market Warsop, Mansfield, Nottinghamshire NG20 0QN	
Company members		
<p>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.</p>		
18.	Please confirm the total number of company members: 13	
19.	Please provide the name of each member below (add more rows if necessary):	
	[REDACTED]	
	[REDACTED]	
	[REDACTED]	
	[REDACTED]	

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):

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

21. Please provide the name of the proposed chair of the governing body, if known: [REDACTED] [REDACTED] [REDACTED].

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:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

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).	
Existing providers		
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	136878
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:	11-18 1666
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: 7-8 December 2011 http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136878	
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: https://email/owa/redir.aspx?C=35c6e9d42d894856b67f445538d14680&URL=http%3a%2f%2fwww.education.gov.uk%2fcgi-bin%2fschools%2fperformance%2fschool.pl%3furn%3d122865%26superview%3dsec https://email/owa/redir.aspx?C=35c6e9d42d894856b67f445538d14680&URL=http%3a%2f%2fwww.education.gov.uk%2fcgi-bin%2fperformancetables%2fschool_10.pl%3fNo%3d8914404%26Mode%3dZ%26Type%3dSC%26Phase%3d1%26Year%3d10%26Begin%3ds%26Base%3db%26Num%3d891 https://email/owa/redir.aspx?C=35c6e9d42d894856b67f445538d14680	

	 &URL=http%3a%2f%2fwww.education.gov.uk%2fcgi-bin%2fperformancetables%2fschool_09.pl%3fNo%3d8914404%26Mode%3dZ%26Type%3dSC%26Phase%3d1%26Year%3d09%26Begin%3ds%26Base%3db%26Num%3d891
32.	<p>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:</p> <p>The Torch Academy Gateway Trust is a multi-academy trust and Toot Hill School is its flagship school. Toot Hill School converted to an academy on 1st July 2011 and the academy converted to a multi-academy trust on 13 August 2012 by Deed of Variation on the original Funding Agreement to a Master Funding Agreement in order to sponsor the conversion to an academy of Meden School.</p>

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.

Print name: XXXXXXXXXX

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:	NOTTINGHAM FREE SCHOOL
2.	Proposed academic year of opening:	2014-15
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 checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	1 ST September 2020
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:	██████████, Nottingham
12	Please tell us how you found this site:	Local knowledge and Enquiry through Nottinghamshire County Council directorate
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Nottinghamshire County Council
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Nottingham City Council
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. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

Section C: Education vision

Please refer to page 19 of the 'How to Apply' guidance for what should be included in this section.

SECTION C: Education Vision

Foreword:

Every child deserves a first class education in order to access opportunities for a lifetime. A lack of opportunity diminishes not only individuals but also the communities they live in. Education is the key to building successful and prosperous communities. A wide range of evidence supports the existence of clear link between the quality of educational provision and the overall quality of community life. The TAG Trust has a record of delivering high standards in several contexts, is led by an experienced National Leader of Education (NLE) and our flagship school, Toot Hill School, was judged as 'outstanding' by Ofsted in December 2011. We believe in the moral purpose of improving educational provision and strongly believe that the community to be served by the Nottingham Free School needs a high performing secondary school.

Our Vision for The Nottingham Free School

The Nottingham Free School will provide pupils with an outstanding and distinctive secondary school experience. Our core curriculum, focussed on the English Baccalaureate Diploma, will ensure pupils are equipped with the qualifications and skills required to succeed in life and to access higher education. Our extended school day will allow pupil to participate in an extensive 'additionally' programme, which focuses explicitly on developing pupil leadership and performance skills and self-confidence. Following extensive community consultation the school will specialise in performing arts and science. As such we will explicitly promote public speaking and creativity, through LAMDA qualifications and wide-ranging performing arts programmes.

The Nottingham Free School will take advantage of the performing arts scene in the local community, linking with local art, drama and music groups. We will also link with other professional groups in Nottingham, including the Nottingham Playhouse. We also intend to form close links with wider plans to develop creativity in Nottingham City. Plans for the development of an identifiable creative quarter in the city formed a central part of Nottingham City Council's successful bid for a Government-sanctioned City Deal, which gives it money and powers to boost the city economy. We believe that a Free School, with a strong creative focus sits naturally with these wider plans and would be uniquely positioned to complement the City Deal initiative.

Our teaching organisation, using a proven 'tiering' system, will ensure that pupils are appropriately challenged and that learning is personalised. We will use links with the University of Nottingham to offer enhanced Scientific opportunities and encourage the study of related disciplines, for example statistics.

Our provision will differ from those of other local schools. Our distinctiveness is demonstrated by our:

- Extended learning day, offering 30 hours of learning each week
- Strong emphasis on the arts, performance, public speaking and pupil leadership
- Commitment to strong community links and using community resources and expertise to enhance pupil learning
- Different holiday pattern, reducing the long summer holiday, to ensure better continuity for learning
- Relentless commitment to strong achievement for every pupil, regardless of what it takes
- Three year Key Stage 4, allowing a more 'in depth' study of GCSE options and learning.
- English Baccalaureate 'Core Curriculum' that includes the opportunity to study Latin
- Organisation of teaching groups in to 'tiers', ensuring that teaching is pitched to appropriately stretch and challenge pupils
- Our rejection of traditional school operational models. Our school day has varied lesson length and is structured to support effective learning, rather than organisational need.
- Provision of English and mathematics lessons every day to ensure continuity of learning
- Strong focus on developing self-esteem and confidence, including using LAMDA qualifications to support public speaking.
- Teaching of single science throughout the school
- Small school ethos and setting, focussed on personalising learning, early intervention and enhancing pupil wellbeing. Our school will support up to 580 pupils, other local schools are often larger.
- Strong pupil voice ethos, encouraging pupils to own and shape the school
- Personal mentoring programmes for every pupil, where pupils meet to discuss goals regularly with their mentor and termly with parents and mentor
- Use of professional 'coaches' from performing arts groups to develop excellence
- Fully Masters qualified teaching staff

We have a proven track-record of delivering outstanding educational standards and the children served by The Nottingham Free School will benefit from our expertise. Our multi-academy trust group consists of two secondary schools. Ofsted judged our flagship school, Toot Hill School, as 'outstanding' in December 2011. We have a truly comprehensive intake and have secured consistently high outcomes for our pupils. This includes 100% 5+A*-C rate over the past four years; an EM count of 82% last summer; and a value added score of 1042. These results place Toot Hill School in the top 2% of all schools nationally for pupil progress. Ofsted judged Toot Hill School to be 'outstanding' in 18 areas, including teaching and learning; leadership; care, support and guidance; curriculum provision; and achievement. We propose to bring this excellence to the Nottingham Free School.

Our Executive Headteacher is a National Leader of Education, with wide ranging expertise in securing high standards. An experienced wider leadership team recognised by Ofsted as 'very strong' supports him. This expertise will ensure that the Nottingham Free School has support from proven educational leaders, with a track record of delivering Ofsted recognised 'outstanding' provision.

Our ability to operate in a different context is demonstrated by our work with Meden School.

Meden was placed in 'special measures' in April 2011 and we were invited to formally sponsor the school. Meden serves a deprived former mining community and we have transformed outcomes and aspirations since our involvement. This includes raising the GCSE 5+ EM count from 37% to 67% over two years. Meden secured three 'good' grades when brought out of 'special measures' last summer. Ofsted highly praised the rapid transformation of the school under the leadership of the TAG Trust.

The Nottingham Free School will consequently benefit from being part of a wider group of schools and from the TAG Trust's strong track record of success. We will use proven teachers, methodologies and school leaders from within the group to ensure that standards are outstanding.

RATIONALE: The Case for the school.

The Sherwood, Carrington and Mapperley areas of Nottingham are not served by a local secondary school. This results in pupils dispersing after primary school and travelling to a large number of different secondary schools, some in Nottingham City, others in Nottinghamshire. This is illustrated by Haydn Primary School where pupils left to 17 different secondary destinations last summer and Westdale Junior School, where pupils left to 11 different destinations. Parents and Primary Headteachers have expressed to us their strong concern about this situation, with many stating that the lack of a good, local secondary school weakens the community. Many parents have stated to us that they currently have to consider moving house in order to ensure their child can access a good, local school.

Secondary school standards vary significantly and there are huge capacity issues in the stronger schools that parents often opt for, beyond the city. It is reported that there were 545 applications for 260 places at Arnold Hill School (Ofsted 'good') and that Redhill School (Ofsted 'outstanding') is similarly oversubscribed. Gedling District Council has indicated to us that there are additional plans for a further 7,500 houses in the Arnold area of Nottingham, which will further reduce places in these two schools for pupils living in our proposed catchment area.

The demographic in the area indicates that the current shortage of good school places will worsen by 2014 and that there is a clear need for additional strong educational provision. Nottinghamshire Local Authority supports this view. Large areas of our proposed catchment fall within Nottingham City and the data illustrated below clearly demonstrate the low standards that exist in schools within the city boundary.

Consequently the rationale for the Nottingham Free School is based upon the following premises:

- 1. To offer parental choice to a community where access to a good, local school does not exist.***

Places at the two highest performing, accessible schools are very difficult to secure for parents living in our proposed catchment area. Arnold Hill School had 545 applications for 260 places last summer and Redhill School is also oversubscribed, with waiting lists in every year group. Pupils disperse to a wide range of other secondary schools and many travel significant distances out of the city, as many parents have little confidence in the nearest secondary schools Djanogly City Academy, Big Wood School, Carlton Academy

and Gedling School.

2) To enable pupil to attend a high performing school and secure the academic qualifications needed to progress to higher education.

Nottingham - North									
Local Schools	ACHIEVEMENT (2011)				OfSTED Grades				
	5+ A*-C (EM) GCSEs only (%)	5+ A*-C (EM) GCSEs or equiv. (%)	E.Bac. (%)	VA	Report date	Overall Grade	Capacity	Pupil Attainment	
<i>Djanogly City Academy</i>	25	38	1	982	<i>Nov 2011</i>	3	3	4	
<i>Big Wood School</i>	40	43	1	974	<i>Nov 2012</i>	3		3	
<i>Top Valley</i>	13	35	2	1004	<i>June 2011</i>	3	2	4	
<i>Gedling School</i>	40	50	7	975	<i>November 2011</i>	3	3	4	
<i>Wheldon School</i>	46	53	5	995	<i>June 2011</i>	3	2	3	

As the table above indicates the performance of the schools most local to our proposed catchment area are significantly below national averages. The table illustrates that pupil progress levels are consistently low; that only a minority of pupils achieve five good GCSE grades including English and Maths; and that the English Baccalaureate Achievement levels are significantly below national averages.

The Nottingham Free School will deliver outcomes for pupils that will far exceed the performance levels of all of these schools. Our targets are high: for the English Baccalaureate Diploma we are targeting 75%; for 5+ A*-C EM we are targeting 80%. As such the Nottingham Free School will significantly improve outcomes for pupils.

Our strong track record demonstrates our ability to significantly outperform these schools. At Toot Hill School 100% of pupils have secured five good grades at GCSE for the past four years; our EM count has risen progressively to 82%; and our value added is 1042. We have improved Meden School's outcomes from 37% 5+ EM to 67% in just two years and its value added rating has risen from 978 to above 1010 in our first year of leadership.

According to the new Ofsted Framework all of these schools would officially 'require improvement' and many would be at risk of entering an Ofsted category.

Consequently there is a compelling case for an additional school, led by an organisation with an outstanding track record and headed by a NLE. It is stated government policy that 'every child deserves a good school,' we see the establishment of the Nottingham Free School as providing our community with that choice for the first time.

3) To offer an academic curriculum that is currently lacking in some local schools.

English Baccalaureate achievement is extremely low in schools highlighted. Academic achievement is equally low in terms of the 5+ A* - C (EM) measures and even lower in relation to the 5+ A*-C GCSE only measure. Headline figures are improved, though only relatively, once vocational BTEC qualifications are included.

This demonstrates that local schools are not successfully delivering an academic curriculum and supports the need for a school that will focus on securing high English Baccalaureate

outcomes and the need for additional parental choice.

Rationale summary:

The statistical evidence clearly demonstrates an overwhelming lack of high quality, secondary school places for pupils in the Sherwood, Carrington and Mapperley areas of Nottingham. The lack of a local school, combined with the low standards of schools where pupils are offered places, demonstrates the need for a new, high achieving school. Parents are currently unsuccessful in securing places at higher achieving schools just north of the city and many are now seeking additional parental choice and have offered strong support for our proposal.

The Nottingham Free School will be highly distinctive and innovative; it will focus on the English Baccalaureate subjects and deliver high outcomes. The data indicates a demonstrable 'gap' in the local market for this type of provision. In addition our focus on expressive arts will raise levels of aspiration by encouraging pupils to engage in team activities and promote excellence and competition. This will help support our curriculum offer in raising aspirations.

The Nottingham Free School Ethos

- Sharing outstanding education practice with new communities
- Meeting parental aspirations for a high quality, academic education
- Delivering quality learning that allows children to secure high academic achievement
- Ensuring an 'achievement for all' culture
- Facilitating a range of activities that enables children to reach their potential
- Shaping a caring and supportive learning environment for children to develop in a safe and secure setting
- Developing pupil performance and leadership skills and abilities and creating enabled future leaders.
- Improving pupils' communication skills, through explicitly teaching public speaking and LAMDA qualifications
- A specialised focus on performing arts provision, to promote excellence, competition and raise self-esteem.
- Raising community aspirations. Improving the number of pupil studying 'Advanced' level courses and securing places at Russell Group Universities.

The TAG Trust has a proven record of securing and delivering high quality learning outcomes for all pupils regardless of social context. The 'pillars of success' model we have developed over recent years has successfully improved outcomes in different contexts and ensured that all pupils can achieve success.

The strategic model for the Nottingham Free School will be based on our 'pillars for success' model.

- **LEADERSHIP:** Strong leadership is essential to success. School leaders will be highly visible and lead by example. They set high expectations and hold everyone in the school accountable for outcomes.

- **PROFESSIONAL DEVELOPMENT:** Our school is committed to developing the highest quality teachers. Regular professional development opportunities will be planned. The school will join a wider 'teaching school alliance' to ensure staff collaborate with other professionals. Staff are expected to follow professional pathways, including Masters qualifications.
- **CURRICULUM DESIGN:** Our pupil will follow a curriculum designed to lead to successful GCSE outcomes, securing English Baccalaureate thresholds. This includes a longer learning week and a flexible timetable that allows a balance of longer and shorter lessons, dependant on need. Our curriculum puts learning first and will not be constrained by the unimaginative 'one size fits all' approaches found in many secondary schools.
- **TEACHING & LEARNING:** Exciting, inspiring and challenging lessons that stretch and engage pupils of all abilities. Pupils are encouraged to become independent, life-long learners.
- **LEARNING ORGANISATION:** Our pupil will be 'tiered' according to ability so that progress can be assured through lessons that are appropriately targeted and personalised. Groups will be organised upon a clear set of criteria and formally reviewed every 6 months, creating a competitive, dynamic culture. Learning will be supported through regular homework and the school VLE.
- **TRACKING & INTERVENTION:** Every pupil will understand their current learning position and their expected short, medium and long term goals. If a pupil is not on track appropriate and swift support and intervention is provided to secure targets.
- **CARE, GUIDANCE & SUPPORT:** A high focus on pupil well-being will be a central focus so we can ensure pupil are settled for learning and success and that any barriers to learning are overcome. Each pupil will have an individual member of staff acting as a guide and mentor.
- **APPRAISAL & ACCOUNTABILITY:** It is important to have robust systems of accountability and appraisal, as this improves both staff and pupil outcomes. Appraisal will be rigorous, including benchmarking outcomes.

Education philosophy

The Nottingham Free School will provide a distinctive school ethos and curriculum that will meet the aspirations of families that are currently left isolated from a first class education service and children whose life chances are consequently hindered.

At the centre of the Nottingham Free School will be teachers who have a proven track record of delivering outstanding teaching and learning. It is anticipated that many of these staff will be currently employed by the TAG Trust and so bring a proven professional provenance. Learning will be a highly planned and focussed activity where pupil will be challenged to meet ambitious and challenging learning targets.

We will develop confident, outward looking individuals who will be fully prepared to compete with the best. Our core provision will enable every pupil to secure qualifications based on

the English Baccalaureate. A range of additional options, allowing pupils to gain expertise in public speaking and creative pursuits, supports this.

The Nottingham Free School will provide a very distinctive ethos based upon the precept that every child can succeed and a 'can do' philosophy. Social and economic disadvantage will not be viewed as a barrier to high academic achievement. Indeed it will be used as a motivating factor. Developing high personal standards will be a strong theme guiding the development of young people at the Nottingham Free School. We will actively promote pupil leadership opportunities, through a wide ranging additionally programme and a pupil ambassador scheme. We aspire to create future leaders.

The ethos of the Nottingham Free School will be highly academic embedded in a strongly disciplined learning environment. We believe that all children can succeed regardless of background or prior learning. The benefits of a 'small' school will permeate every day life and pupil experiences. Pupils will be treated as an individual and their needs understood and catered for in each and every lesson. Pupils will feel safe and supported at all stages in their intellectual, physical and social development. Strong support will be provided to guide pupils to make the right decisions. This will include developing an ethos where older pupils act as positive role models and are supported to be active citizens.

Central to the Nottingham Free School's approach to realising this vision will be the consistent delivery of exciting and inspiring lessons. 90% of lessons will meet the Ofsted criteria of 'good' or better, with a strong proportion of 'outstanding' lessons. The learning environment will support this ethos as it will exude a calm and settled atmosphere where pupil can learn with a sense of peace and purpose. The school will adopt a 'zero tolerance' approach to bullying and behaviour, which disrupts learning, through firm and consistently applied behaviour policies and procedures. Whilst striving to avoid exclusion, this will be used as a sanction where necessary, in line with DfE exclusion guidance.

EDUCATION PLAN & PROVISION

We will provide a 3-form entry for 90 pupils per year group. The associated curriculum offer has been designed to enable learners to aspire to and secure first class achievement. This will ensure our vision of enabling pupils to access higher education and professional employment is realised. The curriculum experience has been designed around a core academic curriculum that will deliver the English Baccalaureate (E.Bac.). We will deliver the following range of subjects for all pupil 11-16 years of age:

English	Mathematics	Biology	Chemistry	Physics
French	Spanish/Latin	History	Geography	

In addition to the above all pupils will also study the following:

R.E. (RE will be taught in accordance with the Local Agreed Syllabus for RE)	P.E.	I.T. (Computing)	PSHE&C
Art	Music	Drama	Design & Enterprise

Beyond this broad and balanced curriculum offer, and in response to community

consultation, the Nottingham Free School will specialise in Performing Arts and Science. Science provision will include the study of single sciences throughout the school. The performing arts provision will be developed through:

- Access to specialist facilities in Nottingham, including the 'Playhouse.'
 - Strong links with the Sherwood creative community and 'The Place' Arts Centre
 - The employment of specialist staff with professional expertise in music, drama and dance
 - Engagement with the Nottingham City Creative Quarter development, as part of the New Deal initiative
 - Our enhanced performing arts provision will be delivered in extended provision time. This will ensure high levels of pupil participation, which in term will help ensure pupils develop confidence, improve self-esteem and develop performance and leadership skills. In addition to the above a range of other packages of learning opportunities will be offered:
- GCSE Options (Key Stage 4) in Art, Computing, Drama, Economics, MFL (Spanish or Latin), P.E. and Product Design.
 - Communication: all pupil will follow the LAMDA Awards for public speaking and presentation
 - Leadership training through offering CCF (Cadets), the Duke of Edinburgh Award Scheme and our pupil ambassador scheme.
 - Enterprise days linking pupils with local employers

A pupil and staff exchange scheme with the Jyvaskyla Teaching School, Finland and (potentially) with the world-renowned LaGuardia Arts ('Fame Academy') School in New York. This will extend horizons and allow us to learn from the very best international provision.

Our curriculum will ensure that pupil will experience a rich and diverse range of learning experiences that will equip them with the skills and attributes to 'compete with the best'. We will place a strong focus on developing pupil performance skills, linking to our vision of creating future leaders. An important aspect of this provision will be to explicitly teach public speaking and communication skills, through LAMDA qualifications. This will create confident, articulate pupils with the self-confidence to compete with the very best.

Our delivery model is based on a 'high intensity and deep impact' approach. Pupil will be required to commit to over 30 hours of study per week. The majority of the core curriculum provision (E.Bac.) will be delivered between 8.15am – 3.30pm each day (Monday – Thursday; Friday 8.15am – 2.45pm). The extended provision will be delivered between 3.30pm – 4.45pm across the week (Monday – Thursday).

Pupil in Years 7 & 8 (Age 11 – 13) will follow an academic pathway based upon the National Curriculum supplemented by the school's extended provision programme. Pupils in Years 9 – 11 (Age 13 – 16) will follow an academic pathway of GCSEs centred on the English Baccalaureate subjects, supplemented by the school's extended provision programme. Post 16 pupils will study a curriculum focussed on facilitating 'A' level courses.

As the school grows we intend to participate in the 'school direct' ITT scheme to recruit the very best future teachers. We will also join a teaching school alliance.

Based upon our experience as an Ofsted ‘outstanding’ educational provider we will set very challenging targets for our pupils.

Key Education Targets

MEASURE	Target	Local Schools Average
E.Bac. Diploma (%)	75%	3%
5+ A* - C (EM) (%)	80%	43%
5+ A* - C (%)	100%	57%*
VA	1020	986
3 Levels of progress – English	90%	
4 Levels of progress – English	50%	
3 Levels of progress – Mathematics	90%	
4 Levels of progress – Mathematics	45%	
Ofsted:		
Teaching & Learning	1	
Behaviour & Safety	1	
Attainment	1	
Leadership & management	1	

*on latest available data

Other key targets would include:

Attendance – overall (%)	96%
Attendance – across year variance (%)	+/- 2%
Permanent Exclusions	0 – 1 per year
Regular involvement in extra curricular activities	90%
Recorded Bullying incidents	Pro rata to recorded incidents at Toot Hill School
Homework completion	90%
Teaching & Learning (Quality)	90% of lessons are good or better
Pupil into Post 16-Advanced levels	80%
Parental satisfaction rates Pupil satisfaction rates	90% good or better
Teaching Staff participating in (or having completed) Masters qualifications by 2018	100%

These targets are both aspirational and appropriate for pupils in the area. They are significantly higher than the average outcomes secured by the five existing secondary schools in the area. Our ability to meet the headline figures is demonstrated by our track record at Toot Hill School, where 82% of pupil achieved the EM benchmarks last summer.

Similarly for the past 4 years 100% of pupils at Toot Hill School secured the 5+ A*-C threshold, with a pupil profile we anticipate to be similar to The Nottingham Free School, based on our discussions with parents and local primary Headteachers.

The progress measures are challenging and would place the school well-above national benchmarks, but achievable given our innovative teaching approaches, close monitoring of progress, commitment to early intervention and extended school day. Our ability to deliver these targets is again demonstrated by our work at Toot Hill School, where 90% of pupil made three levels of progress in English and maths in 2012.

Attendance targets are well above the average of the five local secondary schools and are suitably aspirational. Our high levels of pastoral care and smaller school context will enable us to meet these attendance targets, which are benchmarked against the Ofsted 'high' attendance thresholds. We will use the experiences and procedures developed through our existing schools. At Toot Hill School we have improved attendance from 91% to 96% over the past four years. We have also applied these procedures at Meden School, where attendance has risen from 89% to 95% over the past two years. Attendance levels at local primary schools are similar to those of Meden's feeder schools, demonstrating our ability to meet these targets.

The Nottingham Free School will deliver the Torch of Experience programme pioneered by Toot Hill School. This sets out clear targets on a wide range of areas for pupils to meet over their time at school. These targets address the following areas: Careers research; community action; preparing for their future; engagement in the Arts; engagement in out of school sports; involvement in the ranges of enterprise challenges; international exchange; participation in the pupil voice and working for a charity. Pupils will be expected to engage in ALL areas at least to 'Bronze' standard and develop engagement in five areas at Silver / gold level.

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
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		90	90	90	90	90	90	90
Year 8			90	90	90	90	90	90
Year 9				90	90	90	90	90
Year 10					90	90	90	90
Year 11						90	90	90
Year 12							72	72
Year 13								65
Totals		90	180	270	360	450	522	587

Section D: Education plan – part 2

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake, and your plans for their progression and transition.

Foreword: Given the stated vision our highly academic curriculum will provide pupils with a strongly disciplined and exciting learning environment and will ensure that all pupils will succeed and achieve. Pupils need to acquire knowledge, understanding and skills that will equip them to operate successfully in an ever-changing world. Our curriculum will enable all pupils, regardless of background and prior attainment to achieve. The proposed curriculum is intended to be an expansive one that encompasses both the formal subject curriculum and is enhanced by additional extra-curricular provision. The enhanced curricular provision will be an expected element for all pupils to engage with. Our curriculum will be accessible to all. The core curriculum offer up to the end of Key Stage 4 will be focused on a highly academic range of subjects, which will provide a platform for further and higher education. The core curriculum subjects will be centred on the English Baccalaureate diploma. This curriculum offer was one that parents strongly supported through our survey responses, with over 99% of parents strongly supporting our offer. Post 16 the provision will be an academic A-Level offer centred primarily on facilitating subjects which enable pupils to enter the full range of higher education degree courses.

Pupil Profile: Following our consultation with our community we expect the profile of learners on entry to have the following characteristics:

- Ability is slightly above national averages (28 APS) on prior attainment (estimated 28.8 APS) based upon achievement levels linked to their primary schools and parental feedback during the consultation process.
- Equal balance on gender profile.
- Ethnic profile will be in line with the national picture $\leq 20\%$ BEM
- Pupils with English as a second language will be higher than national averages approximately 15%
- Pupils with SEN at School Action + $\leq 3\%$
- Pupils with SEN at School Action $\leq 10\%$
- Pupils likely to be looked after (LAC) $\leq 2\%$

The proposed locality of the school straddles both the City of Nottingham, that contains a more disadvantaged and deprived community, and Nottinghamshire (North) County that serves a much more advantaged and enabled community.

Curriculum rationale:

- To offer a broad and balanced academic curriculum
- To deliver a core academic curriculum provision centered upon the English

Baccalaureate Diploma subjects

- To meet our statutory obligations with regards to religious education and physical education
- To supplement the core offer with a diverse range of learning experiences to enhance personal development and well-being
- To enable pupils to gain an appreciation of the importance of participation in a wide variety of aesthetic activities and physical (The Arts & Sport)
- To offer an enhanced provision in the areas of science and expressive arts
- To develop explicit opportunities for pupil leadership development
- To engineer opportunities for active citizenship in local and national communities
- To prepare pupils for further and higher education and ensure access to the very best courses.

Following extensive consultations with our anticipated community and parent advocates we have a strong endorsement for the rationale and proposed curriculum offer. Over 99% of completed public meeting questionnaires indicated that they strongly approved of the proposed curriculum offer.

A strong core of this taught curriculum will be centred on the prevailing educational direction, which relates to the proposed English Baccalaureate Diploma for all 16-year-olds. The subjects of English (Language & Literature), Mathematics, Physics, Chemistry, Biology, French, Spanish/Latin, History and Geography provide a portfolio of knowledge, understanding and skills that enable learners to move forward into further and higher education whilst understanding and appreciating the world around them. RE/Philosophy & Ethics, PE and PSHCE will enhance this core provision by enriching their physical, social, spiritual and moral well-being. These subjects allow pupils to explore and develop their own sense of position and well-being and to become healthy, active and tolerant members of a multi-racial and multi-faith society. In addition the key themes of Social, Moral, Spiritual and Cultural development will be integrated into our taught curriculum, including our active tutorial programme.

Specialism: The Nottingham Free School will place a strong emphasis on Science and Expressive Arts. This emphasis helps secure our vision of enabling pupils to reach high academic targets whilst developing self-esteem, leadership, team and performance skills and well-being. These complementary areas develop skills and attributes in young people that are highly valued by Higher Education institutions and employers and provide:

- The ability to think logically and strategically
- The ability to reason, order and sequence
- A strong understanding of science enables young people to understand and engage with our scientific and technological world

- A secure foundation for other subjects, including Design
- The ability to demonstrate leadership skills
- The skills to operate effectively in teams
- The importance of competition and goal setting

Wider learning provision: Supporting the above there will be a range of learning experiences that will help shape each pupil's view of themselves and of the wider world in which they live. This provision will include:

- At Key Stage 3 pupils will study Art, Music and Drama along with Design & Enterprise as preparation for options at Key Stage 4.
- The rationale behind studying these subjects at Key Stage 3 is diverse:
 - The subjects provide learning pathways into our academic options at Key Stage 4 and hence pupils will have a stronger understanding of the subject portfolio they wish to construct around their core entitlement.
 - In a culturally rich and diverse society it is essential that all pupils have an appreciation of the Arts and how they shape and reflect the society in which they live.
 - Design & Enterprise sits at the very core of a modern post-industrial society in terms of wealth creation. All pupils should understand how wealth is created in a market economy and the associated production processes involved. Linked to this is an understanding of labour markets and the value placed upon skills, creativity and enterprise.
- Options at KS4 will include: Art, Award (Duke of Edinburgh/LAMDA) Computing, Drama, Economics, Geography/History, Latin, Music, Product Development (design), RE, Spanish, Sport Studies (PE) and Statistics.
 - The rationale behind this Key Stage 4 options pattern is as follows:
 - It builds upon and enhances the foundation subjects delivered at Key Stage 3. Pupils will have a strong foundation in subjects they will be choosing and therefore are more likely to achieve well and make strong progress.
 - All of these GCSE subjects are well recognised by Further and Higher Education establishments as being rigorous in the academic skills required to secure success.
 - The range of subjects provides a good breadth of choice

whilst maintaining a balanced total curriculum portfolio.

- Following community consultation we consider that this range of subjects will meet the needs and expectations of our anticipated pupils. If required we will consider dual rolling pupils for both GCSE and Vocational courses e.g. Art GCSE and BTEC.
- At Post 16 the curriculum offer will be shaped by a number of factors:
 - The recognition by the Russell Group of universities as to the enabling qualities and academic challenge of individual subjects.
 - The general popularity and cost effectiveness of supporting a subject at AS/A Level.
 - Continuity of learning pathways from Key Stage 4 and to reflect our specialism.
- The A-Levels we intend to deliver include English Literature, Mathematics and Further Mathematics, Physics, Chemistry, Biology, French, Spanish, History, Geography, R.E., Economics, Computing, Art, and Drama and Music.

A key distinctness of our school is to develop a strong ethos of independent study and learning. The rationale behind this is to enable our pupils to compete with the very best and extend learning beyond the core curriculum. This inquisitiveness is fostered through opportunities to engage in personal research and enquiry. The ability to learn independently will prepare pupils for the demands of further and higher education.

- Too often pupils do not acquire the skills and self-discipline in a home environment to study effectively. At the Nottingham Free School careful nurturing of independent study will take place through after school study periods so pupils can invest in their own success.
- A range of technology aids will enable pupils to develop research skills and staff will be on hand to guide and direct their work as required.
- The VLE will be accessible to pupils at all times and will contain a wide-range of additional learning materials

Leadership training: A key part of our vision is to shape and develop future leaders.

- Confident leadership is a trait all young learners need to acquire if they are to compete with the best. A wide range of opportunities for leadership development will be presented to all pupils so that they can develop their leadership abilities.

- LAMDA: (London Academy of Music and Dramatic Art) Communication examinations:
 - This qualification helps young people develop the critical communication and presentational skills that all leaders require. If our pupils are to compete with the best they should feel confident in their ability to communicate to any audience without inhibition.
 - The LAMDA Graded Examinations offer a range of opportunities for learners to develop personal, learning and thinking skills. This will make a significant contribution to developing pupils' self-esteem and contribute to their well-being.
 - The LAMDA courses:
 - Develop self-confidence
 - Encourage independence in learning
 - Develop communication and general conversation skills
 - Present opportunities for learners to improve concentration skills
 - Improve technical skills over time;
 - Helping learners to develop a sense of appropriateness and occasion.
 - Provide a channel for enthusiastic response
 - Provide mechanism to encourage the development of practical communication skills

- Creative and Performing Arts:
 - Many pupils develop self-esteem and team skills through participation in a creative artistic challenge.
 - From orchestras, ensemble, 'theatre productions', bands, and developing individual art forms in both 2D and 3D, pupils find a positive outlet for their inner artistic interests.
 - In the early years of the school we anticipate linking with other schools in our trust group in order to provide a more diverse age range of experience.

- Sports teams and coaching:

As part of our offer in sport we will promote the 'Award in Sports Leadership.'
This course will enable pupils to:

- Develop and apply leadership skills
- Engage in healthy life-styles
- Enhance their organisational skills in delivering sports events and competitions
- Explore new pathways in sport and recreation
- Develop personal well-being and self-esteem through leading and coaching others
- Act as positive role models

Our 'additionality' provision will enable pupils to participate in a wide range of team and individual sports. There are many benefits from this enhanced provision, including:

- Pursuit of individual excellence
- Leadership and coaching
- Team working skills
- Competition
- Dedication, resilience and time management
- Duke of Edinburgh Award Scheme:
 - This scheme is a nationally renowned and recognised programme that allows pupils from the age of 14 to set a range of challenges and experiences for themselves that will develop positive attitudes to all aspects of life.
 - The programme covers 5 critical elements that provide skill and personal enrichment (volunteering; physical development; skills; expedition and residential)
 - Pupils are able to progress through the three award stages, Bronze, Silver and Gold. Each stage provides a higher level of challenge. This scheme is highly valued by universities and employers as evidence of commitment beyond the normal curriculum boundaries.
- Cadets:
 - A popular and complementary/alternative to the Duke of Edinburgh

scheme is the army cadets. This develops young people positive attitudes to self and public service as well as providing leadership opportunities.

- The army cadet programme allows young cadets to meet other cadets from across the country through adventure camps, sports days.
- A range of activities develops other important skills such as first aid, field craft, as well as participating in expeditions.
- The Army Proficiency Certificate is designed to teach leadership skills.

This broad range of experiences will help nurture a set of personal and academic skills and attributes that will equip our pupils to 'be the best' and 'compete with the best' to secure places in the best universities, employment, or in the fields of sport and artistic expression.

Curriculum Support: The Nottingham Free School will support all pupils, regardless of context and background. We will pro-actively overcome barriers to learning. All staff in the school will provide mentorship and guidance to all pupils according to need.

Our curriculum support provision will include:

- Literacy and numeracy recovery
- Support for SEN/D, EAL, SEBD, etc.
- Developing acceptable social skills and protocols
- Family mentoring

A dedicated team led by the school's SENCO will deliver this agenda.

Pastoral Support: a mentor, overseen by a Head of Year, will support all pupils. We will adopt a Year based system, as we strongly believe this is best way to build a strong school culture and to focus on achievement. Heads of Year have responsibility for both the academic and personal progress of all pupils in their year group. Mentors will meet with pupils twice daily and with parents at least twice yearly, at pupil-parent review days.

Accreditation routes:

The curriculum package will appropriately challenge all pupils. This in turn will help shape and develop a positive school ethos and engage pupils in learning. We will primarily use the GCSE accreditation pathway although we may occasionally follow BTEC/Vocational routes, where it is in a pupil's best interests. Our 'additionally' programme will be linked to nationally recognised awarding bodies – LAMDA; Duke of Edinburgh; Sports Leaders Awards system and BTEC.

The subject leader (Performance Director) will be free to decide which examination board's specification to follow, within a set range of criteria:

- Compatibility with A-Level specifications
- Supporting University entry admissions
- Availability of resource and support material.

Some pupils may be entered early for their GCSE accreditation e.g. at the end of Year 10. If this is the case Year 11 curriculum time will be taken up in developing breadth and depth in preparation for A-Level studies. Such courses would include:

- English – Critical Thinking AS Level
- Mathematics – GCSE Additional Mathematics
- Science – AS Level Extended Project Qualification

For those pupils who are at risk of not securing a Grade C at GCSE in some option subjects (Art, Computing Drama, Economics and Product Design) a supplementary BTEC accredited course will be considered

In Post 16 students will be encouraged to study a range of additional qualifications (EPQ, Critical Thinking and Advanced Sports Leaders Award) as well as engage in activities that broaden their horizons e.g. World Challenge.

How the proposed curriculum reflects the needs of our anticipated pupil intake.

- The largely enabled profile of our pupil intake is suited to a rigorous and challenging academic curriculum given their APS on entry and parental aspirations gathered through public consultation.
- Our gifted and talented provision through tiering and the extended school day allied to the enrichment programme will enabled pupils to make higher than expected progress between Key Stage 2 and 4.
- Our experience is that we can secure very high achievement for all learners. Toot Hill was ranked in the top 2% of secondary schools for value added in 2012. Raise-on-line indicates that all groups make better than expected progress demonstrating our expertise to make similar provisions for the pupils at the Nottingham Free School.
- The explicit expectation that all pupils will participate in sporting activities and leadership development, through our extended additionality programme, will enable all pupils to develop their self-esteem and self-confidence to meet and succeed with the challenges of our curriculum.

Impact Statement

Compared with the existing schools in the catchment area, we will expect to improve achievement as follows:

	Nottingham Free School	Average of 5 local Schools (2011)
5+ A*-C (GCSE only)	100	33%
5+ A*-C (EM)	80	43%
E.Bac.	75	3%
VA	1020	986

Schools: Big Wood;
Djanogly; Frank Wheldon;
Gedling & Top Valley

Our proposed curriculum offer reflects the needs and aspirations of our anticipated pupil intake by providing a highly academic core curriculum provision that will secure

pathways to further and higher education as reflected by our prospective parent survey. Parents also indicate that the 'E.Bac' curriculum will ensure their children are not disadvantaged in education and employment markets. There was a strong parental desire for a balanced range of academic option subjects that would allow their child to demonstrate their talents and interests. Parents were fully supportive of the rationale behind the specialism of science and expressive arts because of the skills they naturally foster and the strong artistic heritage of the area. There was little expressed support from parents for a vocational curriculum. Our experience of securing achievement with all groups of learners (BEM; LAC; SEN; EAL; SEN/D) at Toot Hill School and Meden school demonstrates our ability to deliver these targets. We do not accept pupils failing to achieve and we will overcome whatever the barrier is to achieving success for each pupil.

PROGRESSION: For every subject the pupil will be given an end-of-key stage target grade/level on entry. At Key Stage 3 this level outcome will be based on their KS2 English and Mathematics level and score. At KS4 it will be based on national data chances graphs for Key Stage 2 - 4 outcomes. The target grade selected and subsequently monitored will be determined by the upper quartile expectations. Given the end-of-key stage target every pupil will receive a 6-monthly target review. This will ensure that learning progress is on track to secure the short and long term target. If a pupil is not on target at their half-yearly review, a range of interventions will be applied, appropriate to progress gap e.g.:

- Slight cause for concern (0.5 grade or 0.33 Level): – additional monitoring by the mentor and additional independent study
- Cause for Concern (1 grade / 0.66 Level): – targeted support by key subject staff, overseen by subject Performance Director
- High cause for concern (2 grades/1 level): - additional classes/tuition via funded intervention, overseen by Deputy Head.

Parents/carers and pupils will receive a termly report to inform all parties of:

- Level of attainment against targets
- Effort score
- Homework/independent learning commitment

There will be in place a reward scheme that will acknowledge excellence in achievement. The criteria and form will change year on year so as to maintain high engagement. Each year an Achievement Evening will be held where top-performing pupils will be recognised and rewarded.

Additional Pupil Targets:

- All pupils will enter for a LAMDA qualification in music, public speaking, theatre or in teamwork.
- All pupils will complete a Duke of Edinburgh Award Scheme level by end of Key Stage 4.
- All pupils will participate in team and individual sports outside of the formal

curriculum until they leave school.

- All pupils will secure a Sports Leadership Award or an Army Proficiency Certificate.

TRANSITION: A critical element to a strong finish in terms of achievement is a strong start. Our Year 6 - 7 transition arrangements will be focussed on:

- Ensuring pupils feel comfortable, safe and secure
- Clarifying learning expectations
- Ensuring pupils and parents/carers support the school's learning ethos
- Developing a bond of trust between school and home
- Collecting a range of data and attitudinal information to ensure that every pupils needs are fully met

A key component of our pastoral provision will be regular (termly) parent/tutor/pupil review meetings where the whole well-being and progress of the pupil is reviewed. To support this dialogue an interactive program will monitor and measure the well-being of every pupil centred upon a number of key factors based upon the Rowntree Foundation (see D7). Two 'Taster Days' will take place to acclimatise new pupils to their new school environment (day one), timetable and learning methodology including actual lessons (day two). Following these parents will attend a meeting with their child's tutor to establish communication channels.

In Year 10/11 pupils will be given structured guidance and support to make the transition into further education, training or employment. A key entitlement for all pupils in Year 11 will be the opportunity to take part in work experience that will convey the importance of developing workplace skills and competencies alongside academic capabilities.

The overall programme will include:

Year 10 Autumn Term: Personal careers profiling; C.V. construction; Interview skills;

Year 10 Spring Term: Interview Day with businesses

Year 10 Summer Term: Organising a work experience placement

Year 11 Autumn Term: Work Experience week and de-brief; Post 16 preparation; individual careers advice. Pupils will be provided with a range of information from existing post 16 providers in the locality.

For students in Post 16 education mentors and other specialist providers will provide guidance and support for Higher education and/or training or employment. Specific support will be offered to help support UCAS and university entrance, including a programme of mock interviews.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.

Calendar: The Nottingham Free School will be open to pupils for 190 days per year. There will be an additional 5 days of INSET for teaching staff. The term time dates will mirror those of the TAG Trust schools in order to enable cross usage of staffing resources and hence improve value for money.

Core Timetable: Monday to Friday (Sat)

PERIOD	START	FINISH	MON	TUE	WED	THU	FRI	SAT
	8.15	8.30						
1	8.30	9.15						
2	9.15	10.00						
3	10.00	10.45						
BREAK	10.45	11.00						
4	11.00	11.45						
5	11.45	12.30						
LUNCH (incl. reg.)	12.30	1.15						
6	1.15	2.00						
7	2.00	2.45						
8	2.45	3.30						

Each period is 45 minutes but some subjects may be taught in 'doubles' or 'trebles' as required for practical subjects. Monday to Friday there will be a total of 39 taught periods (= 29 hrs 15 minutes). Saturday mornings will be allocated for team sports and the Arts (orchestra, theatre, etc).

Pupil Timetable (Year 7)

		M	T	W	T	F
8.15-8.30		Tutor / Assembly				
8.30-9.15	1	Ma	En	Mu	PE	Ar
9.15-10.00	2	Hi	Ma	Fr	PE	Ar
10.00-10.45	3	En	Gg	Ma	PE	Ch
10.45-11.00		Break				
11.00-11.45	4	Fr	La	Ch	La	Fr
11.45-12.30	5	Mu	Bi	En	Hi	Gg
12.30-1.15		Lunch (incl. Reg.)				
1.15-2.00	6	Ph	DE	RE	Ma	En
2.00-2.45	7	Ph	DE	Bi	En	Ma
2.45-3.30	8	Se	Dr	DE	RE	

Pupil Timetable (Year 9)

		M	T	W	T	F
8.15-8.30		Tutor / Assembly				
8.30-9.15	1	Ma	En	Op3	PE	Op1
9.15-10.00	2	Hi	Ma	Fr	PE	Op1
10.00-10.45	3	En	Op3	Ma	PE	Ch
10.45-11.00		Break				
11.00-11.45	4	Fr	Op3	Ch	Hi	Fr
11.45-12.30	5	Ch	Bi	En	Hi	Ph
12.30-1.15		Lunch (incl. Reg.)				
1.15-2.00	6	Ph	Op2	RE	Ma	En

2.00-2.45	7	Ph	Op2	Bi	En	Ma
2.45-3.30	8	Se	Op1	Bi	Op2	

Pupil Timetable (Year 13)

		M	T	W	T	F
8.15-8.30		Tutor / Assembly				
8.30-9.15	1	Se		Op4	RE	Op4
9.15-10.00	2	Op1	Op2	Op4	Op3	Op2
10.00-10.45	3	Op1	Op2		Op3	
10.45-11.00		Break				
11.00-11.45	4		Op3	Op1	Op4	
11.45-12.30	5	Op3		Op2		Op1
12.30-1.15		Lunch (incl. Reg.)				
1.15-2.00	6		Op4	PE	Op1	Op3
2.00-2.45	7	Op2				
2.45-3.30	8					

Directed Time Plan:

Teaching (28.5hrs*39) incl. PPA	1,111.5
Duties	10
Morning Briefings	10
Parents' Evenings (3.5hrs*5)	17.5
Department/Pastoral Meetings	28
Open Evenings	5
Leadership Meetings	10
Occasional Meetings	6
Additionality	58.5
	1,256.5hrs
Unallocated time	3.5 hrs

Basic Curriculum Calendar (Year 1):

Month	Assessment Point	Department Pastoral Meetings	Parents' Meetings	Transition
September		2 Subject 1 Pastoral	Pupil Review Day	Open Evening Y6
October		2 Subject 1 Pastoral	Celebration Evening	
November	Formal Tests A.P. 1	2 Subject 0 Pastoral		
December	Report	1 Subject 1 Pastoral		
January		2 Subject 1 Pastoral		Year 6 Cognitive

				Test	
February		2 Subject 0 Pastoral			
March	A.P. 2	2 Subject 1 Pastoral	Pupil Review Day		
April	Report	1 Subject 1 Pastoral			
May		2 Subject 1 Pastoral			
June	Formal Tests A.P. 3	2 Subject 1 Pastoral	Parents' Meeting		
July	Report	1 Subject 1 Pastoral		2 Transition days for Y6	
August					

CURRICULUM ORGANISATION: Curriculum Plan Key Stage 3:

KEY STAGE 3		YEAR 7	%	YEAR	%
<i>SUBJECT / PERIOD (45minutes) ALLOCATION</i>					
ENGLISH		5	13	5	13
MATHEMATICS		5	13	5	13
SCIENCE	PHYSICS	2	15	2	15
	CHEMISTRY	2		2	
	BIOLOGY	2		2	
HISTORY		2	5	2	5
GEOGRAPHY		2	5	2	5
FRENCH		3	8	3	8
SPANISH/LATIN		2	5	2	5
R.E. / PHILOSOPHY & ETHICS		1	2.5	1	2.5
P.E.		3	8	3	8
PSHE		1	2.5	1	2.5
ART		2	5	2	5
MUSIC		2	5	2	5
DRAMA/DANCE		1	2.5	1	2.5
DESIGN & ENTERPRISE (DE)		3	8	3	8
COMPUTING/ICT		1	2.5	1	2.5
TOTAL		39	100%	39	100%

Rationale:

- The school's curriculum provides extensive opportunities for high-quality learning and wider personal development and well-being. The school will be at the forefront of successful, innovative curriculum design in many areas. Our curriculum has overall breadth and balance and provides pupils with their full entitlement. It is customised to meet the changing needs of individuals and groups through the provision of options and extended learning opportunities. Cross-curricular provision, including literacy, numeracy, social, moral spiritual

and cultural and ICT, enhances the core curriculum provision.

- The longer learning week reflects the benefits that we have experienced at introducing a similar provision at Toot Hill School. It enables deeper learning over a broad range of subjects and extra-curricular activities. This particularly supports pupils from disadvantaged backgrounds.
- As a result, all groups of pupils benefit from a highly coherent and relevant curriculum, which promotes outstanding outcomes.
- The breadth of the curriculum ensures a wide range of learning opportunities and subjects are given sufficient time to develop depth of learning due to the longer learning week.
- The curriculum at Key Stage 3 will build upon the foundations delivered at Key Stage 2 and includes all national curriculum subjects.
- The Key Stage 3 curriculum will be delivered in two years as a strategy to secure:
 - Rapid learning and sustained learning progress at KS 3
 - It removes traditional repetition of KS 2 learning.
 - It facilitates more time to develop deeper learning at KS 4.
 - It provides the opportunity for pupils to control, through choice, aspects of their curriculum that increases motivation and achievement.
 - The provision allows for acceleration at the end of KS 4 and additionality in the core subjects e.g. Additional Mathematics.
 - Allows additional time for pupils to consolidate progress at KS 4. This facilitates a more personalised curriculum provision.
 - The success of this approach has been demonstrated at Toot Hill School over the last 3 years with a higher percentage of pupils securing 8 or more A*/A grades whilst still increasing our Average Point Score and Levels of Progress for all pupils.
- The national curriculum subjects supplemented by Drama, R.E. and PSHCE provide a broad and balanced curriculum that allows pupils to make informed GCSE option choices at the end of Year 8.
- In order to build upon primary provision every pupil will receive a daily lesson in English and Mathematics. Strong provision in these subjects is the foundation of high achievement across the curriculum. Experience at the TAG group's existing schools strongly indicate that pupils of all abilities have made stronger than anticipated progress in English and Mathematics by the end of Year 11 because of the lesson frequency in these subjects.
- The distinctiveness of the separate sciences will be recognised at the start of Key Stage 3. The aim by year two is that specialist teachers of the sciences will bring their knowledge and passion to their scientific discipline. This also allows for more focused tracking of pupil progress and staff performance.
- History and Geography will have two teaching periods per week given their importance as core English Baccalaureate subjects.
- In Modern Foreign Languages all pupils will learn French in order to consolidate their language experience from primary school. In addition to this all pupils will learn Spanish and Latin up to the end of Key Stage 3. This ensures a diversity of experience.
- The reasons for selecting Latin are as follows:
 - Latin provides a deeper grammatical understanding of the English Language and will help support whole school literacy.

- Classicist Charles Bennett, stated that understanding of one's own language "is achieved incomparably better by the indirect method of studying another language ... It is because translation from Latin to English ... is so helpful to the student who would attain mastery of his own language ... that I find the full justification for the study of Latin." In other words, education based on the study of the child's own language is inferior to one based on Latin.
- The mental discipline Latin instils in pupils makes it an ideal foreign language to study. Latin is systematic, rigorous and analytical.
- The arguments for teaching Spanish are very similar, but in addition:
 - Spanish is the second most natively spoken language in the world.
 - Currently there are between 470 and 500 million Spanish speakers worldwide.
 - Spanish has many linguistic parallels to French and Latin.
- Although the requirement for R.E. is a statutory one, pupils need to acquire a deeper understanding of the spiritual and moral diversities that exist in the modern world. Nottingham is a diverse, multi-cultural city and pupils require an understanding of their locality.
- P.E. should be taught for a minimum of 2 hours per week. Our provision is 2 hours and 15 minutes, which will be further supplemented with extensive after school provision through team and individual sports.
- The provision of a lesson a week for PSHCE reflects the need to provide young people with a range of information on issues that affect them as individuals and citizens. Pupils need to be able to make informed decisions about a range of personal and social issues.
- Art is allocated two periods a week, as it is a practical subject and requires a significant amount of preparation time before a high quality output can be created.
- Music will provide pupils with a national curriculum determined lesson and an additional instrumental/theory lesson. This will enable all pupils to develop skills in the area of performance.
- There will be a lesson of Drama per week at Key Stage 3. This develops key skills of communication, oracy and performance. Equally it enables pupils to develop key skills ready for GCSE options.
- This time commitment to the expressive arts reflects on our specialist intent in these areas.
- Product Design & Enterprise is a national curriculum foundation subject and an essential learning ground for understanding the process of design, realisation and exploiting market potential. Consequently key life skills are acquired alongside subject specific skills. The 'product' will encompass hard materials as well as food. The 'enterprise' element will be a stepping-stone to studying economics at GCSE.
- Computing / ICT is an essential cross-curricular activity and provides a pathway to GCSE courses in computing. The course will focus on the applications for use,

e.g. spread-sheets, databases, etc. and programming and control systems.

- The school will offer all Year 7/8 pupils the opportunities for a 3-day outdoor residential experience in Derbyshire. The focus of the experience will to develop social and team building skills.

Curriculum Plan Key Stage 4:

KEY STAGE 4	YEAR 9	%	YEAR 10	%	YEAR 11	%
<i>SUBJECT / PERIOD (45 minutes) ALLOCATION</i>						
ENGLISH (LANGUAGE & LITERATURE)	5	13	5	13	5	13
MATHEMATICS	5	13	5	13	5	13
PHYSICS	3	8	3	8	3	8
CHEMISTRY	3	8	3	8	3	8
BIOLOGY	3	8	3	8	3	8
HISTORY or GEOGRAPHY	3	8	3	8	3	8
FRENCH	3	8	3	8	3	8
R.E. / PHILOSOPHY & ETHICS	1	2.5	1	2.5	1	2.5
P.E.	3	8	3	8	3	8
PSHE	1	2.5	1	2.5	1	2.5
OPTION 1 (Art, Drama, Geography, PE/Sport, Spanish)	1	8	3	8	3	8
OPTION 2 (Award, Economics, Latin, Music, R.E.)	3	8	3	8	3	8
OPTION 3 (Award, Computing, Design, Drama, Statistics)	3	8	3	8	3	8
	37	100*	39	100*	39	100*

*approx after rounding

Rationale:

- As indicated above all programmes of study at KS 4 will be for three years. This will, through schemes of work that are explicitly designed to escalate learning over the time allocated, enable departments to secure learning at the higher levels.
- The additional time allows staff to plan for greater depth in learning experiences that deepens subject understanding and critical academic skills. This in turn raises pupil progress, achievement and motivation.
- This greater depth and academic rigour enables pupils to prepare for the challenges of A-Level courses of study. This in turn enables the vision of increasing the proportion of pupils accessing the Russell Group of universities to be realized.

- A cohort of pupils will complete core GCSEs by the end of Year 10. This will enable this group to study courses at a higher level in order to facilitate high achievement at Post 16 and entry to the Russell Group of universities.
- The three-year course of study will enable more structured support through intervention to be put into place in order to secure achievement and levels of progress.
- The mapped curriculum provision will deliver higher outcomes for our pupils compared to other local schools because:
 - The package is focused upon developing high order academic skills that are transferable to all E.Bac subjects.
 - Our emphasis on independent learning in additional extended time will support the underlying philosophy of pupils becoming active learners rather than passive recipients of knowledge.
 - Inspirational teaching, delivered by outstanding teachers, will facilitate high levels of engagement and achievement. This in turn will inspire pupils to pursue learning at higher levels in line with our stated vision.
 - The provision of significant amounts of lesson time for the core subjects will enable stronger continuity of learning and subsequent achievement.
 - Our extended learning day/week allows us to provide a higher absolute and percentage provision of curriculum time in E.Bac subjects compared to local schools. This increased focus of time on learning in E.Bac subjects will help secure higher progress and achievement.
 - The ability to provide single and double lessons means that individual subject needs can be met which in turn supports learning and achievement.
 - There are clear learning pathways from KS 3 to KS 4 so that pupils are building upon prior learning.
 - To support our specialism extended provisions are made through the option pattern to allow for additional breadth to areas of direct relevance, e.g. Art, Drama and Music. These are complemented through our additionality extended provision, e.g. LAMDA.

Provision:

- The Key Stage 4 curriculum is heavily centered on the English Baccalaureate Diploma subjects. Consequently, all pupils will study English (Language & Literature), Mathematics, Biology, Chemistry, Physics, History or Geography and French to GCSE termination.
- In addition to this academic core pupils will continue to study R.E. and PSHE in order to continue to reflect and develop their views on key personal and social issues. The PSHE programme will include a focus on ensuring pupils make appropriate choices for Post 16 courses and prepare them for the world of work.
- All pupils will continue to have 3 periods of PE in order to ensure they develop fit and healthy lifestyles through physical participation in sport.
- The range of options reflects a continuation of learning pathways from Key Stage 3, which are of sufficient academic 'weight'. There are substantial opportunities for pupils to pursue courses that support our specialism in Art, Music and Drama. Equally pupils can opt for formal assessments through the LAMDA scheme.
- In addition to the above there will be an extended study provision between 3.30pm – 4.45pm. In this 1.25-hour provision pupils will be able to undertake:
 - Independent Study using the school's ICT facilities.
 - Personalised subject support

- Extra curricular activities in the Arts and Sport
- Award Schemes: LAMDA, DoE,
- Leadership Training

The engagement with these provisions after core lessons have been completed is compulsory unless parents have made explicit arrangements for alternative enrichment experiences, e.g. music lessons, club sports, individual training, private tutoring etc. Parents availing themselves of this provision must do so with the explicit agreement of the Head of School. In consultation with parents this facility and expectation was very much valued and supported overwhelmingly.

Key Stage 5 (Post 16)

Rationale:

- The main provision is based upon a curriculum offer that is primarily focussed upon 'enabling' and 'hard' A-Level subjects on the basis that these subjects provide the best opportunity for pupils to compete with the best, at the best universities.
- The curriculum offer provides for clear pathways from Key Stage 4.
- We expect all pupils to follow 4 AS Levels in Year 12 and that a majority of pupils will continue to study for 4 A Levels in Year 13.
- It is important that Post 16 pupils continue to explore a wide range of personal, social, moral, spiritual and cultural issues through PSHCE (Se) and RE lessons.
- Through mentoring and PSHE lessons pupils will prepare for university and employment entrance.
- In Year 12 pupils will be expected to widen their studies through EPQ, Critical Thinking and Sports Leadership Award.
- All pupils will experience an afternoon of physical exercise through team or individual sport. This supports our healthy lifestyle and well-being agenda.
- Additional subjects and options will be available for pupils to access through Toot Hill College and, if successfully approved, the Trent Bridge Free School. This will allow pupils to access a wider range of additional subjects. Distances between the schools are relatively short and transport links extensive.

Lesson allocation/ Subject	CORE	OPTION BLOCKS				
		A	B	C	D	E
Mathematics		5		5		
Further Maths			5			
English Lit.					5	
Physics				5		5
Chemistry			5			
Biology		5				5
History				5		
Geography			5			
R.E.	1	5				
French						5
Spanish				5		

Economics			5			
Computing		5				
Art						5
Music					5	
Drama		5				
EPQ					2	
Critical Thinking				2		
LAMDA or Sports Leaders			2			
PE	3					
Tutorial/PSHCE	1					

Pupil Learning Organisation

Key Stage 3:

On entry all pupils will be academically profiled using a range of data:

- Key Stage 2 levels and scores in English & Mathematics (50% weighting)
- Cognitive Ability Test (PIPS / MIDYIS) (30% weighting)
- Attitudinal profile – Primary School to supply (20% weighting)

This data will be collated and pupils placed in ‘tiered’ classes according to their ability. This data set will be recalculated every 6 months based upon learning progress determined through formal and teacher assessment. Tiers will then be re-organised. Adjustments will be made outside of this cycle, if appropriate. Consequently all ‘learning programmes’ will be half yearly in duration. Formal testing will take place after every 6 months. Within each of the core subjects (English, Mathematics and Science) subject setting can take place to reflect different pupil abilities. In PE, PSHE and RE a mixed grouping form of organisation will be engineered so pupils can enjoy a wider social mix and different viewpoints. In Year 7 PSHCE will be taught in tutor groups by the mentor. This ‘mixing’ will extend in to additionality sessions. Tutor groups will be based upon criteria linked to friendship groups, gender and ability balance. The tutor group will not form the basis of any teaching group. Although it is expected that the normal teaching group will contain 30 pupils, this may require some in year variance based upon actual numbers and any SEN provision. This will be assessed annually through the Staff Curriculum Description model (SCD).

Key Stage 4: Pupil groupings by Year 9 will be determined by learning progress at Key Stage 3 and Key Stage 2 levels/scores. In the core English Baccalaureate Diploma subjects setting will take place. In option subjects this may not be possible due to the numbers taking each option subject.

This curriculum arrangement for KS 3 & 4 based upon ‘tiering’ has been tried and tested by the TAG Trust in all of our schools and has proved a very effective way to raise achievement through aspiration and competition. Ofsted supported this strategy when they inspected Toot Hill School in December 2011, “*Sophisticated tiering arrangements helped teachers and managers to provide appropriate courses and learning resources that meet individual needs and abilities very well indeed*”. The aim is that all pupils can achieve more successfully if lessons are pitched to a narrower range of abilities. This allows all pupils to make more rapid progress.

Key Stage 5: Groupings will generally occur through pupil choices. In some subjects, if more than two groups operate there may be opportunities to 'set' but this is subject to timetabling constraints. Additional courses may be available through Toot Hill College.

CURRICULUM PROVISION: At all stages the curriculum is broad and balanced in order to enable pupils to find their learning pathways based upon their abilities, talents and developing interests. Our curriculum clearly demonstrates that we (a) promote the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

	KS 3	KS 4 & Post 16
Spiritual	RE Assemblies Mentoring time Cross curricular	RE Assemblies Mentoring time Cross curricular
Moral	RE PSHE Assemblies Mentoring time Cross curricular Sport LAMDA DoE Cadets	RE PSHE Assemblies Mentoring time Cross curricular Sport LAMDA DoE Cadets
Cultural	MFL English Drama Art Music Assemblies RE PSHE Trips & visits	MFL English Drama Art Music Assemblies RE PSHE Trips & visits
Mental	Mentoring Curriculum subjects Support services LAMDA DoE Cadets Assemblies	Mentoring Curriculum subjects Support services LAMDA DoE Cadets Assemblies
Physical	Sport PSHE Assemblies DoE Cadets LAMDA	Sport PSHE Assemblies DoE Cadets LAMDA
Community	DoE Assemblies Trips & visits	DoE Assemblies Trips & visits

		RE PSHE Mentoring Sport groups Drama productions Music	RE PSHE Mentoring Sport groups Drama productions Music	
	Opportunities Responsibilities Experiences	Trips & visits Outdoor education experience DoE Assemblies LAMDA/Speaking Industry Day Mentoring/Careers guidance Sport Performing Arts Community work Invited speakers incl. faith communities	Work Experience University visits Trips & visits DoE Assemblies LAMDA/Speaking Industry Day Mentoring/Careers guidance Sport Performing Arts Community work Public speakers e.g. political representatives	

The longer learning day in part enables a broader curriculum to be delivered and so facilitating a curriculum for all. Many parents/carers have expressed the concern that they do not want to support just a narrow English Baccalaureate curriculum, although they see this as the core element in any curriculum mix. Our curriculum offer responds to the community voice. Religious education will be taught in line with the Nottinghamshire Agreed Syllabus for R.E.

The distinctiveness of each subject has been recognised in the curriculum model. This allows for subject specialists to explore and develop programmes of study that will inspire and excite young learners. Specialists in their field of expertise bring unique qualities to the learning experience in the classroom, not least, of which is a passion and enthusiasm for their subject.

D3: Show how your staffing structure will deliver the planned curriculum.

The Staff Curriculum Description (SCD) is constructed upon a number of working assumptions:

- A Head of School will be appointed to post preceding the school opening. In the absence of the Head of School the SENCO will deputise.
- The SCD 100% model assumes an annual intake of 90 pupils across the phasing in period.
- Staffing costs are based upon current market values. Each teacher employed is assumed to be on MPS 6 (a scale average).
- The leadership structure will be 'flat' with middle leaders taking the lead role in developing Programmes of Learning (PoL) and Schemes of Work (SoW). (Middle Leaders will be referred to as Performance Directors (PDs)).

Teaching Curriculum Description:

Year 1 (2014-15)

- The key curriculum goal for Year 1 will be to establish the long-term PoL and SoW for the two-year Key Stage 3 (KS 3) curriculum.
- In order to secure experienced subject leaders and teachers in Year 1 most teaching staff will be PDs with the resultant additional TLR cost.
- The PDs will be expected to work with other TAG Trust subject PDs in order to provide the benefits of division of labour and quality assurance.
- All appointed PDs would be proven outstanding teachers with the leadership capacity to grow with the school.
- The TLR allowance allocated reflects the expected market rate and the associated level of responsibility, linked to the number of curriculum periods taught.
- In Year 1 the total FTE for 90 pupils will be 8.5FTE based upon a full time (1 FTE) Head of School. There will be three dedicated PDs. In English, Mathematics and Science the PDs will attract a TLR 2b. In Humanities, Expressive Arts and MFL (0.8 FTE) the subject leaders will attract a TLR 2a. The SENCO will act as a pastoral leader on TLR 2c. The SENCO will also act as a substitute Head of School in the absence of the Head of School.
- Where subject leadership is not provided that will be done under the aegis of the TAG Trust.

Year 2 (2015-16)

- The curriculum plan for Year 2 (Year 8 pupils) will be to complete the PoL for KS 3 and to prepare pupils for Key Stage 4, including option choices.
- A 'Senior School Leader' will be appointed (L12-16) to act as a deputy to the Head of School and lead strategic planning and pastoral care. This person will have a reduced timetabling commitment.
- Additional middle leadership capacity will be provided in Science (TLR 2a post). Two dedicated year pastoral leaders will be appointed (TLR 2a)
- Staffing will increase to 15 FTE. This represents an increase of 6.5 FTE on 2014-15.

Year 3 (2016-17)

- The curriculum plan for Year 3 (Year 9 pupils) will be to establish a strong foundation for GCSE matriculation. Where appropriate acceleration will be encouraged for those who can secure a GCSE A* in English, Mathematics or Science at the end of Year 10 (2018). For those pupils who can successfully achieve this grade advanced level courses will be taken in Year 11. Personalised learning support will be provided for pupils who are not securing the expected level of progress in their E. Bac. Subjects.
- The PDs in English, Mathematics and Science will move to a TLR 1a to reflect their KS 4 responsibilities.
- Additional subject leadership will be provided in P.E. (TLR 2b), Design & Enterprise (TLR 2a), Humanities (TLR 2a) and MFL (TLR 2a). An additional year leader will be appointed (TLR 2a)
- Staffing will increase to 19.2 FTE an increase of 4.2 FTE on 2015-16.

Year 4 (2017-18)

- The curriculum plan for Year 4 (Year 10 pupils) will be to secure future realisation of subject pupil targets, especially those linked to the E. Bac. Subjects. As in Year 9 additional support will be provided to pupils who are not expected to secure their learning targets.
- Some Year 10 pupils will complete their GCSEs in the core subjects.
- Staffing levels will increase to 25.8 FTE an increase of 6.6 FTE on 2016-17.
- Middle leadership will be extended and deepened in a number of areas to reflect the greater levels of responsibility and accountability. In English, Mathematics and Science a Subject Leader will be appointed on a TLR 2b. The PD for MFL will move to a TLR 2b (from TLR 2a). An additional year pastoral leader will be appointed on a TLR 2a. Additional responsibilities will be given in Science, RE and English (Literacy) (TLR 2a)

Year 5 (2018-19)

- The curriculum plan for Year 5 (Year 11 pupils) will be to successfully secure the stated school examination targets for the end of KS 4. In addition to this overriding priority we will need to ensure Year 11 pupils have secured appropriate pathways into Post 16 education, employment or training.
- Staffing will increase to 31 FTE an increase of 5.2 FTE on 2017-18.
- A School Leader (Curriculum) will be appointed to the leadership team.
- An additional leadership responsibility will be given in Economics (anticipated Head of Post 16) (TLR 2a) and a year pastoral leader will be appointed (TLR 2a). Additional subject responsibilities in PE, Humanities, Music and MFL will be allocated (TLR 2a).

Year 6 (2019-20)

- The first year of AS-Levels will be focussed on a core range of enabling A-Level subjects with additionality provided by 'hard' A-Level subjects e.g. Economics and a limited number of 'soft' A-Level subjects, e.g. Art.
- The subject specialism of Mathematics and P.E. will be given appropriate curriculum weight.
- Staff will increase to 37 FTE an increase of 6 FTE.
- A responsibility for leadership of the Post 16 provision TLR 1a will be allocated.

Year 7 (2020-21)

- The second year of Post 16 studies will consolidate course delivery from the previous year.
- Staffing will increase to 39 FTE an increase of 2 FTE.
- An additional TLR 2a post will be allocated to support the Head of Post 16 who will move to a TLR 2c to reflect their increased responsibilities. Additional responsibilities will be allocated in Mathematics (TLR 2a).

Teaching Staffing Structure:

STAFFING LEVELS	YEAR 1 2014-15	YEAR 2 2015-16	YEAR 3 2016-17	YEAR 4 2017-18	YEAR 5 2018-19	YEAR 6 2019-20	YEAR 7 2020-21
Head of School	1	1	1	1	1	1	1

Senior Leader	0	1	1	1	2	2	2
SENCO	1	1	1	1	1	1	1
English	1	1	2	3	4	4	4
Mathematics	1	2	2	3	3	4	4.6
Sc – Biology	0	0	1	1	2	3	2
Sc - Chemistry	0	1	1	1	2	2	2
Sc - Physics	1	1	1	2	2	2	2
History	1	1	1	2	2	2	2
Geography	0	1	1	1	1	2	2
French	0.8	1	1	2	2	2	2
Spanish/Latin	0	0.6	1	1	1	1.6	2
RE	0	0	0	1	1	1	1
PSHE	0	0	0	0	0	0	0
PE	0.4	0.8	2	2	3	4	4
Art	1	1	1	1	1	1.4	1.4
Music	0.3	0.6	0.8	0.8	1	1	1
Drama/Dance	0	0	0	0	0	0	0
Design-Enterprise	0	1	1	1	1	1	1
Economics	0	0	0.4	1	1	1	1
Computing - IT	0	0	0	0	0	1	1
Sociology	0	0	0	0	0	0	0
FTE	8.5	15	19.2	25.8	31	37	39

Teaching Responsibility Structure:

CURRICULUM AREA	YEAR 1 2014-15	YEAR 2 2015-16	YEAR 3 2016-17	YEAR 4 2017-18	YEAR 5 2018-19	YEAR 6 2019-20	YEAR 7 2020-21
Head of School	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE	L25-L31 1 FTE
Senior Leader 'Deputy'		L12-L16 1 FTE	L12-L16 1 FTE	L12-L16 1 FTE	L12-L16 2 FTE	L12-L16 2 FTE	L12-L16 2 FTE
SENCO	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE	TLR 2c 1 FTE
English	PD: TLR 2b	PD: TLR 2b	PD: TLR 1a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a	PD: TLR 1a Subject Leader: TLR 2b Literacy TLR 2a
Mathematics	PD: TLR 2b	PD: TLR 2b	PD: TLR 1a G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T TLR 2a	PD: TLR 1a Subject Leader: TLR 2b G&T & KS 3 TLR 2a x 2
Sc – Biology	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 1a Subject Leader: TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a	PD: TLR 1a Subject Leader: TLR 2b KS 3 TLR 2a
Sc - Chemistry							
Sc - Physics							
History	PD: TLR 2a	PD: TLR 2a	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a (RE)	PD: TLR 2b Subject Leader: TLR 2a (RE & Geog)	PD: TLR 2b Subject Leader: TLR 2a (RE & Geog)	PD: TLR 2b Subject Leader: TLR 2a (RE & Geog)
Geography							
RE							
PSHE							

French Spanish/Latin	PD: TLR 2a	PD: TLR 2a	PD: TLR 2b	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 2b Subject Leader: TLR 2a
PE			PD: TLR 2b	PD: TLR 2b	PD: TLR 2b	PD: TLR 2b Subject Leader: TLR 2a	PD: TLR 2b Subject Leader: TLR 2a
Performing Arts	PD: Expressive Arts	PD: Expressive Arts	PD: Expressive Arts	PD: Expressive Arts	Subject Leader: TLR 2a (Music)	Subject Leader: TLR 2a (Music)	Subject Leader: TLR 2a (Music)
Computing						PD: TLR 2a	PD: TLR 2a
Economics					Subject Leader: TLR 2a		
Design			Subject Leader: TLR 2a	Subject Leader: TLR 2a	Subject Leader: TLR 2a	PD: TLR 2a	PD: TLR 2a
Pastoral	Head of Year (x1): TLR 2c SENCO	Head of Year (x2): TLR 2a	Head of Year (x3): TLR 2a	Head of Year (x4): TLR 2a	Head of Year (x5): TLR 2a	Head of Year (x5): TLR 2a Head of Post 16: TLR 2a	Head of Year (x5): TLR 2a Head of Post 16: TLR 1a Assistant TLR 2a

Teaching Staff Responsibility Profile:

RESPONSIBILITY LEVELS	YEAR 1 2014-15	YEAR 2 2015-16	YEAR 3 2016-17	YEAR 4 2017-18	YEAR 5 2018-19	YEAR 6 2019-20	YEAR 7 2020-21
Head of School L25-L31	1	1	1	1	1	1	1
Senior Leadership L12 – L16	0	1	1	1	2	2	2
TLR 2a	1.8	5	6	9	15	16	18
TLR 2b	3	3	3	6	6	6	6
TLR 2c	1	1	1	1	1	1	1
TLR 1a			3	3	3	4	4
TLR 1b							
Main Scale MPS 6	1.7	4	4.2	4.8	3	7	7
SENCO TLR 2c	2c	2c	2c	2c	2c	2c	2c
FTE	8.2	14	19.2	22.8	31	37	39

SUPPORT STAFF (Curriculum & Non Curriculum)

The level of support staff will be determined by:

- Cost effectiveness of employing staff as against buying in services from the TAG Trust or other providers, e.g. Local Authority.
- Services bought in will be Payroll, Data, H.R. & Accounting.
- All posts will be 'Job Evaluated' in line with the TAG Trust policy.
- In order to ensure operational feasibility and cost effectiveness in the first few years

appointed personnel will be required to demonstrate work place flexibility.

AREA	SALARY SCALE	YEAR 1 2014-15	YEAR 2 2015-16	YEAR 3 2016-17	YEAR 4 2017-18	YEAR 5 2018-19	YEAR 6 2019-20	YEAR 7 2020-21
CLASSROOM LEARNING & COVER ASSISTANTS	Scale 4-5	1 FTE term time only	3 FTE term time only	5 FTE term time only	7 FTE term time only	6 FTE term time only	6 FTE term time only	6 FTE term time only
SUBJECT TECHNICIAN (I.T./Sc/Design)	Scale 4	1 FTE term time only	1 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	3 FTE term time only
HoS Personal Assistant / Personnel	Scale SO 1-2	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Finance - Data	Scale 6	0.5 FTE term time only	1 FTE term time only	1 FTE term time only	1 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only
Receptionist	Scale 3	Undertaken by Head's P.A.	Undertaken by Head's P.A.	1 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only
Administration General	Scale 3		1 FTE term time only	1 FTE term time only	1 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only
Pupil Welfare	Scale 3	1 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only	2 FTE term time only
Caretaking	Scale 5	2@0.5 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE	2 FTE
Catering		Bought In Service	Bought In Service	Bought In Service	Bought In Service	Bought In Service	Bought In Service	Bought In Service
Mid-Day Supervision	Scale 2	2 @ (2hrs per day) term time only	3 @ (2hrs per day) term time only	4 @ (2hrs per day) term time only	5 @ (2hrs per day) term time only	6 @ (2hrs per day) term time only	6 @ (2hrs per day) term time only	6 @ (2hrs per day) term time only
Print Technician LRC Manager	Scale 3-4	0.5 FTE term time only	0.5 FTE term time only	0.8 FTE term time only	0.8 FTE term time only	1 FTE term time only	1 FTE term time only	2 FTE term time only

**Key Job Descriptions:
Executive Headteacher:
Key Accountabilities**

Creating the future of the Trust:

- Working with Board of Directors & Trust members to create the strategic vision for the Trust and promote the vision, values and ethos to pupils, staff, governors, parents and the wider community;
- Motivate others to create a shared learning culture and positive climate through distribution of leadership through teams and individuals in each school and across the Trust;
- Translate the vision into agreed objectives and operational plans for the Trust and across each school;
- Work with the governing bodies and other key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff,

parents and the wider community for each school and the Trust.

Leading teaching and learning/working through other leaders to:

- Drive a continuous and consistent Trust-wide focus on pupils' achievement using data and benchmarks to monitor progress;
- Establish creative, responsive and effective approaches to learning and teaching;
- Set high expectations and challenging targets for each school community;
- Monitor, evaluate and review each school's practice and promote improvement strategies;
- Tackle under-performance at all levels;
- Provide inspiration and strong strategic leadership to the teaching team to ensure that the schools continue to deliver the highest standards of learning across the board;
- Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their learning.

Developing self and working with others:

- Ensure the development of and maintain effective strategies and procedures for staff induction, professional development and performance appraisal across the trust.
- Promote and maintain a culture of high expectations for self and others across the trust;
- Ensure effective planning, allocation, support and evaluation of work of teams and individuals across the trust;
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other agencies.

Managing the organisation:

- Ensure the on-going development of an organisational structure that reflects the Trust and each school's values, and enables effective and efficient operations;
- Ensure evidence-based improvement plans and policies promote continuous school improvement linked to each school's Development Plan;
- Effectively manage each school strategically within the Trust's human, financial and physical resources;
- Recruit, retain and deploy staff appropriately across the trust;
- Develop effective relationships and communications which underpin a professional learning community that enables everyone in each school to achieve;
- Create an inspiring professional work environment consistent with the Trust and each school's values and aspirations;
- Put in place effective team communication mechanisms to ensure that all staff are involved in the Trust's and each school's development plan and are kept informed of key priorities and developments.
- Work with governors to recruit and retain a high-quality leadership and teaching team and deploy staff effectively to improve the quality of education across the trust;
- Provide effective organisation and management for each school and seek ways of improving organisational structures and functions based on rigorous self-evaluation;
- Manage the Trust's financial and human resources effectively and efficiently to

achieve the schools' educational goals and priorities and ensure systems are in place for the effective administration and control of school budgets;

- Use and integrate a range of technologies effectively and efficiently to manage the schools;
- Manage and organise accommodation efficiently and effectively to ensure that all school buildings meet the needs of the curriculum and health & safety regulations.

Securing accountability:

- Develop a Trust ethos that enables everyone to work collaboratively;
- Ensure individual staff accountabilities are clearly defined, understood and agreed across the trust;
- Work with all governing bodies to enable them to meet their statutory responsibilities.

Strengthening community:

- Create and promote positive strategies for challenging racial and other prejudice.
- Ensure a range of community-based learning experiences across the trust;
- Collaborate with other agencies to ensure pupil and community needs are met;
- Use the Trust to promote community cohesion and the trust framework to promote extended services and work with other partners;
- Ensure that strategic planning across the trust takes account of the diversity, values and experience of the school and local community;
- Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities;
- Build a school culture that takes account of the richness and diversity within each school's community;
- Actively promote the schools as centres of excellence for education and families in the local community.

Accountability in each school and the Trust:

- Create and develop organisations across the trust in which all staff recognise that they are accountable for the success of the school;
- Present a coherent and accurate account of each school's performance in a form appropriate to a range of audiences, including the Trust members, governors, parents and the local community;
- Ensure parents and pupils across the trust are well-informed about each school's direction, priorities, curriculum and pupils' attainment and progress;
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the schools and Trust.

The school buildings and site:

- Ensure effective supervision and security of the schools' environments and ensure good maintenance through appropriate agencies;
- Maximise the potential of the sites to provide stimulating learning environments and community facilities;
- Work with governors and others to improve the outside areas of the schools across the trust, maximising their potential for play, sport and learning opportunities;
- Develop a vision to improve the schools' premises across the trust through consultation with the whole schools, local community and DfE.
- Working with an agreed number of School Leaders, establish processes to understand their concerns, aspirations and day to day working situations;

- Gain an understanding of levels of achievement in the leaders' classes and their relationship to overall school targets and aspirations;
- Agree and record specific objectives according to the school's established documentation framework;
- Agree and record support requirements relating to training, development and any specific conditions required by the leaders relating to the achievement of the objectives;
- Implement any necessary action, liaison or communication to ensure that the support mechanisms are in place and effective.

Monitor progress towards objectives

- Agree appropriate strategies for checking on progress towards the agreed objectives, which will include classroom observation, data collection and analysis, informal and formal meetings as required;
- Implement the process of monitoring and maintain any such records as are agreed between the parties concerned;
- Provide regular feedback to leaders on their progress.

Review progress in relation to objectives

- Establish relevant structures and processes to review with leaders their achievements at the end of the performance management cycle;
- Complete the appropriate documentation;
- Within the agreed school procedures, make any necessary communications in relation to performance related pay.

Review and develop the Performance Management process and practice

- Take part in the monitoring and review of the Performance Management process within the school with a view to its continuing improvement;
- Undertake any necessary personal training needed to perform the role effectively.

Head of School:

Strategic direction and development of the school (Vision Leadership) – in co-operation with, and under the direction of, the Executive Headteacher that:

- Supports the Executive Headteacher in leading the visioning process, aligned to the agreed strategic intent, in the school through consultation with the school stakeholder groups and communicate it through verbal and written communication to staff, pupils, parents and governors.
- Builds the coalition of support from the school governing body and its committees for the school based vision, ensuring that the school Chair of Governors is well informed and able to contribute effectively at Federation Strategy Group level.
- Creates a strategic map for the school, that is well documented, and which supports the Trust vision, goals and timelines, and commits the school to an implementation programme that will turn vision into reality.
- Communicates the school vision within the school and its wider community,

sometimes with the Executive Head, as part of a joint strategy.

- Works with leaders across the school to promote a positive ethos and climate about the change agenda and the role that teams and individual staff members play within this process.
- Creates and implements a coherent strategy for the delivery of the school's specialism.

Leading Provision that:

- Replicates the message from the Executive Leadership Team that focuses upon high standards and achievement for all.
- Promotes and communicates the Trust's vision for a Learning Culture to the school and its stakeholders.
- Leads the teaching and learning agenda for the school, that creates a discrete school based profile of continuous improvement and success, understood and supported by all in the school and its community.
- Creates the curriculum for the school that is the most appropriate for the pupils at the school and which meets National Curriculum requirements – with a willingness to share the thinking about the strategy and implementation across the trust.
- Implements and leads the raising standards agenda in the school, deploying leaders to take responsibility for other key strategies such as performance, attendance and behaviour.
- Makes appropriate arrangements for each pupil to take part in a daily act of collective worship
- Ensures that learning is at the core of all activity within the school, making sure that through this all pupils can achieve success.
- Maintains an accurate and up to date assessment against agreed Key Performance Indicators, including the quality of teaching and learning and leadership
- Takes responsibility for managing the underperformance of staff, communicating processes and procedures that are in place and their impact to the Executive Head.
- Leads staff at the school in positive and active participation in joint activities across the Trust as agreed with the Executive Head teacher
- Participates in appropriate network opportunities

Leading and managing staff – to:

- Create and maintain a positive culture and ethos in the school.
- Ensure there is a clearly understood and effective performance management system in the school, in line with the Governing Body's Performance Management Policy
- Ensure that there is a high quality induction process in the school for staff and pupils.
- Monitor the quality of training that is provided within the school and delivered by external providers.
- Assure the quality of the work of individuals and teams across the school, and reports progress, concerns and successes to the school governing body and the

Executive Head.

- Takes responsibility for own professional development as well as participating in and inputting to the development of the partnership.

Managing the Organisation – to:

- Work with the Executive Head to create an organisational structure for the school that reflects the aims of the Trust as well as the needs of the school.
- Take responsibility for the school SEF, Improvement Plan and all the implementation of school policies using tools and frameworks provided by the Executive Head.
- Support the Executive Head Teacher in drawing up an annual Budget Plan working with the lead school Finance Officer
- Supports the Executive Headteacher in managing the school finances with the lead school Finance Officer to achieve the school goals and priorities within the budget plan agreed by the Governing Body.
- Recruit new staff to the school, in partnership with the Executive Head, using best practice procedures and ensuring the safeguarding of pupils.
- Manage the school's learning environment to ensure that it is fit for learning, safe and appropriate to the needs of the curriculum being delivered and complies with Governing Body directions.
- Advises the Executive Head on issues of Health and Safety/ day to day management of the school as they arise
- Ensure that the range and provision of equipment and resources being deployed within the school is safe and effective in meeting the needs of the curriculum being delivered and complies with Governing Body directions.

Securing Accountability that:

- Assures the quality of the educational provision being delivered to the pupils in the school and reports Key Performance Indicators and progress towards targets to the Executive Head and school Governing Body.
- Enables and facilitates staff working alongside colleagues from other schools, including attendance at meetings and where relevant, participate in teacher exchanges where visiting staff join the school for short periods of time.
- Ensures that staff have team and individual targets and goals within the school and understand how they will be assessed in terms of the fulfillment of these in line with the Governing Body's Performance Management Policy and the Quality Assurance Policy.
- Develops clear and effective communication links with all members of the school governing body, so that they play a full and effective role in developing the school, at both full meeting level and committees.
- Produces a clear and coherent analysis to staff, parents, governors and other audiences on the performance of the school in public tests and exams.

Strengthening the Community – to:

- Ensure that the cultural diversity of the school community is celebrated and

reflected in the curriculum and enrichment programme of the school.

- Create and implement positive strategies for challenging racial and other examples of prejudicial behaviour.
- Actively promote collaboration across the Trust, with other network schools and partners as agreed with the Executive Head
- Create positive and active links with the community living close to the school and the wider community embraced by the school's catchment area.
- Develop sustainable links with the local Primary feeder schools
- Create effective links with a range of agencies that are able to support the needs of pupils in the school.
- Create a forum for pupil voice to flourish in the school.
- Ensure that the school has a clear communication and marketing strategy including prospectus and brochure, up to date website and provides "good news" stories to the media.

School specific responsibilities and tasks:

- Take on any additional responsibilities, which might from time to time be determined by the Executive Headteacher.

Set Objectives

- Working with an agreed number of teachers, establish processes to understand their concerns, aspirations and day to day working situations;
- Gain an understanding of levels of achievement in the teachers' classes and their relationship to overall school targets and aspirations;
- Agree and record specific objectives according to the school's established documentation framework;
- Agree and record support requirements relating to training, development and any specific conditions required by the teachers relating to the achievement of the objectives;
- Implement any necessary action, liaison or communication to ensure that the support mechanisms are in place and effective.

Monitor progress towards objectives

- Agree appropriate strategies for checking on progress towards the agreed objectives, which will include classroom observation, data collection and analysis, informal and formal meetings as required;
- Implement the process of monitoring and maintain any such records as are agreed between the parties concerned;
- Provide regular feedback to teachers on their progress.

Review progress in relation to objectives

- Establish relevant structures and processes to review with teachers their achievements at the end of the performance management cycle;
- Complete the appropriate documentation;
- Within the agreed school procedures, make any necessary communications in relation to performance related pay.

Review and develop the Performance Management process and practice

- Take part in the monitoring and review of the Performance Management process within the school with a view to its continuing improvement;

Undertake any necessary personal training needed to perform the role effectively.

Head of Subject (Performance Director):

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

Strategic direction and development of the subject – with the support of, and under the direction of, the Head of School and Senior Leadership Team to:

- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school development plan;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes;
- develop strategies that are consistent with our objectives as a Specialist School;
- chair meetings of subject staff (including provision of agenda and minutes) and provide other briefings as necessary.

Teaching and learning – to:

- use your own class as an example of high quality teaching and learning in the subject;
- ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- evaluate the teaching and learning of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- develop effective links with the local community including parents, business and industry;
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises;
- assist in the efficient organisation of internal and external examinations, ensuring that examinations are started, changed and finished in accordance with exam board

regulations even at times beyond the school day.

Leading and managing staff – to:

- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- ensure that the Head of School, S.L.T. and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

Effective deployment of resources – to:

- support the Head of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any Health and Safety issues raised by materials, practice or accommodation related to the subject;
- support the Head of School by maintaining efficient and effective management of the expenditure for the subject;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- take on any additional responsibilities, which might from time to time be determined.

In addition to the requirements of a class teacher and any other agreed responsibilities, in the context of the school's Performance Management Policy, the team leader will:

Set Objectives

- Working with an agreed number of teachers, establish processes to understand their concerns, aspirations and day to day working situations;
- Gain an understanding of levels of achievement in the teachers' classes and their relationship to overall school targets and aspirations;
- Agree and record specific objectives according to the school's established documentation framework;
- Agree and record support requirements relating to training, development and any specific conditions required by the teachers relating to the achievement of the objectives;
- Implement any necessary action, liaison or communication to ensure that the support mechanisms are in place and effective.

Monitor progress towards objectives

- Agree appropriate strategies for checking on progress towards the agreed objectives, which will include classroom observation, data collection and analysis, informal and formal meetings as required;
- Implement the process of monitoring and maintain any such records as are agreed between the parties concerned;
- Provide regular feedback to teachers on their progress.

Review progress in relation to objectives

- Establish relevant structures and processes to review with teachers their achievements at the end of the performance management cycle;

- Complete the appropriate documentation;
- Within the agreed school procedures, make any necessary communications in relation to performance related pay.

Review and develop the Performance Management process and practice

- Take part in the monitoring and review of the Performance Management process within the school with a view to its continuing improvement;
- Undertake any necessary personal training needed to perform the role effectively.

Head of Year:

Leadership Responsibilities

1. Heads of Year have a central role in the school, equivalent in status to a senior head of department. The post holder will be expected:
 - to act as professional leader of a team of tutors;
 - to maintain exemplary classroom practice and provide a stimulating and supportive environment for learning;
 - to set and maintain high standards for both pupils and staff;
 - to nurture reflection, professional dialogue and a continuing commitment to review and development;
 - to contribute to the wider development of the school in line with the seniority of the post;
 - to attend regular meetings for Heads of Year and other meetings as required;
 - maintain the Year Committee and other initiatives to promote dialogue with pupils, including house representation on School Council;
 - provide leadership on supporting our Specialist Schools agenda.
2. Heads of Year have the major responsibility in school for ensuring that all pupils reach their potential, behave well and have a good attitude towards school. They are directly responsible for support, wider development and discipline of pupils.

The particular responsibilities of the post are:

- to have a prime responsibility to monitor learners progress against set targets and ensure appropriate systems are in place to support pupils who are failing to meet their targets;
- to maintain and keep school records for each child in the year, to advise subject leader on pupil groupings in order to maximise learning outcomes;
- to arrange a programme of induction for new pupils;
- to develop a distinct year ethos and foster pupils' sense of pride in and loyalty to their year, including organising and, where necessary, leading year meetings;
- to act as the central point of reference for parental communication;
- to plan and oversee the work of a team of tutors, chair meetings of tutors (including provision of agenda and minutes) and other briefings as

necessary;

- to monitor the quality of tutorial work, provide guidance on programmes of activities for tutors and ensure that time is effectively used, in order to promote a strong learning ethos in the year group; to monitor progress, attitude and conduct across the curriculum, bringing together and acting upon issues where a pattern emerges or where there has been a serious breach of the school's Code of Conduct. (It should, however, be emphasised that first responsibility for disciplinary matters rests with teacher and head of department/faculty.)
- to monitor attendance, uniform, homework and other broad aspects of provision;
- to take day-to-day responsibility for records of achievement, including quality assurance and target setting by pupils and, where necessary, put into place monitoring procedures for individual pupils;
- to co-ordinate wider review and support for pupils, including liaison with teachers, parents, the SENCO, EWO, social/health agencies and other professionals including educational psychologists and pupil referral units as necessary;
- to reward and encourage a positive ethos which reflects a caring atmosphere with the year group;
- to contribute to the development of the year system through participation in preparing, monitoring and evaluating a team plan to ensure consistent, high quality provision across years;
- to oversee the particular development needs of one year group as agreed with the Assistant Head Teacher (Pupil Services).

3. Promote the positive recognition of academic and other achievements.
To provide a list of pupils who have completed an excellent year to receive awards at the Annual Achievement Evening.

4. Work with parents and learners to ascertain their views on the quality of learning service the school provides and work to increase client satisfaction.

Professional Responsibilities

5 To promote high standards of attainment, quality learning, an orderly environment and effective pastoral support for pupils and pupils.

6 To promote and support implementation of the school's aims, policies and values, promote the school in the wider community and foster links with the world of work.

7 To work with flexibility to contribute to the smooth operation of the school.

Professional Duties

8 To undertake a programme of teaching as directed by the relevant head(s) of department

9 To undertake associated planning, preparation, marking, assessment, completion of reports and attendance at parents' evenings / other consultation meetings.

10 To maintain an up-to-date professional knowledge of subject and wider

- educational issues, participate in the school's appraisal system and other procedures to identify development needs.
- 11 To support subject/school provision through:
- 12 These will be reviewed on an annual basis or more frequently as required. To work actively to secure continuing professional growth through participating in the school's training programme and other courses/development projects as required.
- 13 To take responsibility for the welfare of a tutor set under the direction of a head of year, including attendance at registration/other tutorial sessions, assemblies, co-ordination of reports and other assessments, and to attend meetings/liaise with the Head of Year as required.
- 14 To work actively as part of a subject/faculty/year or other team to contribute to monitoring of effectiveness, setting and evaluating shared targets, efficient use of resources/resource development, curriculum review and effective discharge of administrative tasks.
- 15 To attend departmental, pastoral, staff meetings/briefings and undertake supervisory duties and cover as required.
- 16 To contribute to pupils' wider development and to encourage participation in clubs and extra-curricular activities.
- 17 To promote the school in the wider community and foster close links with the world of work.
- 18 To undertake other duties as may reasonably be required by the Head of School.

SENCO:

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

A Strategic direction and development of SEN/D provision in the school – with the support of, and under the direction of the Head of School and SLT to:

- contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum;
- support all staff in understanding the needs of SEN/D pupils and ensure that objectives to develop SEN/D are reflected in the school development plan;
- regularly monitor progress of objectives and targets for pupils with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- analyse and interpret relevant school, local and national data and advise the Head of School on the level of resources required to maximise achievement;
- liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.

B Teaching and learning – to:

- support the identification of, and disseminate the most effective teaching approaches for pupils with SEN/D;
- collect and interpret specialist assessment data to inform practice;
- work with pupils, class teachers and key stage managers to ensure realistic

expectations of pupils;

- monitor the use of resources, teaching activities and target setting and develop a recording system for progress.

C Leading and managing staff – to:

- achieve constructive working relationships and establish opportunities for the SENCO, TAs, CLCAs and other teachers to review the needs, progress and targets of pupils with SEN/D;
- provide regular information to the Head of School and governing body on the evaluation of SEN/D provision;
- advise on and contribute to the professional development of staff;
- to support the deployment of TAs and CLCAs for cover work and monitor associated standards.

D Effective deployment of staff and resources – to:

- advise the Head of School, S.L.T. and governing body of priorities for expenditure and deployment of staff, and utilise allocated resources with maximum efficiency;
- maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of school and SEN policies;
- take on any additional responsibilities, which might from time to time be determined.

D4.

Foreword: As an inclusive community school the Nottingham Free School will serve pupils with a full range of abilities and needs. Our anticipated pupil profile, based on an analysis of local primary school provision and parental feedback, gives the following pupil profile.

- Slightly above national averages (28 APS) on prior attainment at entry (estimated 28.8 APS) based upon achievement levels linked to their primary schools and parental feedback during the consultation process.
- Higher than national average proportion of gifted and talented pupils, based on our academic curriculum provision and parental feedback
- Equal balance on gender profile
- Ethnic profile will be in line with the national picture $\leq 20\%$ BEM
- Pupils with English as a second language will be approximately in line with national averages $\leq 15\%$. Amongst these pupils here appears to be a mix of first languages including Urdu and Gujarati.
- Pupils with SEN at School Action plus $\leq 3\%$
- Pupils with SEN at School Action $\leq 10\%$
- Pupils likely to be looked after (LAC) $\leq 2\%$

- Nottinghamshire and Nottingham City Local Authorities are traditionally very low statementing authorities. As such we would anticipate a small number of statemented pupils. We will plan to fully meet the needs of any statemented pupil if the Nottingham Free School is named in a statement

As such we anticipate meeting the needs of a diverse pupil community. We will comply with the requirements of the SEN Code of Practice and the Equalities Act at all times. We will review our approaches in light of the current green paper recommendations

Anticipated Needs:

- **SEN/D:** The overwhelming majority of SEN/D pupils are likely to be at school action. We anticipate the majority of these pupils requiring support for literacy and/or numeracy, with some pupils with additional needs relating to dyslexia. A small minority of pupils may have needs relating to ADHD and mild behavioural difficulties, in line with national and local benchmarks. We anticipate that a small number of pupils may be at school action plus. The majority of these pupils may require additional support from external agencies, relating to potentially a wide range of issues. Nottinghamshire and Nottingham City are traditionally low statementing authorities; as such we are likely to receive few pupils with formal statements. The TAG Trust has great experience in successfully meeting the needs of a diverse range of pupils with SEN/D, with an experienced and extensive SEN/D team whose expertise will be drawn on to support pupils and the work of the SENCO at the Nottingham Free School. Ofsted recognised that at Toot Hill School *'all groups make better than expected progress.'* This contributed to our 'outstanding' judgments for pupil achievement and overall effectiveness.
- **Additional needs:** Some pupils are likely to have additional needs. The proportion of pupils with English as an additional language is higher than national averages in the likely feeder primary schools. However, this doesn't impact significantly on the acquisition of English Language. We anticipate a small number of pupils requiring EAL support. The numbers of Looked After Children are likely to be in line with local and national averages. Once established as an 'outstanding' school this may increase, given policy to place 'LACs' in the best schools. The TAG Trust is very experienced in successfully supporting Looked After Children.
- **Disabilities:** We may receive a number of pupils with specific disabilities. We will fully comply with the Equalities Act and ensure full access to all school activities and the curriculum for pupils. We anticipate that our buildings will be fully accessible to wheelchair users. An access plan will identify development points.
- **Gifted and Talented:** Our curriculum offer means we may attract a higher than national average proportion of gifted and talented pupils, given our academic focus and science and expressive arts specialisms. We will use the NACE definitions for talented pupils, defined as being in the top 5% of pupils nationally. Gifted pupils will excel in one or more areas, including sport, mathematics, languages, the arts, science and/or humanities. We have recently been awarded the NACE Schools award at Toot Hill School, demonstrating our ability to offer a

comprehensive programme to support gifted and talented pupils. Our curriculum organisation, our use of 'tiering' and our academic mentoring schemes will support this. Our school will be rigorous in setting high expectations and challenging targets, and high quality teaching will ensure sufficient rigour, stretch and challenge for Gifted and Talented Pupils.

- **Social, emotional and pastoral needs:** We recognise that all pupils will need appropriate support and guidance throughout their school careers. At times individual pupils will need additional support. We anticipate dealing with a full range of emotional and mental health concerns, in line with those experienced by pupils in other local schools. From our work at Toot Hill and Meden Schools we would estimate in the region of 10% of pupils requiring some form of additional support during their school career.
- **A range of in-house and additional support** will be available to support pupil needs. This will include access to mentors, staff trained as counselors and appropriate multi-agency professionals. The TAG Trust has developed a range of in-house support programmes, which include anger management, arts and emotions, bereavement counseling and conflict resolution. These programmes will be fully available to pupils attending the Nottingham Free School.

Meeting Pupil Needs.

a. An overview of our approach

A wide range of resources, systems and approaches will be used at the Nottingham Free School to ensure that pupil needs are fully met.

The main ways in which we will ensure pupils needs are met are through:

- Ensuring pupils are placed in the correct 'Tier' including subsequent re-tiering according to assessment data, tracking information and other information available through teacher assessment.
- Additional help and support by subject teachers through a differentiated curriculum.
- Specially prepared, differentiated teaching materials
- The use of specialist equipment
- Individual support/mentoring with a Support teacher or CLCA.
- Literacy/numeracy support e.g. Toe by Toe, Stairway to Spelling, Stride Ahead, Literacy Progress Units, one to one support, Power of 2, Number and Word Shark.
- Targeted withdrawal from class to work with a CLCA either individually or in small groups.
- In-class support from a CLCA.
- Support from appropriate external professions and the LA Inclusion services team.
- The use of appropriate ICT equipment and software applications to support learning
- Mentoring schemes
- Personalized Programmes and curriculum modification, as appropriate
- Support in the school's "BASE" provision, once established.

We will adopt a graduated approach to SEN/D provision. When we identify that a pupil has special educational needs and support additional to that of normal classroom provision is required, the SENCO will develop an IEP* and set targets for the pupil. These will be regularly reviewed, and discussed with parents/Carers. Parents/Carers and pupils are encouraged to be involved in setting these targets and in reviewing them regularly, and parents will be invited in to the school at least once a term to participate in this process.

Pupils who have a special educational need, which can be supported by the class teacher, are described as being at Class Action. Pupils who receive additional provision will be designated as at School Action. They may be supported by one or more of the means described above. Pupils who need a more sustained level of support and where appropriate, there are other services or agencies involved in supporting the child and the school e.g. an Educational Psychologist or Inclusion Support Service specialist teacher, will be designated at School Action Plus. The external support agencies will advise the school on appropriate targets for the IEP and provide specialist help when required.

b) Our Approach in Detail.

- i) Teaching Staff:** The SEN Code of practice makes it clear that: “All teachers are teachers of pupils with Special Educational Needs” consequently **teachers** play a key role in ensuring that the diverse ranges of pupil needs are met. Subject teachers are responsible for ensuring that lessons are appropriately differentiated. Staff will be provided with comprehensive IEPs and PSPs containing detailed advice about strategies to employ in the classroom to meet individual needs. Our ‘tiering’ system helps to ensure that lessons are appropriately pitched and departments are expected to produce ***differentiated programmes of study*** for each tier taught. This is an important structural mechanism for ensuring that lessons are adapted and differentiated according to pupil starting points. Differentiated programmes of study also ensure that a range of teaching approaches and methodologies are used that are appropriate to the levels that pupils are working at. Ofsted recognised that tiering was ‘sophisticated’ and played an important role in meeting the needs of all pupils. Assessment procedures will also vary according to the tier taught and teaching staff are expected to take due cognisance of individual needs when assessing pupil progress. Teaching staff will receive regular CPD sessions to share good practice and to ensure that staff are fully updated about inclusion issues. The TAG Trust has undertaken considerable work in these areas with a particular recent focus on the importance of teacher questioning in assessing pupil learning, expertise that will benefit pupils at the Nottingham Free School.
- ii) Support Staff:** A strong learning support team both within the school and in the wider TAG Trust will support teachers and pupils. The **SENCO** will play a leading role in developing IEPs/PSPs, training staff and monitoring the quality of support. The SENCO will be assisted by CLCAs, whose role will be to provide appropriate in class and intervention support. We anticipate using a range of one to one and small group support and intervention programmes, which will be overseen by the SENCO. These programmes will include literacy and numeracy recovery schemes, for example using Toe by Toe and

phonics sessions to support literacy development. A range of in school support programmes, including anger management, art therapy and counseling, will meet social and emotional needs. The SENCO will be supported by experienced colleagues in other TAG Trust schools and by the TAG Trust's inclusion manager, who has a strong track record of delivering practice recognised as 'outstanding' by Ofsted. At Toot Hill School Ofsted reported *that 'an important reason why achievement is outstanding is because all groups achieve very well, including pupils with special educational needs and/or disabilities. Standards for these groups are consistently high.'* Within the TAG Trust we have a dedicated teacher of dyslexia whose expertise will be used in the Nottingham Free School. Our SENCO will have QTS status and the appropriate SENCO qualifications.

iii) The SENCO will take responsibility for supporting Looked After Children. The role will include liaising with external agencies, championing LACs within the school, training staff, coordinating LAC reviews and developing individual education plans and target setting. This is a senior position within the school, reflecting the importance we give to supporting LACs

iv) The Gifted and Talented Co-coordinator: We will have a TLR responsibility for Gifted and Talented provision. This role will involve developing a range of strategies to support gifted and talented pupils and to develop an in-house 'reach' programme. The G&T coordinator from Toot Hill School, where we recently received the NACE Schools award, will provide support. Toot Hill currently leads the Nottinghamshire G&T school network and the Nottingham Free School will be invited in to this network. Our approach will combine high quality teaching and the development of strong independent learning skills, with a structured seven-year programme preparing pupils for Russell Group University entrance.

v) Identification: It is essential that a pupil's special educational needs be identified as early as possible. Prior to arrival at The Nottingham Free School the previous school will be contacted to provide a pupil profile, which explicitly asks for any identified SEN/D, Gifted and Talented or additional needs. Our arrangements for entry include a Midyis/PIPs test and literacy and numeracy screening, coordinated by the SENCO.

On entry to the school each pupil's attainment will be assessed in order to ensure continuity of learning and that needs are met by using a combination of the following:

- Teacher assessment
- Primary transfer pupil profile
- PIPS and Midyis data
- Medical records
- SENCO visits to all feeder primary schools to focus on SEN/D pupils
- Multi-Agency Information and records

From previous secondary schools (in year transfers)

- Meeting with parents/carers and Pastoral Leader
- Contact with previous school and pupil profile
- Liaison with SENCO and/or pastoral leader

- Reference to pupil files
- Reference to IEPs/PSPs

With-in school:

- Referral to the SENCO by mentor and/or Head of Year
- Referral by a subject teacher
- Pupil self-referral
- Peer referral
- The use of internal tracking data, monitored by the mentor/Head of Year.

Meeting anticipated needs:

The SENCO will play a crucial role in ensuring that pupil needs are met. The SENCO will have a senior status in the school and will report directly to the Head of School. The SENCO will manage a team of CLCAs whose role includes in-class targeted support. The SENCO is also responsible for writing and reviewing all IEPs, coordinating with external agencies and disseminating information to teaching and support staff. The SENCO will monitor and evaluate the progress of all pupils identified as having additional needs and will report progress to the Head of School. The SENCO will also play a role in staff training and quality assuring the effectiveness of teaching strategies to meet individual pupil needs.

The following table indicates the range of strategies that we propose to adopt to ensure that individual pupil needs are met. In reality many of the needs are by definition individual, making the generic descriptions below indicative of our likely approaches. We anticipate replacing many IEPs with new Education, Health and Care Plans in light of the green paper recommendations. We believe that individual plans are very important and welcome moves to set personal budgets to support statemented and other identified pupils. This will help ensure personalised approaches and strengthen the accountabilities of external agencies.

Identified Need	Strategies to meet need	Approach & responsibility	Tracking Progress and Measuring Impact
Statemented Pupils	Individualised, depending on each pupil's statement IEP* to identify targets and individual strategies to meet pupil needs	SENCO SENCO to plan & disseminate Class teacher to ensure appropriate differentiation	SENCO, reporting to the Head of School Academic progress tracked through school data systems. Three formal assessment points per year. Collected data includes current working at levels, sub levelled at KS3; effort; homework

			completion Challenging targets set: e.g. Fischer Family Trust (FFT) plus 1
Gifted and Talented	<p>IEP* to identify targets and individual strategies to meet pupil needs</p> <p>Appropriate tiering to ensure stretch and challenge in lessons</p> <p>'Reach' programme to offer individual events, workshops and seminars</p> <p>Links to the national NGTY programme</p> <p>Subject specific mentoring linked to University of Nottingham to prepare pupils for Russell Group University entrance</p>	<p>SENCO/Head of Year</p> <p>Class teacher</p> <p>Gifted and talented coordinator</p> <p>Gifted and talented coordinator</p> <p>Gifted and talented coordinators</p>	<p>Academic progress tracked through school data systems.</p> <p>Three formal assessment points per year. Collected data includes current working at levels, sub levelled at KS3; effort; homework completion</p> <p>Challenging targets set: e.g. FFT plus 1</p> <p>Impact measured by G&T coordinators, reporting to SENCO</p>
Pupils with English as a second language	<p>Literacy screening at point of entry to the school and every term to monitor progress</p> <p>IEP to identify targets and individual strategies to meet pupil needs</p> <p>Appropriate specialized support and advice from Nottinghamshire LA 'EAL' team</p> <p>Tiering based on identified pupil</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO</p> <p>Head of Year</p>	<p>Termly literacy screening, including identification of current reading ages</p> <p>Academic progress tracked through school data systems.</p> <p>Three formal assessment points per year. Collected data includes current working at levels, sub levelled</p>

	<p>cognitive ability, rather than current literacy level, to ensure pupil is placed in an appropriate academic class</p> <p>Implementation of strategies and advice in lessons</p> <p>Individualised literacy support and development: Small group and one to one English session and the use of phonics to support language acquisition</p>	<p>Class Teacher</p> <p>SENCO</p>	<p>at KS3; effort; homework completion</p> <p>Challenging targets set: e.g. FFT plus 1</p> <p>Impact measured and evaluated by the SENCO, reporting to the Head of School.</p>
Dyslexia	<p>IEP to identify targets and individual strategies to meet pupil needs</p> <p>Regular Screening and monitoring by the TAG Trust teacher of dyslexia</p> <p>Implementation of appropriate support strategies: e.g. toe by toe; one to one support; word shark; use of tablets/ICT</p> <p>Implementation of advice in lessons</p>	<p>SENCO</p> <p>SENCO/Tag Trust Teacher</p> <p>SENCO</p> <p>Class teacher</p>	<p>Academic progress tracked through school data systems.</p> <p>Three formal assessment points per year. Collected data includes current working at levels, sub levelled at KS3; effort; homework completion</p> <p>Challenging targets set: e.g. FFT plus 1</p> <p>TAG Trust teacher to monitor ongoing screening and to evaluate impact, reporting to the SENCO</p>

School Action Plus	IEP to identify targets and individual strategies to meet pupil needs	SENCO Head of Year	Academic progress tracked through school data systems.
	Liaison with and referral to appropriate external agency support to ensure appropriate support provided and advice received	SENCO	Three formal assessment points per year. Collected data includes current working at levels, sub levelled at KS3; effort; homework completion
- Identified Behavioural needs	Referral to the TAG Trust's Educational Psychologist; the Rushcliffe community Paediatrician; liaison with LA 'targeted support' team	SENCO	Challenging targets set: e.g. FFT plus 1
- Mental Health needs	Referral to appropriate external support. This includes school nursing service and CAMHS tiered response	SENCO	Impact monitored and evaluated by the SENCO, reporting to the Head of School
- Diagnosed Autistic Spectrum Conditions	Referral to appropriate external agencies for advice and support, including the Community Paediatrician and Autism support groups	SENCO Head of Year Mentor Class teacher	
	Individualised support plans, likely to relate to social time, unstructured time and managing situations involving change		
	Appropriate one to one support		
School Action	IEP to identify targets and individual	SENCO	

	<p>strategies to meet pupil needs</p> <p>Appropriate tiering to ensure pupil is placed in a teaching group according to learning need</p> <p>Classroom based differentiation to meet identified need</p> <p>One to one support</p>	<p>SENCO/Head of Year</p> <p>Class teacher</p> <p>SENCO</p>	
Looked After Children	<p>Personal Educational Plan with individualized targets</p> <p>Dedicated mentor and 'champion' to ensure close monitoring, support and liaison with appropriate external agencies</p> <p>Half-termly progress review meetings</p> <p>Appropriate one to one support to contribute to narrowing the gap</p>	<p>SENCO/Social Worker</p> <p>SENCO to identify</p> <p>SENCO/Mentor/Head of Year</p> <p>SENCO</p>	<p>General educational targets are reviewed during half-termly review meetings and additional multi-agency reviews</p> <p>Academic progress tracked through school data systems.</p> <p>Three formal assessment points per year. Collected data includes current working at levels, sub levelled at KS3; effort; homework completion</p> <p>Challenging targets set: e.g. FFT plus 1</p> <p>Progress measured and evaluated by SENCO, reporting to the Head of School.</p>

*We anticipate replacing IEPs with new Education, Health and Care Plans in light of the green paper recommendations.

vi) Working with external agencies

At the Nottingham Free School we will work with a wide range of external agencies to give us advice, support and training. We envisage running 'Springboard' meetings at least once per term, which will co-ordinate support for individual pupils and to which a range of multi-agency professionals will be invited. We will work pro-actively with a range of multi-agency professionals and will buy in specialised services as required.

Established links include:

- The Nottinghamshire LA Educational Psychology Service and the TAG Trust's educational psychologist
- The Nottinghamshire Targeted Support Service, which provides a range of professionals to support diverse pupil needs. This includes behaviour support, youth offending and domestic support professionals.
- The Physical Disability Support Service, through which professionals give support and advice for pupils with mobility needs
- The Nottingham Community Paediatrician
- The TAG Trust Home-School liaison officer, dealing primarily with barriers to attendance
 - CAMHS for mental health support
 - The school nursing service

vii) Working with Partners

We will work with a wide-range of partner groups to help ensure pupil needs are met. This includes:

- **Other Schools and Colleges:**

- The SENCO from each school within the TAG Trust Schools will meet regularly once every half term. This provides a wider professional support network, allows for good practice to be shared and ensures a regular forum for discussing problems and providing solutions.
- We envisage working together with other local schools to ensure shared approaches to the implementation of the Code of Practice, to plan training events linked to SEN and to ensure the successful transition of SEN from primary to secondary school.

- **Links with the Local Community:**

We believe that school has an important part to play within the local community. We will be involved in:

- Helping to arrange work experiences for our pupils, which we believe benefits pupil's social development and self-esteem
- Organising trips and visits to support learning and develop an appreciation of the local and wider area
- Involving volunteers in the Toe-by-Toe reading scheme and other mentoring schemes.

- **Links with specific charities and support groups:**

The TAG Trust schools already have excellent links with a wide range of local support groups. We will use these links, as appropriate, to support pupils at the Nottingham Free School. This includes local groups specialising in advising on ADHD, Autism and Young Careers. We work closely with The Nottingham Parent Partnership Service, who provide information, advice and guidance on special educational needs for parents and can provide parent advocates, if required.

viii) The School Environment: There are a number of principles that will guide the organisation of our school premises.

- We will ensure that the site and classrooms are accessible to all pupils. This includes ensuring that there is wheel-chair access throughout the site, through the use of appropriate ramp-ways. We would envisage elevator access to upper levels.
- The timetable will be constructed to ensure appropriate rooming for all pupils, including access to specialist classrooms.
- All Steps and pillars will be clearly highlighted to assist any pupils with visual-impairment.
- Neutral, calming colour schemes will be used in all classrooms and public spaces to help ensure a calm, ordered culture.
- Our 'Base' provision will have a multi-sensory room to support pupils identified as benefitting from this type of provision

The Use of ICT.

ICT will be appropriately used to support pupil learning. We view this as a key tool for meeting pupil needs and for monitoring and tracking progress. This includes:

- The school VLE will be available to pupils to access within and beyond school and will contain records of homework, classwork, extension work and links to widen knowledge. This will support all pupils, but the extension work and wider reading links should particularly help support gifted and talented pupils. Absent pupils will be able to access work missed via the VLE.
- ICT software applications will be used to support learning. These include Stairway to Spelling, Stride Ahead, Power of 2, Number, MyMaths and Word Shark.
- Access to the TAG Trust GCSE revision APPS, designed to support structured revision. These are currently being extended in to Key Stage 3 learning and will be available by September 2014.
- The use of interactive whiteboards in lessons to provide appropriate stimulus materials
- Using SIMS modules to monitor behavior and attendance
- Sophisticated tracking arrangements, which use data to set targets, monitor pupil progress, highlight under-achievement and help ensure early, targeted intervention.
- Laptops and tablet computers will be available for individual pupils to access, as appropriate. This access will particularly help meet the needs of pupils with identified literacy needs and help to support independent learning.
- The TAG Trust is currently experimenting the use of i-Pad computers to help support learning in Languages, Science and Humanities. Early signs are very encouraging, with evidence of increased pupil engagement, language acquisition, (especially vocabulary), development of independent learning and literacy (especially more extended writing.) It is likely that by September 2014 this use will be extended further in classroom settings. As Such we anticipate using i-Pad (or similar) technologies at the Nottingham Free School. We believe that this use will help meet the needs of a wide range of pupils, but particularly those pupils with identified literacy issues, with weak literacy skills and EAL pupils. We view the use of emerging technologies as an important part of language acquisition.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

The critical targets for pupil achievement are as follows:

Key Stage 3: We expect all pupils to make at least 2 sub levels of progress per year and the vast majority are expected to make more, as illustrated below.

On Entry		Expected Level outcome by end of Year 8											
		Level 4			Level 5			Level 6			Level 7		
	% conversion	c	b	A	c	b	a	c	b	a	c	b	a
Level 5	a										20	60	20
	b									20	60	20	
	c							20	60	20			
Level 4	a							30	60	10			
	b						30	60	10				
	c					40	50	10					
Level 3	a				50	45	5						
	b			60	35	5							
	c		75	20	5								
Level P													

Expected national progress levels over 2 years is 4 sub levels:

	Progress Levels	
	Less than expected progress	< 4 sub levels
	As expected progress	4 sub levels
	More than expected progress	> 4 sub levels

Key Stage 4: (2019)

MEASURE	TARGET
E.Bac. Diploma (%)	75%
5+ A* - C (EM) (%)	80%
5+ A* - C (%)	100%
VA	1020
3 Levels of progress – English	90%
4 Levels of progress – English	50%
3 Levels of progress – Mathematics	90%
4 Levels of progress – Mathematics	45%

Other key targets include:

Attendance – overall (%)	96%
Attendance – across year variance (%)	+/- 2%
Permanent Exclusions	0 – 1 per year

Involvement in extra curricular activities	90%
Bullying incidents	Pro-rota with TAG Schools
Homework compliance	85%
Teaching & Learning	90% of lessons are good or better
Parental & pupil satisfaction rates	90% good or better

Key Stage 5 (Post 16) targets:

MEASURE		TARGET
AS Level	Average Points Score per entry	50
Tariff:	Average Points Score per candidate	200
A = 60	% A – E grades of all entries	95%
B = 50	% A – C grades of all entries	80%
C = 40	% A – B grades of all entries	60%
D = 30	% A grades of all entries	30%
E = 20		

MEASURE		TARGET
A - Level	Average Points Score per entry	100
Tariff:	Average Points Score per candidate	450
A* = 140	% A* – E grades of all entries	100%
A = 120	% A* – C grades of all entries	80%
B = 100	% A* – B grades of all entries	60%
C = 80	% A* - A grades of all entries	30%
D = 60	% of pupils securing	95%
E = 40	3 A – Levels	

Individual Post 16 student targets will be based upon national chances data and the targets will be set on an upper quartile prediction.

Our philosophy and rationale behind these targets is as follows:

Our definition of success is: all pupils must achieve their aspirational academic targets and thus make at least good progress Every pupil will be supported to achieve his or her personal targets. High quality teaching and learning is essential to securing high levels of achievement. High quality staff training through accredited courses enables high quality teaching inputs. Pupils need high levels of attendance to ensure continuity

of learning and high achievement. Independent learning through engagement with homework is essential if pupils are to make good or better progress. Pupils must secure the English Baccalaureate diploma if they are to secure entry to the Russell group of universities. High participation rates in extra-curricular activities re-enforce a positive learning culture, develops self-esteem and helps secure high achievement. The schools behaviour code ensures a safe, settled and calm school environment where pupils will thrive. Strong home-school links ensure that the school works in partnership with parents to support pupil achievement and well-being.

STRATEGIES:

Achievement:

- To secure high achievement outcomes a comprehensive learning and achievement structure will be established at all key stages.
- On entry every pupil will be set a challenging target level/grade based upon prior learning. The targets will relate to end of year-anticipated progress and end of Key Stage progress.
- The pupil's mentor will closely monitor by the subject teacher and in a global sense the pupil's progress. If progress is not at the expected level appropriate intervention strategies will be employed. Achievement of targets will be recognised through rewards system.
- Progress in lessons will be based upon outstanding teaching and learning. Middle and senior leaders will ensure standards are at least good and will closely monitor lessons. Staff performance will be objectively assessed through the school's Appraisal system. If staff fail to meet the expected standard they will be placed under formal observation and capability.
- After every assessment point staff will be issued with updated pupil progress data. This enables staff to analyze and evaluate each pupil's current learning position.
- In order to secure a consistently high level (good or better) of teaching a considerable emphasis is placed on staff continuous professional development. The school will be a member of the proposed Torch Teaching School Alliance. This will enable access to first class training and qualifications through the National College and Nottingham University's masters programme. In school all staff will receive a weekly practioners training slot on their timetable centered upon the philosophy of 'train, do and review'.
- Intervention strategies will be employed across all year groups in order to overcome learning progression issues or simply to support a pupil's own study. The strategies may range from additional homework tasks through to one to one teaching.

Attendance:

- Attendance will be monitored through the mentor, Head of Year, Pupil Welfare and The TAG Home-School liaison officer. First day contact will be made in all cases of absence. After this if attendance issues continue parents will be expected to attend an attendance panel meeting to discuss the issues and set targets. If further progress is absent then formal legal proceedings will be instigated.

Behaviour:

- Classroom teachers will closely monitor behaviour. Any infringement will be

recorded using the school's IT system. This will lead to a consequence in line with the school's behaviour policy. The aim is to minimize poor behaviour so that pupils will learn more effectively. Linked to the above will be personalised mentoring by the pupil's tutor and regular reward assemblies. If pupils continuously fail to meet expectations the school will use all available sanctions, up to and including permanent exclusion, in order to ensure a high learning ethos.

- The school will make explicit its anti-bullying strategy to pupils and parents. Where appropriate restorative justice will be used where bullying is identified. If a 'bully' continues to harm other pupils by their actions all possible sanctions may be employed in order to support the victim.

Homework:

- Homework will be closely monitored, both in its setting and completion.
- All homework will be posted on the school's VLE and this will enable tracking of its setting. If staff fail to set homework they will be challenged and this may form part of their appraisal.
- Pupils will be graded at each assessment point for the quality of their homework. Where staff raise concern, parents will be contacted by the mentor and discussions with the pupil undertaken.

Teaching & Learning

- The Performance Director and Head of School will monitor the quality of teaching. This includes a termly performance management observation for all staff and departmental reviews
- Learning walks and lesson drop ins will be regularly conducted to monitor day to day standards
- A formal report will be produced after each departmental review to indicate overall standards and targets for development.
- Any concerns about inadequate standards will be immediately addressed under the capability process.
- All data will be shared with the Local Governing Body.

Assessing Pupil Progress:

- Twice yearly progress data will be collected electronically on pupil learning performance. The fields of data will include:
 - Current level/grade
 - Expected end of year/ key stage grade
 - Homework grade
 - Effort grade
- This data will be used for setting and tiering purposes and to inform any mentoring and intervention programmes.
- Departments will receive a statistical breakdown by class and by subject. This will be used to frame performance interviews for leadership as well as for the individual teacher.
- The data team at the TAG Trust will lead this data collection and dissemination.
- Pupils will be formally assessed twice a year prior to the assessment points. All exams will be scrutinized for rigour and academic 'pitch' by the

School's leadership team.

Reporting to Parents:

- Parents will receive a termly report to explain about their child's learning progress. One report will contain detailed written comments.
 - In addition to the above parents and pupils will be invited to a 'Pupil Review Meeting' where the mentor will provide a global view of learning performance and well-being. Each year parents will have the opportunity to meet their child's subject teachers to discuss subject specific matters.
 - Once a report is issued parents will be asked to supply any comments or complete an on-line response sheet. The mentor is responsible for passing those on to the appropriate Performance Director for action.
 - Parental feedback will be used to inform any revision to future programmes of study or schemes of work
 - At the 'Pupil Review Meeting' parents will be supplied with guidance on how best to support their child's learning at that stage in their child's development.
- Pupil Voice

- Each curriculum area will form a pupil subject focus group representing a cross-section of all learners.
- The group will discuss with the performance director and/or senior leader the quality of learning experience from the pupils perspective
- Regular whole school pupil questionnaires will be used to gauge school effectiveness and pupil satisfaction rates.

D6 – Admissions

The Nottingham Free School will be a secondary free school primarily serving the northern areas of Nottingham City. We anticipate receiving pupils from other areas on the fringes of these communities. As such our catchment area is defined as the Carrington, Sherwood and Mapperley areas of Nottingham.

This catchment has been chosen because it fits with the rationale outlined in section C. The shortage of current and predicted good or outstanding school places in these areas demonstrates the need for additional choice and high quality secondary school provision. In addition our defined catchment allows admission to the school for children from areas with very different socio-economic profiles, allowing access to the school for children from the more disadvantaged areas of the City. Children from these areas often fail to secure places at the strongest schools. We are committed to ensuring fair and transparent admission arrangements, in line with the School Admissions Code.

We will not operate any form of selection. We will use the Nottingham City/Nottinghamshire co-ordinated admissions schemes for entry in to the school at Year 7 and for all in year transfers. Applications for Post 16 places from 2019 will be made directly to the school. Year 6 parents will apply to the school, using the co-ordinated scheme, by 15th October in the year preceding entry. Places will be allocated through the co-ordinated scheme and advised to parents on 1st March during the child's Year 6.

Our Post-16 provision will be open to all applicants. Applications will be received by 15th

December of a pupil's Year 11, although late applications will be accepted. Provisional offers will be made by 1st March. Access will be open to all, although individual courses will have their own entry thresholds. Applicants for 'AS' courses will usually be expected to have secured at least 5+ A*-C grades at GCSE and a grade 'B' or higher in subjects to be studied. However these are flexible guidelines, rather than absolute requirements. We will use the same oversubscription criteria as applies to 11-16 admissions.

Our published admission number (PAN) is 90 in each year group, including Post-16.

In the event of over-subscription we will adopt the following criteria, in priority order, once places have been allocated to pupils who have a statement of special educational needs which names the school:

- 1 Children looked after by a local authority
- 2 Children who live in the catchment area and who at the time of admission will have a brother or sister attending the school
- 3 Other children who live in the catchment area
- 4 Children who live outside the catchment area and who, at the time of admission, will have a brother or sister attending the school
- 5 All other children

We propose using the Nottinghamshire LA definition of Siblings (brothers or sisters) which are defined as:

- *a brother or sister who shares the same parents*
- *a half-brother, half-sister or legally adopted child living at the same address*
- *a child looked after by a local authority placed in a foster family with other school age children*
- *a stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.*

Tie-breaking criterion: In the event of oversubscription, within any criterion, preference will be given to children who live nearest the school as the crow flies. Distances are measured from the entrance to the child's home to the principal entrance to the main reception building of the school, using ArcView.

It is our intention to use the Nottinghamshire Admissions appeals team, as a bought service, to independently administrate any admission appeals. We have had a very positive experience of this service with our work at Toot Hill School. We believe that the level of service provided, combined with the relatively low cost, offer us best value. The alternative of recruiting, training and updating our own independent appeals team does not represent value for money at this moment in time.

Waiting lists will be held by the school and operate in accordance with Nottinghamshire Local Authority guidelines. This is to ensure an open and transparent process that is in keeping with the admissions code and local practice.

The Nottingham Free school will participate in the local FAP (Fair Access Protocol) and

requests from the FAP panel for hard to place children will be given special consideration.

D7 – Behaviour, Attendance & Well-Being.

Foreword: The Nottingham Free School will promote high standards of behaviour at all times. The school will establish a clear code of conduct and expect staff to act as positive role models. High expectations of pupil behaviour will pervade the school and the school will provide a safe, secure and nurturing environment. We recognise the inextricable link between behaviour and achievement. It is, therefore, essential that the school promotes good behaviours and challenges unacceptable conduct. This is a basic expectation that will underpin the daily work of the school.

Philosophy and rationale

- High expectations, shared values, fair and consistent application of rewards and sanctions; combined with effective teaching, active tutoring, and early intervention are key to promoting positive behaviour and raising achievement.
- The Steer Report summarizes our overriding approach to behaviour management.

‘Consistent experience of good teaching promotes good behaviour.... Strategies need to be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach pupils how to behave well – good behaviour has to be learnt ... good behaviour has to be modelled by all staff in their interaction with pupils.’

- In our experience high quality teaching is the key to promoting positive learning attitudes and behaviours. Teaching that is well planned and appropriately challenging is at the heart of developing a positive learning ethos.
- Sustained high quality teaching will secure high standards of behaviour
- Our staff will be trained and expected to deliver at least 90% of lessons that are ‘good’ or better according to Ofsted criteria. Experiencing consistently ‘good’ and ‘outstanding’ teaching will enable pupils to make rapid and sustained progress and consequently secure high outcomes. Consistent high quality teaching and high standards of behaviour will differentiate our school from other local schools and enable us to achieve our targets and add value for pupils.

Strategies: Established structural factors will combine to promote positive attitudes to learning. Our varied and stimulating curriculum will engage learners; our ‘tiering’ system will enable teachers to deliver lessons that are appropriately pitched, challenging and that meet pupil needs; our shorter lesson length (45 minutes) will ensure pace and reduce dis-engagement; our extended school day, with a range of exciting extended learning options will engage pupils in school life. These factors will ensure that pupils are positively engaged in learning, which will, in turn, enable pupils to secure high levels of achievement and meet our school targets. Uniform will be an important part of our school ethos and will be strictly enforced. This will ensure uniformity and equality and eradicate any potential sub-cultures emerging in the school. Consultation with parents overwhelmingly supports this stance.

We recognise that all staff play a key role in establishing a positive learning environment. Staff are responsible for modelling positive behaviour and will actively

teach and promote preferred behaviours, through everyday work and active mentoring sessions.

Staff will be expected to follow our wider TAG groups 'no-shouting' approach to behaviour management. Staff will lead by example and our policies for staff will include a dress code, ICT and internet safety code and clear procedures and training in safeguarding and positive handling. On-going staff CPD plays a crucial role in our vision and staff will be trained in conflict de-escalation and will be equipped to use restorative justice techniques.

We will establish strong systems that reward and recognise pupil's achievements and we will promote an ethos that celebrates success. Our school will celebrate and reward success through regular year based 'achievement celebrations.' Assemblies will be used to celebrate individual and team excellence. Our whole school approach to rewards will involve staff formally recognizing a range of positive behaviours. This includes recognising effort, homework completion, positive contributions and engagement in lessons and during extended activities. This positive approach will help to promote high standards of behaviour and also encourage high participate rates.

Formal reward points ('Credits') will be issued by staff and recorded using the SIMS behaviour module, based on the following categories: participation, effort, focus and excellence. Positive behaviour points will escalate to different reward levels, initially using the 'Olympic' theme to link with our sports specialism. Threshold levels will link to bronze, silver and gold award levels. Gold medal winners will automatically be invited to our annual achievement evening, together with a range of other pupils. Our achievement evening will be a formal celebration of achievement and will be a major public event. The evening will take place in a prestigious location, which will help raise pupil aspirations and, over time, older award winners will act as role models to younger pupils.

Ambassadors, drawn from the pupil body, will be encouraged to help us review and shape our future reward policies. This will ensure they remain fresh and relevant to each year group. In recognition of our sporting status we will also run an annual sports celebration event, which will celebrate individual and team success, and we will elect a 'sports personalities of the year' to recognize the highest levels of sporting achievement and effort.

We recognise the importance that the pupil voice plays in promoting a strong school ethos and this links to our vision of promoting leadership. We will establish a pupil ambassador scheme with representatives from each mentor group and learning tier. Ambassadors will meet regularly with the Head of School and their Head of Year and annually with the local governing body to ensure pupils are involved in decision-making and feedback pupil perspectives. This will help ensure pupils positively engage in developing their school and will help to promote a positive learning and behaviour ethos. Ambassadors having been trained in public speaking will be encouraged to represent the school at community events, including presenting to groups of prospective parents and community stakeholders.

The school will deal firmly and fairly with behaviours that do not meet our expectations. The school will have a clear code of conduct, based around the key themes of pride,

respect and responsibility. The Code of Conduct will emphasise the importance of each pupil for taking pride in their own achievements and those of others; pupils are expected to respect themselves and others, and recognise the rights of every pupil to learn and the rights of teachers to teach; pupils will be expected to take responsibility for their own learning and behaviours.

The school's code of conduct will be displayed in every classroom and in every pupil's planner. Assemblies will be regularly themed around pride, respect and responsibility.

In classrooms we will adopt a 'consequences' approach to behaviour management. The system will run throughout the school and has been effectively used at Toot Hill School, where Ofsted praised 'excellent attitudes to learning.' Toot Hill is a Local Authority 'lead school' for behaviour, with very well established and effective policies and procedures.

The mantra of our approach is defined by the key phrase: 'Actions have consequences.'

Operational systems

All incidents of concern will be recorded using the SIMS behavioural module and tracked by the Head of Year and Mentor. In order to ensure consistency the system will apply throughout the school. The system escalates from a warning, to different levels of detention, to isolation ('ICE') and may result in fixed term exclusion, illustrated by the table below. A key part is the engagement of parents/carers as concerns escalate.

C1	1 st Misbehaviour Choosing not to follow Expectations	1 st Warning Name on board
C2	2 nd Misbehaviour Still choosing not to follow Expectations	2 nd Warning Name on board Informal detention
C3	3 rd Misbehaviour Continually choosing not to follow Expectations	Third Warning Name on board 1 hour formal Dept detention
C4	4 th Misbehaviour Wilful disregard of Expectations	Sent to another classroom Department 'ICE' and After school detention
C5	5 th Misbehaviour Refusal after C4 Misbehaving after C4 Skipping C4 Detention Misbehaving in C4 detention Truancy	1 day in ICE Meeting with parent and PD/HoY
C6	6 th Misbehaviour Refusing to go to ICE Skipping ICE Misbehaving in ICE	SLT / HOY / Parent meeting Exclusion with work to complete

	Extreme misbehaviour
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- In addition the school will operate an escalating ‘indicative’ sanctions scale, outlined below. This is intended to cover behaviours outside of the classroom, but also includes ‘indicative’ thresholds for more serious and deteriorating behaviours. In line with DfE guidance we explicitly recognize that cases should be considered individually, taking full account of the context and the individual needs of pupils. However the sanctions should be regarded as indicating the likely ‘indicative’ level of response. Our ‘indicative sanctions’ start with ways of responding to lower level behaviours and escalate through to the use of isolation, fixed term and permanent exclusion in much more serious cases.

We aim to minimize the number of exclusions through the use of ‘ICE’ (Isolated Classroom Experience), but believe that certain actions and behaviours warrant fixed term and permanent exclusion. We intend to be a low excluding school and the school will follow the latest DfE guidance on exclusion. The school will use links with other Torch Academy Schools to provide full time education if a pupil is excluded for more than five school days. The school will be represented on the local ‘Fair Access Panel’ and may explore ‘managed move’ options with other local schools, or schools within the Torch Academy Gateway Trust, as appropriate.

SANCTIONS	INAPPROPRIATE BEHAVIOURS
Verbal challenge – saying no: C1	One-off minor offences e.g. talking in class, inappropriate comments and remarks; running along corridors; rudeness; poor manners; chewing gum
Non-verbal gestures or expressions	As above
A verbal telling off in private	Rudeness; more extreme misconduct; persistent minor offences; poor manners; rudeness; inappropriate language (e.g. sexist, racist – these should be reported to the Deputy Head (Pupil Welfare) top ensure they are formally recorded)
A verbal telling off in public	As above, if not done to humiliate
Move pupil within classroom: & C2	Continued minor offences; disruption to learning of others in vicinity
A short “cooling off” period (5 minutes max.) outside the classroom. Ensure there is only 1 pupil outside at any time	Continued misbehaviour following a verbal warning; resolving conflict between pupils.
Note in Planner	Continued misbehaviour following a verbal warning, threat to challenge minor disruption
SIMS Incident report to PD/Tutor	All misdemeanours in the classroom and corridors that is worthy of record (NOT minor infringements).

Removal to another classroom (Departmental ICE) (Letter home should follow from teacher) & C4	Persistent misbehaviour; refusal to follow instructions;
Letters to parents (Check with Tutor/PD before sending)	Failure to attend detentions; failure to complete homework; persistent infringement of uniform rules; damage to property; poor behaviour on buses / in public; notification of exclusions; concern about homework; concern about academic progress.
Telephone calls to parents (Check with Tutor/PD before calling & always complete a record sheet)	As above;
An invitation for parents to come into school	Regular bouts of misconduct; Levels 2 and 3 of report; bullying; poor attendance; readmission after fixed term exclusion
SIMS Incident slip to Head of Year/SLT & C5	More serious offences: verbal abuse; rudeness; physical assault; vandalism; truancy; bullying etc
Teacher/Departmental based detentions – which may range from 5 minutes after a lesson to a period during break, lunchtime or after school. (After school departmental detentions need to be applied by the PD): C2, C3	Persistent misbehaviour; persistent lateness; rudeness; any conduct that goes against the school's expectations;
Head's Detention (After School – Friday) (Referred by PD/HOY/SLT): C4	Persistent non-conforming to school rules, e.g. regular failure to attend Dept. detentions; rudeness to staff; bullying; smoking; etc.
Community Service e.g. litter duty or helping younger pupils (Organise through HOY or SLT)	Dropping of litter; vandalism; graffiti; bullying (in some situations); off site during lunch break
Withdrawal of privileges e.g. Discos, visits, etc. (only by SLT/HoY)	Behaviour that is unsafe and highly inappropriate; behaviour that reflects badly on the School.
Confiscation of property (Envelopes in staff room, complete the front, hand in to office, item placed in safe, parents to collect)	Mobile phones, i-Pods, jewellery etc.
Physical Search (Only by SLT/HOY)	Concern over drugs, offensive weapons etc.
Placement on Behaviour Report: Levels 1 (Blue), 2 (Yellow) and 3 (Pink)	Persistent poor behaviour. Level 1 monitored by tutor; level 2 by Head of Year; level 3 by Deputy Head
ICE (Isolated Classroom)	Persistent disruptive behaviour; extreme misbehaviour that does not warrant exclusion;

Experience) (only by HOY/SLT/Staff conducting climate walks)	non-cooperation e.g. uniform; One off serious disruption; cooling off period
Direction to off-site educational provision (Only Head of School)	Persistent disruptive behaviour; extreme misbehaviour; assault; theft; alcohol and drug abuse; persistent and disruptive misbehaviour; dangerous conduct; bullying; racist conduct; sexual misconduct; malicious allegations against school staff; non-cooperation;
Fixed term exclusion – followed by re-integration meeting, which could lead to permanent exclusion (only by Head of School)	The school reserves the right to use fixed term exclusion in any circumstances where it is deemed by the Head Teacher to be warranted. This may include: verbal abuse at adults; assault; theft; alcohol and drug abuse; persistent and disruptive misbehaviour; dangerous conduct; bullying; racist conduct; sexual misconduct; malicious allegations against school staff and other pupils etc.
Behavioural Contract – Supervised by Deputy Head. Failure to meet targets leads to escalating sanctions. Most commonly used following fixed term exclusion/ICE	On-going and persistent misbehaviour; repeated failure to follow instructions, meet school expectations, etc.
Permanent Exclusion (only by Head of School)	The school reserves the right to use Permanent Exclusion in any circumstances where it is deemed by the Head of School to be warranted. This may include: physical assault; threatening behaviour; verbal abuse; theft; dealing in or supplying prohibited and/or illegal substances; bringing offensive weapons on to school site; persistent and disruptive misbehaviour; dangerous conduct; endangering the health and safety of self or others; malicious allegations against school staff and other pupils; bullying; racist conduct; sexual misconduct, etc.

Regular 'learning walks' conducted by Performance Directors and members of SLT will help support staff and monitor day-to-day standards of teaching and behaviour. The school will operate an 'on call' system to deal with serious issues and operate a departmental 'ICE' timetable, where a pupil can be sent to work away from their peers, if required. More serious incidents may require the use of longer periods of isolation, planned for by the Head of Year. The school will not use a 'drop in' or 'sin bin' approach. It is our experience that such methods are often counter-productive and that a positive 'isolation' experience needs to be planned for and to involve aspects of reconciliation. Pupil's 'ICE' experience will involve a 'recognise, repair and rebuild' session.

Pupils may also be placed on a 'target diary' reporting system. This is a graduated

response system that enables close monitoring of a pupil for a period of at least one week. Pupils will be set up to three specific targets, which are monitored in all lessons/sessions. Level 1 will be initiated and monitored by the tutor, Level 2 by the Head of Year and Level 3 by a member of SLT. Parents/careers will be involved in this process. We will allow pupils to self-initiate a level 1 'target diary,' as this encourages ownership and individual responsibility.

Over time we intend to establish a behavioural support provision, known as 'BASE', that will pro-actively support pupils. This provision will include the offering of anger management training, small group sessions to boost self-esteem and one to one counselling support sessions. In the early years this provision will be offered on a need basis and provided by experienced staff from Toot Hill School. Over time our intention will be to roll out this provision at the Nottingham Free School, if required.

Roles and Responsibilities

Our behaviour management policy makes roles and responsibilities explicitly clear.

- **Classroom teachers** are accountable for standards in their classroom and are expected to follow school systems and procedures at all times. The relevant Performance Director acts as the first referral point for a class teacher. Central to our philosophy is the view that unacceptable behaviours must be challenged and followed through by the class teacher, with appropriate support as required. This prevents developing a dependency culture where incidents are passed on for others to deal with.
- **Performance Directors** (Heads of Department) are responsible for monitoring the use of rewards and the application of sanctions across the department and are responsible for overall departmental standards. The Performance Director is expected to discuss departmental standards and behavioural indicators with their line leader during formal line management meetings that take place once a fortnight and with departmental staff during every departmental meeting. The Performance Director is responsible for evaluating standards of behaviour and pupil engagement in their departmental area and will produce an annual departmental 'SEF,' which will include an evidence based judgment on behaviour and well-being. The performance director will conduct regular 'climate walks' across their departmental area.
- The **SLT line leader/SENCO** is responsible for monitoring and holding the Performance Director to account and for providing additional support when needed.
- **The Mentor** is responsible for monitoring individual pupil progress and pupil attitudes across the range of subjects, monitoring SIMS data on a regular basis. The mentor acts as the focal point for recognising positive behaviours and for maintaining an overview of mentees across the broad range of subjects. The mentor is accountable to and supported by the Head of Year, who acts as their immediate referral point. The mentor also acts as the main point of contact with home.

- **The Head of Year** is responsible for creating a positive Year group identity. They are responsible for maintaining an overview of positive and negative behaviours across the Year Group and for ensuring that appropriate support is planned for when needed. This includes responsibility for liaising with other teaching staff, parents/carers and external agency staff when a pupil's behaviour is causing significant concern. The Head of Year is responsible for monitoring SIMS behavioral data, developing BSPs (Behavioural Support Plans), making referrals to external agencies, for example Educational Psychology Services, and calling multi-agency meetings. The Head of Year is also responsible for dealing appropriately with bullying issues. More positively an important aspect of the role is to run year group reward systems, organise achievement assemblies and issue bronze, silver and gold award certificates.
- **The Head of School** is responsible and accountable for overall standards of behaviour in the school. This role includes monitoring and evaluating standards of behaviour; leading whole school self-evaluation including judgments on behaviour and well-being; developing whole school approaches and strategies. The Head of School is responsible for issuing all fixed term exclusions. The Head of School will be expected to discuss potential permanent decisions with the Executive Headteacher prior to any decision to permanently exclude.

The school will buy in to specialised services to support behaviour, as and when required, e.g. educational psychology service.

Attendance: Behaviour, attendance and achievement are crucially linked. Pupils need to be in school to receive the high quality teaching that we will deliver and to access the range of additional opportunities provided. Developing a positive, inclusive and welcoming school ethos is essential to promoting high levels of attendance. Underpinning this approach is the importance of establishing good relationships throughout the school and with our parents/carers. The school will use SIMS to record pupil attendance. The mentor will record morning and afternoon sessions and SIMS lesson monitor will be used to register every lesson. Attendance records will be included in all reports sent home to parents/carers, including half-termly monitoring reports.

Our school will provide a stable, nurturing and supportive setting for all pupils. The Mentor will play a key role in getting to know pupils well and will meet with pupils twice daily in registration sessions. Morning sessions will be used for active tutoring, part of which will focus on the well-being agenda. Mentors will also be expected to regularly mentor pupils, either individually or in small group sessions and to act as the initial contact point with home. Establishing strong relationships will help mentors pro-actively identify any barriers to learning, including any emerging attendance issues. Mentors will meet twice yearly with parents/carers on 'pupil review days' to discuss general progress and attendance issues. The school will issue an attendance guide to parents as part of our induction procedures. This will explain procedures for reporting absence, acceptable reasons for absence and reasons that will not be authorized. The guide will highlight the link between attendance and achievement. The school will not usually authorise any term time holidays, unless exceptional circumstances exist.

The school will establish clear roles and responsibilities concerning attendance:

The Mentor will be responsible for recording morning and afternoon attendance on SIMS, for completing absence coding and for referring concerns to the Head of Year. The mentor will also track lesson monitor to identify potential instances of internal truancy.

The Head of Year is responsible for monitoring the work of the mentor team. The Head of Year has responsibility and for recognizing and reading high attendance and for intervening when attendance drops. The Head of Year will make attendance referrals, instigate attendance panels and produce attendance support plans, as appropriate.

The SLT line leader will monitor the effectiveness of the Head of Year's monitoring, attend attendance panels and offer additional support, as needed.

The Pupil Welfare Officer will track the completion of SIMS registers, conduct first day calling in the cases of absence and produce weekly SIMS reports for each mentor group and Year group.

The Home School Liaison Officer will undertake home visits and fulfil the traditional aspects of the EWO role.

The school will use the following strategies to promote and recognize high attendance:

Strategy	Rationale	Responsibility
Attendance targets for every pupil, mentor group & year group. (Individual pupil targets will be set based on previous attendance data, including data from primary schools)	To emphasize the importance of high school attendance	Head of Year – Mentor to monitor
Tutor based attendance competitions (& Year based over time)	To instil a competitive dimension to attendance and create positive 'peer pressure' to attend school	Head of Year
Attendance displays, recognising 98 - 100% attendance per half-term	To publically display and reward positive attendance	Head of Year
Half-termly celebration assemblies – including recognition of high & improved attendance	To publically recognize high & improved attendance	Head of Year

The School will adopt the following intervention strategies, which will include a graduated response, taking in to account the context of the situation.

Strategy	Rationale	Responsibility
First day of absence calling	To contact parents/carers on first day of absence to ensure pupil safety and to highlight absence from school	Pupil Welfare Officer

Phone call home - attendance drops below 96%	Strong parental engagement and the importance of high attendance	Mentor
Information Letter home - attendance drops below 94%	Further parental engagement and emphasising the importance of attendance	Pupil Welfare Officer
First Warning letter – 92% attendance	To formally highlight problem and potential consequences & offer support	Pupil Welfare Officer
Second Warning letter – 90% attendance	To warn of attendance panel & offer further support	Pupil Welfare Officer
Attendance Panel – 88% & below	To formalize the issue, set target for improvement & offer support	Head of Year, with governor
Home Visits	By arrangement to check on pupil well-being & engage with parents	Head of Year – Conducted by Torch Academy Group Home-Liaison Officer
Referral to LA for legal consideration: Persistent poor attendance at or below 85%	Legal responsibilities	Head of Year

The school recognises that some pupils will need additional support to return to school after long-term absence. The Head of Year is responsible for organising appropriate re-integration plans, which may involve planned work recovery sessions, led by teaching staff. This may also involve work from other professionals, as appropriate.

In cases of long term absence due to illness work will be set by teaching staff and can be returned for marking via the school's VLE. The school will buy in to the L.A.'s home education service for long-term illness, ensuring that pupils can access the full curriculum offer.

The school will offer regular planned work recovery sessions, led by teaching staff to assist pupils who have missed work. In addition the VLE will be used to store appropriate worksheets and homework and can be accessed by pupils from home.

The pastoral leader will work closely with the Torch Academy Gateway Trust's **Home-School liaison officer**, who will conduct home visits, work with parents, fulfilling the functions of the traditional educational welfare officer. We have agreed to use Nottinghamshire L.A.'s legal services for dealing with poor attendance once thresholds drop below 85%. This includes the option of appropriate legal action.

Well-Being:

The welfare and well-being of our pupils is of paramount importance. We will employ ground breaking and highly innovative work in this area. Individual pupil well-being will be tracked, using a series of regular questionnaires and surveys. This will use factors identified by the Rowntree foundation to build an individual profile of a pupils well-being at any given time and will also build up a profile over time. This will be used by mentors to help support pupils and will help ensure that we respond rapidly and pro-actively to changing indicators. We intend this work to be ground-breaking and place pupil well-being indicators and changes at the centre of pastoral care. This system is currently being piloted and we believe could become nationally and internationally significant. Our methodology is currently being discussed with the PISA team and may be used to help develop international well-being indicators.

Our well-being monitoring system is focused on enjoyment in activities that are;
Autonomous; Believed to be worthwhile; Engaged with whole-heartedly; Successful and Involve relationships.

Autonomy

- Choice and control are associated with well-being.
- For children, autonomous activities are associated with activities beyond school. They are likely to be associated with family, friends, hobbies, clubs ... However, some aspects of school allow for some degree of autonomy – especially the creative subjects and sports.

Worthwhile / Engagement / Success

- For true well-being, activities need to be worthwhile not only subjectively but also in some more concrete objective sense.
- Real engagement will only occur if the activity is perceived to be worthwhile to the individual concerned.
- These activities may require a great deal of effort (mental and/or physical) and hence they need to be considered worthwhile and result in some successful outcome.
- Success on its own, although it can provide positive feedback, is not sufficient to ensure long-term engagement or even whole-hearted engagement for a shorter duration. An activity must have some value to the individual.

Relationships

- Activities pursued in isolation can and do contribute to well-being. However, if an individual has no activities that promote good relationships with other people we may declare that the individual's well-being is compromised.
- For those involved in heteronymous work, it is often the relationships and camaraderie that make it tolerable.

A person could be considered to be enjoying a good sense of well-being if:

- Basic physical and emotional needs are being met.
- The individual engages in worthwhile autonomous activities with others that result in successful outcomes.

Well-being and happiness are not the same. Happiness can fluctuate rapidly as a result of successes and failures of the moment. Well-being should measure something more constant about the quality of a person's life over a longer time period. Well-being should measure the quality of life over and above the meeting of basic needs. It should measure how close one is to leading a fulfilling and flourishing life.

Applying the above in a school context:

Pupils will be considered to be enjoying a good sense of well-being if:

- Basic physical and emotional needs are being met.
- They engage in worthwhile autonomous activities with others that result in successful outcomes.

The enrichment programme will provide a wide range of opportunities for pupils to develop their own sense of well-being and have a positive impact on learning outcomes. To enable careful monitoring of this aspect of a pupil's life they will complete a carefully devised questionnaire based on these areas. This will provide the mentor with a data set to monitor potential issues, which may cause a loss of learning focus.

Safeguarding & Safety:

The school will insist on rigorous and stringent safeguarding and safety arrangements.

These arrangements include:

a) Site Safety

- Supervised exit and entrance points
- Staff Identification badges
- Visitor sign in/out arrangements and identification badges
- Staff supervision and lunch-time duty rotas, covering key areas during unstructured time
- Health and safety responsibilities are designated to the Head of School, who is responsible for completing all risk assessment's and updating the school's health and safety policy
- Supervised quiet zones will be established during unstructured time
- Pupils will not be allowed to leave the school site during break or lunchtimes

b) Designated Officers & Staff Training

- We will designate a lead and second trained 'designated officer' for child protection and safeguarding. They will attend bi-annual local safeguarding board 'designated person' training and will have completed the safeguarding board's

'multi-agency working together' courses. The Head of School and Head of Year will undertake the role in the first instance. The role will cover all of the statutory child protection 'designated person' requirements.

- All staff will receive full child protection and safeguarding training as part of their induction training. This will include full child protection training delivered by the lead designated officer.
- All staff will receive annual safeguarding update training as part of our annual INSET provision at the start of the school year. The statutory three yearly full child protection training, delivered by the local safeguarding board, will complement this.
- All staff will receive training in positive handling, delivered by the Head of School in partnership with the LA lead officer.
- The Head of School will be responsible for maintaining the Single Central Record.

c) Child Protection Arrangements

- All staff will be trained in dealing with pupil disclosures. All disclosures and child protection concerns will be reported to one of the two designated officers for appropriate follow up.
- Training will include the importance of listening to the child, not promising confidentiality, not asking leading questions, recording the disclosure in writing as soon as possible using the child's words and being reassuring, but non-judgmental.
- Staff will be understand through training their statutory responsibilities regarding confidentiality, duty of care and 'in loco parentis'
- Child protection records will be securely stored, held separately to other pupil files, with restricted access.
- Staff will be released to attend all necessary multiagency, liaison and child protection strategy meetings.

d) Safer Staff recruitment

- All staff recruitment will be undertaken by the HR department of The Torch Academy Gateway Trust, who are experienced in all aspects of safer recruitment
- All staff will require enhanced Criminal Record Checks, prior to starting work
- All Volunteers and Governors will require enhanced CRB checks, prior to working with the school
- All staff will require at least two satisfactory references, which will explicitly ask about safeguarding issues. References will be checked and verified by the TAG HR team
- Appropriate overseas checks will be conducted, where appropriate

- All groups will be required to produce photographic proof of identity, which will be recorded on the single central record
- All trainee teachers will be CRB checked by higher education partners.

e) Health Education

- Our Science, PE and PSHCE Curriculum will explicitly teach health education components. This includes work on the importance of physical, emotional and mental health.
- Our curriculum will progressively cover: Sex education; drugs and substance abuse; diet and exercise; mental health; fire hazards and home safety; emotional well-being; domestic abuse; on-line safety; coping with stress; road safety; and conflict resolution.
- Our sports specialism will be used to promote the importance of healthy lifestyles and pupils will participate in more hours of sport than national requirements. We will offer a wide variety of activities encouraging and enabling all pupils to participate
- We will run a workshop based annual health day, bring in a wide range of appropriate professionals to work with pupils. This will include the police; school nursing services; domestic abuse support team; drugs education team; and trained mediators.

f) PSHCE

- This will be a taught weekly period for all pupils
- Our progressive curriculum will closely align to that already taught in Torch Academy Gateway Trust Schools
- This provision has been commended by Ofsted and led us to being a lead school for 'SEAL.'
- Units covered are outlined above, but in keeping with our vision, will include an emphasis on pupil responsibility and leadership. Much of PSHCE will be discussion based, enhancing pupil's decision-making, oracy and public speaking skills.
- Provision will be enhanced by use of appropriate external professionals

g) Internet and on-line safety

- The school will use appropriate screening software and filters to protect pupils and will restrict access to sites accessed through the school network
- Internet safety will feature in our PSHCE and ICT programmes. This will be supported through regular assemblies
- Pupil induction will include a session on appropriate and safe ICT use, pupils will be expected to sign an acceptable and safe use contract
- Our VLE can be accessed by pupils from outside of school and will be used as a learning resource to support pupil learning
- We will participate in Nottinghamshire Constabulary's annual internet safety week, which will include an assembly from the police and follow up workshops
- We will run regular parent briefings on internet safety during pupil-parent review days
- Our home-school agreement will include a section on appropriate use of ICT

H) First aid/medication/emergency contact details

- The school will have a full complement of trained first-aiders
- The Pupil Welfare Officer will be available to co-ordinate first-aid arrangements
- An accident book will be kept and completed by the Pupil welfare officer. The Pastoral leader will regularly monitor this.
- In accordance with statutory legislation medication will be kept securely locked and a register of medication will be kept
- Parents will complete a medical detail form at the point of admission. This will be annually updated
- Emergency contact details will be recorded on SIMS, with a manual, paper back up kept securely in the school office.

I) Trips and Visits

- Safely organized trips and visits are an important component of our offer and we intend to offer a wide ranging programme
- Staff will follow detailed procedures common to all Torch Academy Gateway Trust Schools. This includes completion of appropriate risk assessment forms and final approval from the Head of School for trips and visits. We intend to continue to use Nottinghamshire L.A.'s external vetting service for trips and visits
- The Head of School has responsibility for monitoring the effectiveness and safety of trips and visits and will report to the governing body.

Bullying:

The Nottingham Free School will adopt a zero tolerance approach to bullying. We recognise that preventing and tackling bullying involves a multi-faceted approach and we will draw on best practice from other schools and follow the recommendations of Ofsted's recent 'No place for bullying' report. We anticipate having a varied and diverse pupil intake, with a range of backgrounds, faiths, cultures and abilities represented. As such our approach will celebrate inclusivity and diversity and challenge all forms of prejudice and bullying.

Ofsted rightly recognises the importance of developing a positive culture and ethos in the school, which underpins effective approaches to bullying. Our code of conduct will clearly spell out how pupils should interact with each other. The core themes of pride, respect and responsibility will pervade our school. Respect for individual differences will have a high profile. Diversity will be celebrated, through our curriculum, visiting speakers, assemblies and a range of trips and visits. Our pupils will be encouraged to develop empathy, understand the effect that bullying can have on people, and through our pupil ambassador scheme, be encouraged to take responsibility for trying to prevent bullying. Pupils will also be taught about the appropriate use of language, with a particular focus on banter.

Our curriculum will play a key role in developing these positive attitudes because it will provide pupils with a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to recognize and protect themselves from bullying.

Appreciation of diversity will be explicitly taught through our Religious Education and

PSHCE curriculum pathways. Our Religious Education programme will take a multi-faith approach, studying all six of the major world religions and will also consider a range of ethical response to moral issues. Being based in a large, multi-cultural city we will take advantage on links with local faith communities and plan to arrange regular visits to local places of worship. Within three miles of the proposed school there are a range of faith communities and places of worship including Islam, Christianity, Sikhism, Judaism and Christianity. Our R.E. curriculum will also explicitly study the topics of prejudice and discrimination. In PSHCE pupils will explore a range of issues including equality, discrimination, disability and multi-faith Britain. This work will be further supported through the History, English and languages curriculum. Our PSHCE programme will include units looking at the use of acceptable language and will explicitly explore issues relating the boundaries between banter and behaviour that makes people feel threatened or hurt.

In order to celebrate diversity and promote equality we will link with Nottingham Forest Football Club to support their annual 'show racism the red card' campaign. We will participate in other local initiatives, including the annual L.A. Anti-Bullying Week.

Developing empathy will be a key aspect of both our taught curriculum and our 'extended provision. Our emphasis on public speaking will enable pupils to express views confidently, clearly and coherently, which will be further developed through English, PSHCE and Drama provision. Ambassadors will be encouraged to take a leading role in promoting tolerance, leading by example and supporting bullying issues. Over time we will establish peer support programmes and will train pupils in basic counselling, mediation and restorative justice techniques. We intend to run a pupil led bullying support group, who will be supported by the pastoral leader.

Assemblies will be values led, promoting positive attitudes and behaviours. Assemblies will celebrate diversity, set a clear moral tone and address the importance of treating each other with kindness and understanding. We will invite a range of visiting speakers to supplement our assemblies' schedule, including members of local faith communities and prominent local artists and sports professionals.

Staff will receive regular training on how to recognise and deal with bullying; the importance of modelling inclusive and non-derogatory language; our school expectations and procedures regarding bullying; conflict resolution; and restorative justice techniques. All staff are responsible for consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language and bullying. Staff will be expected to record on SIMS all forms of bullying, intimidation and the use of inappropriate language.

In addition we will record all bullying incidents on a central bullying register and the pastoral leader has responsibility for analysing the incidents to look for trends and patterns. We will also establish separate 'hate crime' registers recording all incidents of bullying relating to race, gender, sexual orientation, religion and belief, disability, gender re-assignment or homophobic bullying. This information will be used to inform 'next steps' planning.

The pastoral leader will produce a bullying report to the governing body on a termly basis, will meet with pupil ambassadors at least half-termly to discuss bullying issues and will produce an annual pastoral action plan, which will include bullying. Whilst all

staff have responsibility for recognising and challenging bullying, the pastoral leader will take front line responsibility for dealing effectively with bullying incidents. The Head of School and the governing body will monitor this work.

In addition to working closely with our pupil ambassadors and parent groups, we will also conduct regular surveys of pupils and parents. This will include specific questions on bullying and happiness in school to ensure a wide a range of evidence is collected.

The school will take firm action to deal with issues of bullying. All incidents will be fully investigated by the pastoral leader. Whilst different approaches will be adopted, depending on the circumstances, our common message is that bullying will not be accepted. Central to our approach will be providing support for the victim and dealing firmly with the perpetrator (s). It is our view that restorative justice approaches can be very helpful in resolving situations and staff and pupils will be trained in restorative justice techniques. Restorative justice however, is often best used at the end of a longer process and victims can be uncomfortable with this approach. Our consequences approach to behaviour management means that we are likely to use fixed term exclusion and/or isolation as an initial sanction for bullying issues. This will include all racist, belief, homophobic and gender related 'hate' incidents. Persistent bullying will not be tolerated and, after preventative work has been exhausted, the school reserves the right to use permanent exclusion to protect victims in such cases.

Unstructured time will be well supervised, including the use of duty staff and lunchtime supervisors. We will establish supervised quiet zones, which pupils may access during break and lunchtimes. Given the small size of the school we intend to zone the school during unstructured time to restrict pupils to identified areas. Our policies will apply to all incidents linked to school, which includes of transport to and from school and incidents of cyber-bullying.

The school will use a range of strategies to support victims of bullying. These will include, where appropriate:

- Restorative justice
- Peer support and buddying schemes
- A 'circle of friends' approach
- Assigning a key adult to act as a supportive mentoring
- Pro-active counseling – Pupils will have access to the TAG Trust's school counselor, who works across our group of schools
- Establishing supervised quiet areas which pupils can access during unstructured time
- Our experience, gained across our wider trust group, is that by adopting a clear, firm, consistent, and zero tolerance approach bullying incidents are minimised. At both Toot Hill School and Meden School pupils report that they feel safe in school and that bullying issues are dealt with effectively. We will use this experience and expertise to transfer our strategies and ensure similarly positive attitudes at the Nottingham Free School.

Section E: Evidence of demand – part 1

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

If your school is new provision:

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

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

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

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	90	0	89	99%	90	0	65	72%
Year 8					90	0	89	99%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of demand – part 2

Demand from parents and young people: We have consulted extensively with members of the local community and there is strong and growing evidence of demand for the Nottingham Free School. This demand is currently gathering momentum as parents become increasingly aware of the proposed school, its ethos and curriculum offer. We intend to continue engaging with the community in the period after the bid submission and are very confident that the rationale for the school outlined in Section C makes our proposal viable. In addition to the details listed below, a number of parents have indicated to us that they would select the Nottingham Free School once buildings and exact location are confirmed. Senior officials at Nottinghamshire Local Authority have expressed to us their view that current demand in the area for quality school places, combined with the growing demographic, supports the demand and the case for the school.

We have provided comprehensive, detailed and specific information about the school to our potential parents and the wider community. This has included:

- Formal presentation at public meetings: The presentation included a detailed description of our offer, including the proposed curriculum; specialisms; pastoral systems; ethos; vision and governance.
- A provisional prospectus: containing information about the school; our vision; the curriculum; and our track record as a multi-academy trust.
- A web-site: Covering our vision; the curriculum offer; our ethos; a frequently asked questions section explaining about Free Schools; our vision; location; meeting needs; and admissions policy. The FAQ section has been updated with questions asked at the public meetings.

We have also conducted a questionnaire of potential parents at the public meetings. A copy of the questionnaire can be found in the appendix.

The table below demonstrates evidence of the demand collected to date. All parents listed have confirmed that the Nottingham Free School will be their first parental choice.

We asked parents whether they would choose our new school as their first choice for their child if the school opened. We explained our school as follows: An 11-18 secondary school located in the Sherwood, Carrington and Mapperley areas of Nottingham. The school would be highly academic, focusing on a core English Baccalaureate curriculum and specialising in mathematics and sport. The school would have an admission number of up to 90 pupils each year.

In addition parents were invited to respond to the specific statement: 'I would select the Nottingham Free School as the first choice for my child.' In addition parents were able to register via the Nottingham Free School Website, again confirming that the Nottingham Free School would be first parental choice.

The Nottingham Free School

Child's Date of birth/ age	Parent/Carer Postcode	Joining School in 2014/2015	Joining School in 2015/2016
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		(Year 5)	(Year 4)
	NG5	X	
	NG5		X
	NG4	X	
	NG5	X	
	NG5	X	
	NG5	X	
	NG5	X	
	NG5	X	
	NG5		X
	NG5	X	
	Not Known		X
	NG5	X	
	NG5		X
	NG5	X	
			X
	NG5		X
	NG5		X
	NG5	X	
	NG5	X	
	NG5	X	
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5		X
	NG5	X	
	NG5	X	
	NG5		X
	NG5		X
	NG7		X
	NG5	X	
	NG5	X	
	NG5		X
	NG7	X	
	NG3		X
	NG3	X	
	NG5	X	
	NG5		X
	NG7		X

		NG5		X	
		NG5		X	
		NG4		X	
		NG4		X	
		NG7		X	
		NG5			X
		NG5			X
		NG5			X
		NG5	X		
		NG5			X
		NG5			X
		NG5	X		
		NG5	X		
		NG3		X	
		NG3		X	
		NG3			X
		NG3			X
		NG5	X		
		NG4	X		
		NG7	X		
		NG5			X
		NG5			X
		NG14			X
		NG3			X
		NG5			X
		NG3			X
		NG5	X		
		NG5	X		
		NG7	X		
		Not Known			X
		NG3		X	
		NG5			X
		NG8		X	
		NG5	X		
		NG5	X		
		NG5	X		
		NG5			X
		NG5	X		
		NG5	X		
		NG5			X
		NG5	X		
		NG5			X
		NG5	X		
		NG5			X
		NG5	X		
		NG5			X
		NG5	X		
		NG5			X

		NG5		X	
		NG7		X	
		NG3			X
		NG5		X	
		NG5		X	
		NG5		X	
		NG5		X	
		NG3		X	
		NG5		X	
		NG3			X
		NG5		X	
		NG5			X
		NG3		X	
		Not Known		X	
		NG5			X
		NG5			X
		NG3			
		NG5		X	
		NG5			X
		NG5		X	
		NG5			X
		NG5		X	
		NG5		X	
		NG5		X	
		NG5		X	
		NG3		X	
		NG5		X	
		NG5			X
		NG3			X
		NG5		X	
		NG5		X	
		NG7		X	
		NG5		X	
		NG5		X	
		NG5			X
				X	
		NG5			X
		NG7			X
		NG7		X	
		NG5			X
		NG5		X	
		NG5		X	
		NG5		X	
		NG5			X
		NG13		X	
		NG3		X	
		NG3		X	

		NG4			X
		NG3			X
		NG3		X	
		NG3		X	
		NG3			X
		NG5			X
		NG3		X	
		NG5		X	
		NG6		X	
		NG5		X	
		NG5		X	
		NG5		X	
		NG14			X
		NG23			X
		NG23		X	
		NG5		X	
		NG5			X
Totals		154		89	65

The questionnaire aimed to gather additional information to demonstrate that our proposals meet community needs and resonate with parents.

We asked for parental views on:

- The curriculum offer and whether this would meet their child's needs
- Our 'additionality' offer and whether this would support their child's development
- Whether the emphasis on academic standards is appropriate
- The proposed specialisms and whether would benefit their child
- Our policies on behaviour and discipline
- Our policies on homework and independent learning
- School uniform

Questionnaire Results:

Category	Parental Approval (4 or 5s)
Curriculum meeting Needs	99%
Extra-curricular proposals	100%
Specialism benefiting child	97%
Approach to Behaviour	100%
Approach to reporting and parental engagement	100%
Approach to homework and independent study	100%
School uniform	100%
Greater level of choice	100%

Parents were also offered a free text box to make any additional comments or suggestions.

It was essential for us to ensure that our parental survey was:

Specific: Related to our free school proposal, the proposed ethos and vision and our curriculum offer.

Committed: Collecting names only of parents willing to make the school 'first choice' for their children.

Relevant: Relating directly to the proposed catchment areas and restricted to parents with children eligible to enter the school during the first two years of operation

How we did it:

The following table indicates how we went about our community engagement, marketing and gathering evidence of demand.

Strategy	Timescale	Comments
Discussion with Nottinghamshire Local Authority	October 2012	The Local Authority was supportive of the proposal. They also engaged with us in provisional dialogue over potential buildings/locations
Discussion with local secondary schools	October 2012 & on-going	Local secondary schools were mixed in their response. [REDACTED]
Contact with local primary schools – telephone, letters and meetings	October/November 2012	Primary schools took on board the information provided. Several primary schools were very supportive. This included [REDACTED] invited us to present to interested parents and Haydn Primary School, who agreed to pass information to parents. Other primary schools were less helpful.
Leaflet Distribution	October & November 2012	Leaflets were distributed to households in the broad geographical area. Leaflets were also distributed on three Saturday mornings at local community events
Open Public Meetings	November & December 2012	Six public meetings have been held in four separate venues. The meetings were very well attended. The audience consisted of potential parents, interested members from the community and teaching union representatives. Parents were very supportive at the meetings, union representatives appeared

		to be driven by ideological opposition to parental choice and free schools. Parents were provided with the opportunity to ask questions and to make suggestions to help with our planning for the school and they were invited to complete our questionnaire.
Publicity through the local press including Nottingham Evening Post and BBC Radio Nottingham: This has included exclusive interviews, debate with teaching unions and on-going updates.	November & December 2012	This allowed us to broaden our message and involved healthy public debate about both our free school offer and the general principles of free schools.
Web-Site	November 2012 & On-going	Our web site has had over 800 hits in the first month. The prime intention is to provide detailed information about the school and our distinctive offer.
Twitter and Facebook	November 2012 & on-going	To further publicize progress and additional public meetings
Parental Advocate Groups	November 2012 & on-going	To enable parents to contribute to the development of the school and to spread the message to other potential parents. We have a core group of parent advocates who are already helping shape the vision for the school and who we envisage forming the nucleus of the local governing body.
Parental visits to Toot Hill School	November 2012	To enable parents to view our flagship school and to engage in further discussion and dialogue
Telephone & email contact	November & December 2012	Dedicated phone line and e-mail contact to ensure opportunities to ask questions and provide feedback
Meeting with Gedling District Council	November 2012	To discuss proposal and explore wider links

Written comments from parents about the Nottingham Free School proposal include:



E2: Marketing.

We intend to make our school attractive to pupils of all backgrounds and abilities. This includes children from deprived and disadvantaged families. As outlined in E1 we have marketed the school widely and across different areas. This has included using a range of venues and locations for our public meetings. Meeting venues have included community centres in the most deprived areas of our proposed catchment, for example in the [redacted] area and our leaflet drops have included a broad cross section of the catchment area, as well as local markets throughout the community.

We have also sort to engage with parents through all of the local primary schools. Our marketing has included the most socially-deprived areas.

We have contacted a wide range of community leaders. This has included contact with representatives from the local Sikh and Islamic communities. We held two of our public meetings at the local Indian Cultural Centre. By doing so we were aiming to reach potentially disadvantaged groups and ensure our marketing reached as wide a cross-section of the community as possible.

We will continue to market throughout the whole of the proposed catchment and will ensure our school is open to all. We intend continuing engaging with the community on an on-going basis. This will include further public meetings, contacts with primary schools, workshop sessions, parent advocate groups and leafleting. We have a growing group of parent advocates who will help us to shape the future planning of the school. Proposed timescales are outlined below. We have worked hard to explain our curriculum provision offer throughout the community. This has been an explicit part of our public meetings, leafleting, prospectus and our website.

Our approach is inclusive and wide-ranging. We will continue to explain our proposal and approach and the message that our school is open to all in all of our on-going community engagement work. This passion underpins our work.

Activity	Timescale	Purpose & Notes
Public Meetings	Jan – April 2013	To further distribute our offer throughout the community, to further consult and seek community feedback Venues will be throughout the catchment areas
Parent advocate meetings and focus groups	Jan & on-going	To further gather community support and to spread our offer throughout the community
Workshop	Easter & Summer	We propose to use specialist staff from Toot

sessions	2013	Hill school to offer school holiday sessions to current year 5 and 4 pupils. Sessions will relate to our specialism of Science and Performing Arts and we will offer additional enrichment activities.
Visiting Primary Schools	Jan and on-going	We hope to visit all primary schools in our catchment area to meet with parents and discuss our offer with the whole parental community. This will target the whole community. We hope that primaries will afford us the same privileges that are offered to existing secondary schools.
Translation of materials	On-going	Following discussions with community leaders we have established that there are growing numbers of parents in the catchment area with Urdu and Gujarati as the first language. We will provide translations and, wherever possible, native speakers at future public events.

Working with the community:

We intend to work extensively with the local community and promote good community relations. In the early stages we visited several local secondary schools to inform them of our plans and to re-assure them that we are seeking to add to parental choice and to help ease the pressure on school places.

The Nottingham Free School will seek to work with all local schools to offer the best possible provision for all pupils. This will include sports activities and fixtures, wider performing arts activities, staff training, curriculum collaborations and joining the 'FAP.' As we develop our performing arts facilities these will be made available to local primary schools.

In addition we will work closely with schools across the TAG Trust and the wider teaching school alliance. Amongst other benefits this will link staff together to undertake CPD and action research projects.

We will participate in work experience arrangements, which will be coordinated through the TAG Trust. We already have excellent relationships with employers throughout the local community and they have offered us wide-ranging support for our new school. Many employers have already indicated that they would offer mentoring time and participate in the planned annual careers events.

Given our performing arts specialism we have already had discussions with a range of local clubs and groups. They are very excited and supportive of our plans. This includes discussion with:

- The Place Arts Centre
- The Nottingham Playhouse
- A number of local Music groups and choirs

We will support a range of local charities. We intend for this work to be led by our parent advocate group and then by our pupil ambassadors. These aspects will be a focal point of our meetings with parent advocates in the new year. We also intend to link with local faith groups to help enrich our school community with input in to our Religious Education, PSCHE and assemblies programme. We have already had very positive discussions with the members of the local Christian, Sikh, Islamic and Indian Community Centre leaders.

Community service will be an important part of our Duke of Edinburgh provision. We will encourage pupils to contribute extensively to the local community through this programme. We will also exploit opportunities to share pupils' creative endeavours with the local community. This will include art, music, dance and drama productions and exhibitions in the community.

We propose a wide-ranging trips and visits schedule, including language exchanges and have provisionally agreed staff (and in time) pupil exchanges with the Jyvaskyla University Teaching School, Finland. We are currently exploring links with the LaGuardia School (Fame Academy) in New York.

We aim, over time, to offer an adult enrichment programme in evening sessions. This will be planned once the school has opened.

Our PSHCE programme will promote active citizenship and promote British democratic values. This will be supported by our student voice ambassador programme and our parent advocate and parent forum programmes.

Community links	Timescales	Activities
Local Schools	Now & On-going	Shared Sport access, fixtures, sports days Access to performing arts events and facilities Shared curriculum and CPD sessions FAP panel
Wider Schools i) TAG Trust Schools	Now & On-going Annual & On-going	CPD & Raising achievement networks Staff & Pupil events: e.g. Senior leaders, middle leader

		programmes and conferences
ii) Teaching School Alliance schools	On-going	Associate leaders CPD scheme Joint INSET Collaboration over ITT, CPD, Research & Development, Leadership
iii) International Schools	<ul style="list-style-type: none"> • Languages • Jyvaskyla and New York 	Planned staff and pupil exchanges
Local Business	Annual	Careers day Work experience
	On-going	Mentoring
Sport	Established & On-going	Links with professional groups: Coaching, workshops and advice from:
Faith Groups	Established & on-going	Local religious faith groups, input in to RE, PSHCE and Assembly programme
Parent Forums	Parent advocates established & growing	Half- Termly meetings until opening Termly meetings once open
Pupil Voice	Regular, once open	School council Ambassador scheme
Community Service	On-going, once open	Duke Of Edinburgh programme
Community Education	On-going once open	ICT provision - evenings
Creative arts	On-going once open	Workshops, exhibitions, productions Links with a wide range of local groups,

		including: <ul style="list-style-type: none"> • Nottingham Playhouse • The Place Arts Centre • Local choirs and musical groups 	
Charity fundraising	Year charities	Pupil and parent chosen & led	

All our facilities, especially of a sporting nature, will be open to the wider communities that we serve. This will enable community access to the school and generate income for the school [REDACTED]

Section F: Capacity and capability

Please refer to pages 30-33 of the 'How to Apply' guidance for what should be included in this section.

F1: Governance

The Nottingham Free School would join the Torch Academy Gateway Trust multi-academy chain. The MAT, incorporated on 3rd August 2012, currently contains two secondary academies: Toot Hill School and Meden School, the latter was sponsored to academy conversion by the Trust. The Torch Academy Gateway Trust is established as a standard multi-academy trust according to DfE models, with standard MAT Master Funding Agreement and Objects/Articles of Association.

The Members comprise the entire membership of the governing body of Toot Hill School as at the time the decision to convert to an academy was taken. The Board of Directors is set up as follows:

See [appendix](#) for the structure table.

The Members comprise the entire membership of the governing body of Toot Hill School as at the time the decision to convert to an academy was taken. Some members chose not to become directors when the MAT was established, preferring to retain their governorship and membership only.

The Board of Directors is set up as follows:

Type	Name	Number/ proportion	Appointed/ elected by	Article
Chief Executive Officer	██████████	1		57
Directors	██████████	Total min. of 3	Appointed by Members	50
Staff directors	██████████	No more than one third of total 3 as at 3 Sept 2012	Appointed by Members	50A
Chair of each LGB (cannot be CEO)	██████████	One each (but total 5 if more than 5 Academies)	Appointed by Directors	51 (52)
Parent Directors (from parent governors)	██████████	Minimum 2 for 10 Academies or less	Elected by Parent Governors of LGBs (organised	53-6

of LGBs)			by Directors)	
Co-opted Director	None yet	Up to 3 (may not be an employee if that takes total to over one third see above)	Appointed by (non-co-opted) Directors	58
Additional Director(s)	n/a at present	As seen fit by Sec of State	Appointed by Sec of State	59/60/61/61A
Further Directors(s)	n/a at present	As seen fit by Sec of State for Special Measures Termination Event	Appointed by Sec of State	62 (Directors appointed under A50 immediately resign)

Governance Structure: Roles & Responsibilities

The Academy Trust is a charitable company limited by guarantee (the liability of the members is set at ██████████ in the model Articles of Association). The Trust has two layers of governance:

- the members, who operate at a strategic level with ultimate control over the direction of the Academy Trust, and
- the directors with responsibility for day-to-day management and operation of the Academy Trust.

The Members

The functions of the members of the Academy Trust include:

- Overseeing the achievement of the objectives of the company.
- Taking part in Annual and Extraordinary General Meetings.
- Appointing some of the directors.
- Signing off the company's financial accounts and annual report.
- Power to amend the Articles of the company and, ultimately, to remove the directors.

The Governors (the Local Governing Body)

Most day-to-day management decisions are made collectively through the Nottingham Free School governors typically referred to as the local governing body as outlined in the scheme of delegation.

The governing body manages the Nottingham Free School on behalf of the TAG Trust and the key responsibilities are to:

- Ensure the quality of educational provision.
- Challenge and monitor the performance of the school.
- Oversee the Nottingham Free School's finances and property.
- Manage the staff.
- Exercise reasonable skill and care in carrying out their duties.
- Ensure that the Nottingham Free School complies with charity and company law.
- Operate the Nottingham Free School in accordance with the Funding Agreement that has been signed with the Secretary of State.

CEO Key Responsibilities:

(see D3)

Leading and managing the organisation:

- Ensure the on-going development of an organisational structure that reflects the Trust and each school's values, and enables effective and efficient operations;
- Ensure evidence-based improvement plans and policies promote continuous school improvement linked to each school's Development Plan;
- Effectively manage each school strategically within the Trust's human, financial and physical resources;
- Recruit, retain and deploy staff appropriately across the trust;
- Develop effective relationships and communications which underpin a professional learning community that enables everyone in each school to achieve;
- Create an inspiring professional work environment consistent with the Trust and each school's values and aspirations;
- Put in place effective team communication mechanisms to ensure that all staff are involved in the Trust's and each school's development plan and are kept informed of key priorities and developments.
- Work with governors to recruit and retain a high-quality leadership and teaching team and deploy staff effectively to improve the quality of education across the trust;
- Provide effective organisation and management for each school and seek ways of improving organisational structures and functions based on rigorous self-evaluation;
- Direct and manage the Trust's financial and human resources effectively and efficiently to achieve the schools' educational goals and priorities and ensure systems are in place for the effective administration and control of school budgets;
- Use and integrate a range of technologies effectively and efficiently to manage the schools;
- Manage and organise accommodation efficiently and effectively to ensure that all school buildings meet the needs of the curriculum and health & safety regulations.

Securing accountability:

- Develop a Trust ethos that enables everyone to work collaboratively;
- Ensure individual staff accountabilities are clearly defined, understood and agreed across the trust;
- Work with all governing bodies to enable them to meet their statutory responsibilities.

Strengthening community:

- Create and promote positive strategies for challenging racial and other prejudice.
- Ensure a range of community-based learning experiences across the trust;

- Collaborate with other agencies to ensure pupil and community needs are met;
- Use the Trust to promote community cohesion and the trust framework to promote extended services and work with other partners;
- Ensure that strategic planning across the trust takes account of the diversity, values and experience of the school and local community;
- Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities;
- Build a school culture that takes account of the richness and diversity within each school's community;
- Actively promote the schools as centres of excellence for education and families in the local community.

Accountability in each school and the Trust:

- Create and develop organisations across the trust in which all staff recognise that they are accountable for the success of the school;
- Present a coherent and accurate account of each school's performance in a form appropriate to a range of audiences, including the Trust members, governors, parents and the local community;
- Ensure parents and pupils across the trust are well-informed about each school's direction, priorities, curriculum and pupils' attainment and progress;
- Combine the outcomes of regular school self-evaluation with external evaluations in order to develop the schools and Trust.

The school buildings and site:

- Ensure effective supervision and security of the schools' environments and ensure good maintenance through appropriate agencies;
- Maximise the potential of the sites to provide stimulating learning environments and community facilities;
- Work with governors and others to improve the outside areas of the schools across the trust, maximising their potential for play, sport and learning opportunities;
- Develop a vision to improve the schools' premises across the trust through consultation with the whole schools, local community and DfE.
- Working with an agreed number of School Leaders, establish processes to understand their concerns, aspirations and day to day working situations;

Head of School: Key Responsibilities

Strategic direction and development of the school (Vision Leadership) – in co-operation with, and under the direction of, the Executive Headteacher (CEO) that:

- Supports the Executive Headteacher in leading the visioning process, aligned to the agreed strategic intent, in the school through consultation with the school stakeholder groups and communicate it through verbal and written communication to staff, pupils, parents and governors.
- Builds the coalition of support from the school governing body and its committees for the school based vision, ensuring that the school Chair of Governors is well informed and able to contribute effectively at Director level.
- Creates a strategic map for the school, that is well documented, and which supports the Trust vision, goals and timelines, and commits the school to an implementation programme that will turn vision into reality.

- Communicates the school vision within the school and its wider community, sometimes with the Executive Head, as part of a joint strategy.
- Works with leaders across the school to promote a positive ethos and climate about the change agenda and the role that teams and individual staff members play within this process.
- Creates and implements a coherent strategy for the delivery of the school's specialism.

Leading Provision that:

- Replicates the message from the Executive Leadership Team that focuses upon high standards and achievement for all.
- Promotes and communicates the Trust's vision for a Learning Culture to the school and its stakeholders.
- Leads the teaching and learning agenda for the school, that creates a discrete school based profile of continuous improvement and success, understood and supported by all in the school and its community.
- Creates the curriculum with governors for the school that is the most appropriate for the pupils at the school and which meets National Curriculum requirements – with a willingness to share the thinking about the strategy and implementation across the trust.
- Implements and leads the raising standards agenda in the school, deploying leaders to take responsibility for other key strategies such as performance, attendance and behaviour.
- Makes appropriate arrangements for each pupil to take part in a daily act of collective worship
- Ensures that learning is at the core of all activity within the school, making sure that through this all pupils can achieve success.
- Maintains an accurate and up to date assessment against agreed Key Performance Indicators, including the quality of teaching and learning and leadership
- Takes responsibility for managing the underperformance of staff, communicating processes and procedures that are in place and their impact to the Executive Head.
- Leads staff at the school in positive and active participation in joint activities across the Trust as agreed with the Executive Head teacher
- Participates in appropriate network opportunities

Leading and managing staff – to:

- Create and maintain a positive culture and ethos in the school.
- Ensure there is a clearly understood and effective performance management system in the school, in line with the Trust's Performance Management Policy
- Ensure that there is a high quality induction process in the school for staff and pupils.
- Monitor the quality of training that is provided within the school.
- Assure the quality of the work of individuals and teams across the school, and reports progress, concerns and successes to the school governing body and the Executive Head.
- Takes responsibility for own professional development as well as participating in and inputting to the development of the partnership.

Managing the Organisation – to:

- Work with the Executive Head to create an organisational structure for the school that

reflects the aims of the Trust as well as the needs of the school.

- Take responsibility for the school SEF, Improvement Plan and all the implementation of school policies using tools and frameworks provided by the Executive Head.
- Support the Executive Head Teacher in drawing up an annual Budget Plan working with the Finance Manager
- Supports the Executive Headteacher in managing the school finances with the Finance Manager to achieve the school goals and priorities within the budget plan agreed by the Governing Body.
- Recruit new staff to the school, in partnership with the Executive Head, using best practice procedures and ensuring the safeguarding of pupils.
- Manage the school's learning environment to ensure that it is fit for learning, safe and appropriate to the needs of the curriculum being delivered and complies with Governing Body directions.
- Advises the Executive Head on issues of Health and Safety/ day to day management of the school as they arise
- Ensure that the range and provision of equipment and resources being deployed within the school is safe and effective in meeting the needs of the curriculum being delivered and complies with Trust's directions.

Securing Accountability that:

- Assures the quality of the educational provision being delivered to the pupils in the school and reports Key Performance Indicators and progress towards targets to the Executive Head, the Local Governing Body and Board of Directors.
- Enables and facilitates staff working alongside colleagues from other schools, including attendance at meetings and where relevant, participate in teacher exchanges where visiting staff join the school for short periods of time.
- Ensures that staff have team and individual targets and goals within the school and understand how they will be assessed in terms of the fulfillment of these in line with the Trust's Performance Management Policy and the Quality Assurance Policy.
- Develops clear and effective communication links with all members of the local governing body, so that they play a full and effective role in developing the school, at both full meeting level and committees.
- Produces a clear and coherent analysis to staff, parents, governors and other audiences on the performance of the school in public tests and exams.

Strengthening the Community – to:

- Ensure that the cultural diversity of the school community is celebrated and reflected in the curriculum and enrichment programme of the school.
- Create and implement positive strategies for challenging racial and other examples of prejudicial behaviour.
- Actively promote collaboration across the Trust, with other network schools and partners as agreed with the Executive Head
- Create positive and active links with the community living close to the school and the wider community embraced by the school's catchment area.
- Develop sustainable links with the local Primary feeder schools
- Create effective links with a range of agencies that are able to support the needs of pupils in the school.

- Create a forum for pupil voice to flourish in the school.
- Ensure that the school has a clear communication and marketing strategy including prospectus and brochure, up to date website and provides “good news” stories to the media.

The directors agreed a scheme of delegation to Local Governing Bodies whereby the academy schools in the MAT are assessed by the CEO as either secure or insecure, depending on the academy’s current Ofsted judgement, and the degree of autonomy allocated according to a Decision Planner drawn up from the Scheme of Delegation. Whatever the level of delegation to Local Governing Bodies, the Nottingham Free School will enjoy the benefits of the Trust through the provision of central administrative and management services.

Schools assessed by the CEO as ‘insecure’ (e.g. an existing school in an Ofsted category of Special Measures, Notice to Improve or Requires Improvement) will also receive direct support from the MAT, brokered with existing academies in the chain, with a minimum target of an Ofsted ‘Good’ judgement. Membership of the Local Governing Body of the Nottingham Free School will include parents, community leaders, staff representatives and the Head of School. Election of parent and staff governors is conducted an open ballot election in order to be open and transparent. Terms of office for governors will be for four years; this does not apply to the Head of School or to any additional governors appointed by the Secretary of State for Education. A governor can resign at any point by giving written notice to the clerk. The Nottingham Free School’s Local governing bodies will elect their own chair and vice chair annually plus any sub-committees or working groups according to their Decision Planner.

The Directors of the MAT Board have delegated to an Executive Committee the functions of budget management, HR management and the day-to-day operation of the organisation. The Executive Committee is composed of the Staff Directors of the MAT: currently the CEO, the Heads of School within the MAT and the Head of Torch Academy. The Committee will meet formally on a monthly basis to a pre-distributed agenda. Minutes will then be circulated to the entire Trust Board. The Chair of the Nottingham Free School and Head of School will report back to the Local Governing Body on matters that arise.

Policies and strategy to secure the Objects of the Trust are formulated by the Executive Committee and submitted to the full Trust Board for consideration and amendment/approval. The Head of School at the Nottingham Free School and Chair of Governors on the Trust Board will represent the school in the MAT. Approved strategies and policies are relayed to governing bodies via the Head of School and Chair of Governors at full local governing body termly meetings. The Head of School and Chair of Governors therefore have the role of two-way conduit between the two levels of the organisation: seeking feedback from the Local Governing Bodies and challenging their governance of the school, and relaying that feedback upwards to the MAT board and challenging the MAT Board on their strategic leadership if required by the LGB. In addition to Executive Committee meetings, the CEO will meet regularly on an informal basis with the Heads of School (directors) to construct and review strategy, monitor the financial position and quality-assure teaching and learning standards and pupil behaviour. Informal ‘round table’ meetings will also be conducted with the Trust Board whereby the CEO updates directors on developments. Resolutions are not taken at these meetings.

A Local Governing Body will be constituted at the Nottingham Free School according to the current Trust Scheme of Delegation as follows:

The number of people who shall sit on the local governing body shall be not less than three but, unless otherwise determined by the directors, shall not be subject to any maximum.

The local governing body shall have the following members:

- up to [x] members, including volunteer parent advocates who have championed the opening of the free school, appointed by the directors;
- No less than two teaching and one support staff member, appointed by election of peers;
- No less than two parent members elected by parents of registered pupils at the school;
- The principal of the academy (the “Head of School”);
- Any additional members, if appointed by the directors at the request of the Secretary of State of Education (the “secretary of state”) pursuant to clause 102c of the master funding agreement entered into between the company and the secretary of state governing the affairs of the company;
- The local governing body may also have co-opted members, appointed by the other governors, to represent community/stakeholder interests.

A governor’s term of office shall be 4 years. The full governing body at the first meeting of the academic year will elect the chair of the local governing body annually.

The local governing body of Nottingham Free School will meet every 6 weeks, or more frequently if required, to monitor all standards and compliance with Trust policies and directives. The Secretary to the Directors will circulate an agenda in advance of the meeting. The Head of School and Chair of Governors will have a seat on the Trust Board and will report to the Board in a standardised format on the school’s financial and educational position.

Once per term the Local Governing Body will be required to hold an open meeting with parents and other appropriate community leaders. Members of the school’s leadership team and governing body will present on topical school-related matters such as learning achievement or behaviour. Following the presentations, parents will be invited to put questions to governors and school leaders.

Conflicts of interest are managed for the Local Governing Body by the institution of a register of business and pecuniary interests. Each Governor is required to declare in writing any interests they hold related to the organisation at the outset of each academic year. The Secretary to the Directors maintains the updated register.

The Local Governing Body members will be required to sign up to the Code of Practice that accompanies the Trust Board’s Scheme of Delegation to Local Governing Bodies.

Accountability Methods of escalation/sanctions	HEAD OF SCHOOL	LOCAL G. B.	CEO	DIRECTORS	MEMBERS
HEAD OF SCHOOL		Monitored by and reports to the LGB	CEO appraises their performance with LGB Any issue	Accountable for school objects to the directors. As a director they can	

			with the LGB is reported to the CEO for action.	raise concerns about the LGB or CEO.	
LOCAL G. B.	Need to demonstrate their monitoring role. Can raise concerns about the effectiveness of the LGB in discharging their role.		Reports on the local matters and standards. Liaison with the CEO regards concerns with the HoS or Directors.	Accountable for objects being secured. The Chair of LGB serves as a director and can raise any issue at director level.	
CEO	The HoS needs to demonstrate that set performance targets are being met. The HoS is accountable for meeting targets and subject to capability.	Liaison to inform LGB of the strategic direction of the Trust. The CEO reports to the Directors on the LGB's effectiveness. Could recommend removal of individuals or entire LGB.		Report to the Directors on standards and financial accounts. The CEO reports to the Directors on the LGB's effectiveness. Could recommend removal of individuals or entire LGB.	
DIRECTORS		Hold the LGB to account for securing school targets. Could recommend removal of individuals or entire LGB.	Holds the CEO to account for schools securing their targets and ensuring financial probity. Holds the CEO to account and could remove CEO from office,		

			subject to capability procedures.		
MEMBERS				Hold the directors to account for securing the Trust's objects. Could remove directors if the Trust's objects are not secured.	

F2: Educational Expertise.

The Nottingham Free School will be established using personnel and operating systems that are proven within the TAG Trust. This will ensure that the vision and ethos that is outlined in Section C1 is established. The TAG Trust has a proven track record of delivering outstanding secondary education, alongside shaping the ethos and values that pervade successful schools. The TAG Trust currently operates two secondary schools within our multi-academy structure.

The founding school Toot Hill School was designated 'outstanding' by Ofsted in December 2011, with 18 'Outstanding' judgments. This included outstanding judgments for: pupil achievement; teaching and learning; leadership and management; curriculum provision; partnership work; care, support and guidance; value for money; and capacity for further improvement. Toot Hill School has completed the journey from 'satisfactory' to 'good' to 'outstanding' in successive Ofsted visits. Ofsted reported that:

- ' Toot Hill School provides an outstanding standard of education and care,'
- ' Achievement and progress are excellent overall.'
- ' In classrooms students show excellent attitudes to learning, making the most of an outstanding, innovative curriculum, including an extended learning day'
- ' Sophisticated tiering arrangements help teachers and managers provide appropriate courses and learning resources that meet individual needs very well indeed'
- ' Teaching is outstanding. There is a consistency of good practice across all departments which is remarkable given the size of the school'
- ' There is a remarkable sense of shared drive and purpose that stems from the Headteacher and senior leadership team.'
- ' Systems for monitoring, tracking and evaluating pupil performance and the quality of teaching are very strong'
- ' The Headteacher sets exceptionally high standards for staff and students. He is supported by a strong senior leadership team'

Pupil outcomes are very strong. In Summer 2012 82% of pupils secured 5+ A*-C grades including English and mathematics and for the past four years 100% of pupils have secured

5+A*-C grades at GCSE. The 2012 invalidated Raise online data indicates the school will be in the top 2% of all schools nationally for value-added, in 2011 it was ranked in the top 3%.

The TAG Trust has transformed Meden School from its 'special measures' judgment in March 2011 to a school that secured three out of four 'good' judgments under the new Ofsted framework in May 2012. Pupil outcomes in Summer 2012 rose dramatically. 67% of Pupils secured 5+ A*-C grades including English and mathematics rising from 36% in 2010.

In May 2012 Ofsted reported that:

'High expectations and aspirations are now well established and have had a significant impact on all areas of its work. Senior leaders have been conspicuously successful in developing all areas of the school. Leaders know the school extremely well and have detailed plans of how to develop it further. These have resulted in strong improvements in achievement, teaching and the sixth form.'

'The quality of teaching is good, with some examples which are outstanding.'

'Behaviour and safety are good. Students are polite and welcoming. No disruption to learning was seen during this inspection or during previous monitoring visits. Evidence shows that behaviour is continually improving.'

'The evaluation of progress is accurate and robust. The analysis of data has improved significantly'

'Impressive progress has been made to improve the quality of teaching due to well established systems for school improvement, and the strong outcomes already, the capacity for further improvement is impressive'

Our track record demonstrates our ability to both establish and transfer 'outstanding' educational provision. We have worked in a sustained way in different contexts, which strongly demonstrates our educational expertise. The TAG Trust has currently applied to become a teaching school alliance with a wide network of school across all phases committed to working collaboratively to further raise standards. The Nottingham Free School would become a partner school within the TSA, which will provide access to a wide range of educational support and expertise.

The TAG Trust has considerable capacity to ensure the successful establishment of the Nottingham Free School. We have an experienced, extended leadership team backed by a strong team of enabled middle leaders and support staff. Our leaders are used to supporting a wide range of schools and we have continued to improve Toot Hill School, alongside our wider support work with Meden School and others. In 2012 we re-structured our leadership team in order to retain high quality school leaders and ensure we have the capacity for growth. This included appointing the new senior positions of CEO, Head of the Torch Academy and Heads of School at Toot Hill and Meden Schools. These appointments have enabled us to promote and retain other key school and middle leaders and to strengthen our organisation.

In order to secure the establishment of the school from the initial setting up phase through to operation we have identified the following key individuals with a range of skills sets to ensure success:

██████████

Role during application stage: This has been extensive. This has included curriculum planning, community engagement, financial planning and forecasting and shaping the vision.

Role during pre-opening: [REDACTED] will co-lead the pre-opening stage. This includes liaison with the DfE Education Advisor and associated building advisors; establishing systems, procedures and protocols; all staff recruitment; CPD and staff induction; continued community engagement; and financial planning and systems. [REDACTED] is committed to spending the equivalent of one day a week in the pre-opening stage.

Role Post Opening: [REDACTED] will provide an executive overview of the school. He will be ultimately accountable for standards and financial probity in the school. He will provide coaching, mentorship and guidance the Head of School and Local Governing Body. [REDACTED] will allocate a commensurate period of time to the school over the academic year, supported by other senior leaders from the TAG Trust.

[REDACTED]
Role during application stage: This has been extensive. This has included developing approaches towards behaviour; inclusion; safeguarding; community engagement; strategic and financial planning; and shaping the vision.

Role during pre-opening: [REDACTED] will co-lead the pre-opening stage. This includes working with [REDACTED] to liaise with the DfE Education Advisor and associated building advisors; establishing whole school systems, procedures and protocols; ensuring compliance with statutory requirements regarding safeguarding and the equalities act; developing effective governance; continued community engagement; and financial planning and systems. [REDACTED] is committed to spending the equivalent of one day a week in the pre-opening stage.

Role Post Opening: [REDACTED] will support [REDACTED] CEO role in providing an executive overview of the school. He will provide coaching, mentorship and guidance to the Head of School, Senior School Staff and Performance Directors. He will lead the TAG Trust self-review process, evaluating standards of teaching and learning in the school. [REDACTED] will allocate a commensurate period of time to the school over the academic year, supported by other Heads of School and senior leaders from the TAG Trust.

[REDACTED]
Role during application stage: [REDACTED]

Role during pre-opening: [REDACTED] will be fully involved supporting [REDACTED] in all aspects as we move towards opening. If appointed as Head of School designate we would anticipate [REDACTED] taking on a full time role in January 2014.

Role Post Opening: [REDACTED] will be our preferred candidate for the Head of School position. She will work alongside the CEO and Head of the Torch Academy in establishing all necessary operational systems and securing appropriate staffing appointments. The CEO will act as her professional mentor and coach

[REDACTED]
Role during application stage: [REDACTED]

Role during pre-opening: [REDACTED] will provide on-going guidance and support, especially in

relation to the curriculum and support staff structures.

Role Post Opening: [REDACTED] will guide the Head of School on curriculum development and innovation. He will also advise in all support staffing issues. We anticipate [REDACTED] spending 1-2 days each half-term supporting the school.

[REDACTED]
Role during pre-opening: [REDACTED] will provide on-going guidance and support, especially in relation to the securing achievement and developing data and tracking systems.

Role Post Opening: [REDACTED] will work to support the school's achievement agenda, including quality assurance. She will provide guidance in relation to the use of data and ensuring standards at Key Stage 3. We envisage her spending six days a year supporting the school.

[REDACTED] **Role during application stage:** [REDACTED]

Role during pre-opening: [REDACTED] will provide on-going guidance and support, especially in relation to all inclusion issues, including site access.

Role Post Opening: [REDACTED] will work to support the school's SENCO, including quality-assuring provision. We initially envisage [REDACTED] spending at least six days a year supporting the school.

[REDACTED]
Role Post Opening: We envisage [REDACTED] working full time from Year 4 as the Curriculum leader in the school and as the senior member of staff supporting the Head of School.

[REDACTED] **Skills Gaps:** As an experienced educational group we have considerable expertise to cover the range of required skills. However we also have an extensive network of contacts that we can draw on to support our plans and add capacity and expertise as needed.

This includes:

Educational Consultancy:

[REDACTED] School Buildings Support:

- [REDACTED]: Extensive background in school building design and realization, including project management. We have worked with [REDACTED] for a number of years.
- [REDACTED]: [REDACTED], has already provided support and offered on-going consultancy.

Legal Support and Advice:

- [REDACTED]: We have strong working relationships with [REDACTED] who provide ongoing legal advice regarding education issues. This includes advice to ensure that we meet all statutory requirements.

F3: Financial expertise

Foreword: The financial expertise to guide the Nottingham Free School in both the pre-opening and post-opening phases will be centred on the Torch Academy Gateway Trust financial capacity.

Additional capacity will be put in place at the Nottingham Free School upon opening in order to conduct day to day processing and management of the school's financial flows and returns.

Finance Officer: A finance officer will be appointed on a Scale 5 upon opening of the school. For the year 2014-15 their role will be part-time (0.5 FTE) and will also embrace data collection and dissemination. This post will become full time in 2015-16. From 2016-17 the role will become a dedicated role focussed upon finance. The key elements of their financial role will be managing and processing orders. They will undertake all work related to financial postings and returns. They will work under the direction of the Trust's Finance Manager. Critically they will be the first line of monitoring to ensure budgets are being adhered to and are sufficient for purpose.

Finance Manager: [REDACTED]. In addition [REDACTED]. The Finance Manager and team will produce monthly reports for the Directors, Local Governing Body and Head of School. The finance Manager will advise the CEO on any in year budgetary adjustments in order to ensure an overall balanced budget is secured. The Finance Manager and team will manage all financial matters related to the employment of staff. The total time the team will devote to the management of the Nottingham Free School's account will be a minimum 3 days per week and this will be include in the management charge.

Role Post Opening: [REDACTED] will oversee the establishment of all accounting processes in the free school and provide any training required for the finance team. [REDACTED] will devote one day a week to ensure financial systems are securely in place and to generate the necessary financial reports for CEO and Directors.

Accounting Officer: The Accounting Officer in consultation with the Directors, Head of School, Local Governing Body and Finance Manager will have the responsibility of setting and monitoring the budget. The Accounting Officer will ensure systems for financial probity are in place and secure. They will present reports to the directors regarding the financial position of the school on a monthly and termly basis.

Auditors & Accountants: The TAG Trust's auditors and accountants will be employed to provide an external check on systems and processes. Their report will inform any changes that need to be made in order that all systems are fit for purpose. The accountants will also produce the annual final accounts and will present these to the Accounting Officer and Directors. Overall they will ensure that all financial matters are in-line with EFA guidance and expectations.

F4:

The TAG Trust has an experienced group of directors with a wide range of skills and professional experiences.

Details of members and directors.

1. Non Educational Directors:

[REDACTED]

[REDACTED]

Skill	Director Expertise	Time Commitment to opening
	[REDACTED]	

Setting up new organisation/business		Significant Advisory
Strategic development of organisation	██████████	Significant Moderate Advisory Significant Moderate Significant Significant Significant
██████████	██████████	Significant Advisory Significant Significant Significant Significant
ICT	██████████	Advisory Advisory
Marketing	██████████	Significant Advisory
Project Management	██████████	Advisory Moderate
Governance of public bodies	██████████	Significant Moderate
Finance	██████████	Advisory
Legal Issues	██████████	As required As required
Educational Issues	██████████	1 day per week 1 day per week

		3 days per half term 3 days per half term

Additional Expertise:

CPD, Collaborative working	██████████	6 days per year
Marketing, Project Management	██████████	1 day per week
Finance Budget planning	██████████	1 day per week
Data & ICT systems	██████████	6 days per year
ICT Systems, development and procurement	██████████	12 days per year
Governance	██████████	1 day per week, as required

The Directors are unanimously committed to ensuring the success of the Nottingham Free School and are determined to provide the necessary time, support and guidance to bring the project to successful opening. In addition the TAG Trust has access to a range of professional networks and individuals to offer additional expertise. We have a number of employees with specific expertise in relation to governance, finance, marketing, human resources and ICT

Skills Gaps:

We have identified the area of property development/construction as a potential skills gap. We do have experience within the TAG Trust of developing school buildings and managing premises and building project.

Beyond this ██████████

Nottinghamshire Local Authority has also offered us the support of their property services team and have already offered us advice and offered on-going support. ██████████ ██████████ will coordinate this work.

Our Capacity to balance the Nottingham Free School with the development of our multi-academy trust group:

The TAG Trust group has evolved steadily over the past two years.

Our work supporting Meden School when it was placed in special measures in 2011 was highly intensive, requiring an extensive commitment of time and resources. Our commitment to Meden School at this time involved seconding a Head of School, two additional school leaders and organising for specific additional staff support, including subject expertise in maths, English and languages; running a coordinated CPD programme; and specific support to raise achievement at Key Stages 4 and 5. In addition ██████████

As Meden School has progressed we have been able to make strong permanent appointments at

senior and middle leadership level that has played a significant role in securing the positive Ofsted outcome in May 2012. Several of these staff have a proven track record at Toot Hill School. Toot Hill has been able to successfully backfill these positions, which has helped us retain and promote outstanding staff in the organisation.

These high quality permanent appointments at Meden School have helped to ensure the schools stability, which combined with a very positive recruitment round last summer has reduced the need for the intensive level of support that was initially provided from Toot Hill School.

The Directors of the TAG Trust are committed to the moral purpose of widening outstanding educational provision and sharing our expertise with new communities. To facilitate this, the leadership model for the Trust group has been re-modelled to ensure sufficient capacity for growth. This has involved the following permanent leadership appointments.

██████████
In addition the following roles have been enhanced to add additional capacity to our organisation:

██████████
The capacity provided by this new structure leaves us well placed to manage the development of the Nottingham Free School.

We are also proposing to open a second free school, The Trent Bridge Free School. This school, whilst very distinctive, will share a number of the features of the Nottingham Free School. We believe that there are significant synergies to be gained in planning and delivering these two projects simultaneously, bearing in mind that both schools are relatively small-scale secondary proposals.

We have an outstanding team in place at Toot Hill School, led by ██████████, who will ensure that standards remain outstanding. The team is experienced, stable and highly talented. This view is substantiated by the fact that Toot Hill School posted record examination results in Summer 2012, whilst providing extensive support to Meden School during the course of the year.

Meden School, led by ██████████, secured three 'good' judgments from Ofsted in May 2012 and posted record examination results in 2012. At GCSE 67% of pupils secured 5+A*-C grades at GCSE, up from 36% in 2010. Value-added is over 1010. Results are predicted to further improve in 2013. As outlined above we have now secured a talented and dynamic leadership team who will further improve standards.

Our re-structuring and the development of our enhanced leadership and support staff roles and functions have built the capacity to ensure the success of our proposed two free schools.

Our strong track record demonstrates our ability to deliver outstanding education and our capacity to succeed in establishing the Nottingham Free School as an 'outstanding' school.

F5: Recruitment.

The Head of School:

We intend to have a full time Head of School in place two terms prior to opening. We have identified [REDACTED] as our preferred Head of School. [REDACTED] has the qualities, skills and experience required to lead the school effectively. If Jenny is not in a position to undertake the duties the post requires we will advertise nationally to secure the best 'fit' candidate.

Qualifications: We expect our Head of School to be a qualified teacher, with evidence of further professional study. It is important, given our high focus on teaching staff professional development, that the Head of School has a commitment to the Masters programme in Education and is at the very least a holder of NPQH. The action research component inherent within the Masters qualification is essential to setting high standards and securing innovative approaches. As we expect all teaching staff to reach Masters level of qualifications it is essential that our Head of School has this understanding. The importance of NPQH speaks of itself. It is also important for a credible Head of School to have a strong empathy and background in our specialisms of Science and Expressive Arts in order to ensure that our specialism make the school distinctive.

[REDACTED]

Experience: Our Head of School must be an experienced school leader with an outstanding record of success. It is essential to us that the Head of School has worked as part of a leadership team in an Ofsted recognised 'outstanding' school, as it is important to understand, in practical terms, what it means for a school to be outstanding. Our Head of School must have played a significant role in shaping a school to be outstanding, as this demonstrates their understanding and ability to make the Nottingham Free School 'outstanding.' The Head of School needs a proven track record of leading departmental improvement; experience of developing strong pastoral support systems; a deep understanding of the use of data and the impact effective intervention plays; and a strong achievement focus. Our Head of School must also understand the value of our specialisms, ideally with a background in one or both specialisms. The position requires a comprehensive overview of safeguarding issues and the Head of School will be required to have completed safer recruitment training.

[REDACTED]

Personal Skills and Qualities:

Our Head of School needs to have the personal qualities to meet the national standards for Headteachers. This includes the personal qualities required to effectively manage a school, as outlined below.

Knowledge & Understanding: The intellectual ability to acquire the knowledge and understanding required to lead school improvement. This involves the ability to: set high standards; to prioritise; to analyse a range of performance indicators; to think strategically; and to problem solve.

Planning & Setting Expectations: The ability to: plan for short, medium and longer term priorities; to engage and inspire a range of stakeholders; to insist on high standards and lead by example.

Teaching & Managing Pupil Learning: A demonstrable ability to teach 'outstanding' lessons and to understand the components of 'good' and 'outstanding' teaching. Strong personal coaching qualities to pass this understanding on to others.

Assessment & Evaluation: A strong ability to analyse a range of data and to use this to inform

both short term and longer term strategies. The skills to effectively evaluate the effectiveness of strategies and to problem solve.

Pupil Achievement: The ability to enthuse, motivate and inspire pupils to 'be the best they can'; a relentless 'can do' attitude.

Relations with Parents & the Wider Community: Strong skills of communication, empathy and collaborative working.

Managing & Developing Staff and other Adults: The skills to prioritise; delegate; use a range of appropriate leadership styles to positively engage others; strong listening skills to encourage engagement; the ability to balance the need to consult, whilst ensuring the long term vision is maintained; patience; and resilience; a detailed understanding of safeguarding and safer recruitment issues.

Managing Resources: Strong analytical, numeracy and problem solving skills.

Strategic Leadership: The ability: to maintain perspective; to motivate, enthuse and inspire others; the self-confidence to take difficult decisions; appropriate attitude to risk taking.

██████████ We believe that her strong track record demonstrates that she has the personal qualities to deliver our vision. ██████████

The Head of School will be provided with on-going coaching, support and guidance from experience leaders from within the TAG Trust. This includes ██████████. As such we are confident that ██████████ has the attributes, the skills and the support network to be the outstanding Head of School that the Nottingham Free School seeks.

Recruiting other staff:

The school will follow safer recruitment practices when recruiting all other staff. The TAG Trust Human Resources Officer will oversee this. This will include: all candidates completing a formal application form; collecting and verifying at least two references, including the applicants last employer; checking the identity with a passport and/or photo driving license; verifying address details with two recent bank/utility bills; checking their education and work history, and requiring explanation for any gaps; having sight of official qualification certificate; and requiring an enhanced CRB check.

The school will construct full job descriptions and personal specifications for each post. This will include the required qualifications, skills and experience required to fulfil the role. Teaching posts will be widely advertised to ensure as strong a field as possible. This will include advertising opportunities: Across TAG schools and the associated Teaching School Alliance; in the TES; On Nottinghamshire L.A.'s web-based recruitment platform; and in the local press. This will ensure as wide coverage as possible. Over time we anticipate being involved in initial teacher training, including school direct. In our initial stages we anticipate recruiting a number of key middle leaders to build the school and departments, a significant number will be staff with proven track records of delivering outstanding teaching from within TAG Trust schools.

The local teacher recruitment market is variable, with some local schools reporting difficulties in recruiting high quality teachers of mathematics, English and science. We plan to overcome these

difficulties by using staffs developed within the TAG Trust, who are proven and ready for middle leadership positions. We have a number of proven staff who have already expressed a strong interest in working in our free school.

Over the longer term we will use our links through the TAG Trust and wider teaching school alliance to aid recruitment and we intend to participate in new forms of ITT, for example school direct to ensure an on-going supply of high quality teachers as the school population builds. This will be further supported by opportunities offered through being part of a strong multi-academy trust group. Our school, as part of the TAG Trust, will offer access to high class CPD, Masters programmes, international teacher exchanges and opportunities to link with colleagues in other schools, all of which combine to make our offer highly attractive.

Support staff roles will be advertised locally, using local press and associate web-platforms.

Common to all posts will be a commitment to: delivering outstanding levels of service to young people; the values and ethos of the school; and keeping pupils safe and secure.

Timescales: Assuming opening for September 2014 we would anticipate the following timescales.

Post	Advert/Process	Appointment
Head of School	Sept 2013	Jan 2014
Senior School Leader	Feb 2014	Sept 2014
Head of Year/SENCO	March 2014	Sept 2014
Performance Directors	March 2014	Sept 2014
Other teaching staff	March 2014	Sept 2014
Caretakers*	May 2014*	Aug 2014*
Other Support Staff	May 2014	Sept 2014

* depending on building issues/timescales.

We anticipate recruiting for additional positions in future years, using similar timescales to those outline above.

Recruiting Governors: Having a strong local governing body is very important in helping to shape the future of the school. In F4 we have already listed the directors who will work to oversee the work of the school and the local governing body. Our directors have a wealth of knowledge and expertise that will help ensure strong governance.

We recognise that governors will undertake a variety of roles and will have a number of interests, which include:

- Leadership
- Education (curriculum, organization of learning, staffing, etc.);
Finance/business/accountancy;
- Legal (including employment law);
- Strategic planning;

- Safeguarding;
- HR/Health and Safety;
- Estates/buildings;
- Marketing/PR;
- School improvement experience;
- Knowledge of our mathematics and sports specialism

We intend our local governing body to consist of:

- The Head of School
- Two parent governors (minimum)
- Three staff governors
- Up to 3 co-opted governors

We will recruit governors with the skills set to contribute to the areas outlined above. Parent governors from our parental community, including advertising the positions through newsletters, letters home and during our opening phase. We envisage that several of our parent advocates may be interested in the positions. Two staff governors will be elected once the school opens.

We intend to co-opt three governors from the wider community. This includes plans to co-opt

██████████ ██████████ . ██████████ ██████████

We will continue to network locally to recruit other suitably qualified co-opted governors. Our governing body will receive full governor training, provided by the Local Authority

Section G: Initial costs and financial viability

G1: Provide accurate financial plans that are consistent with the rest of your application and based upon realistic assumptions about income and expenditure.

[Redacted]

[Redacted]

G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening period and when there are pupils in each year.

[Redacted]

Section H: Premises

Please refer to pages 39-40 of the 'How to Apply' guidance for what should be included in this section.

We have conducted a search for appropriate premises close the Sherwood, Carrington and Mapperley areas of Nottingham. Our search has included discussions with the property services team of Nottinghamshire Local Authority, preliminary discussions with the planning department of Gedling District Council and a commercial search of local estate agents.

Our preliminary work has identified at least two possible sites, although others may also be available. Site 1 would be our preferred site.

Site 1: [REDACTED], [REDACTED], Nottingham.

The site is owned by [REDACTED] and is currently used as office and reception facilities. [REDACTED] is keen to sell the building and have placed it on the market with a commercial agent.

Facilities include:

[REDACTED] have indicated to us that our proposed Free School would make a logical future use of this facility. [REDACTED]

The site would be ideal in supporting our educational vision, for the following reasons:

Location: This is within our proposed catchment area, with excellent transport links to the site. The vast majority of interested parents live within a 3-mile radius of this site. The building is prestigious, well known and sound proofed.

Facilities:

- A number of rooms and spaces, which could be adapted for school use
- Space for safe areas at break and lunchtime
- Car parking and access: There is ample car parking and excellent road access; a dedicated pedestrian and cycle route exists to the site from the Sherwood and Carrington areas, providing a safe route to and from school.
- The Buildings are currently in use and in a good state of repair, we understand that the buildings meet all current requirements in terms of floor-loading and other health and safety aspects
- Very limited impact on the local community in terms of traffic, given the excellent transport routes
- The overall area, including current buildings, should sufficiently accommodate our initial stages.

The location close to [REDACTED] would require careful planning in relation to pupil safety, however a simply defined out of bounds area, strictly enforced and regularly supervised, would allow us to reasonably and proportionally overcome these issues.

The building is approximately 4,000 square meters.

We would need to negotiate separate use of sports pitches and facilities. However there are a number of potential options and community facilities close by.

Site 2: [REDACTED], [REDACTED], [REDACTED], Nottingham [REDACTED]
Description:

The site has been cleared of the former school buildings and is owned by [REDACTED]. Their intention is to [REDACTED].

The site is [REDACTED]

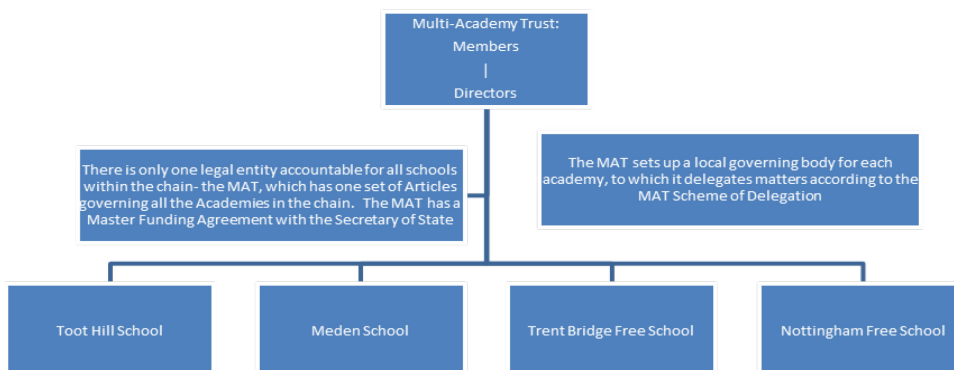
The space, previous use and location would make it suitable as a proposed location.

Clearly a new build would be required, although there is ample space to create a new school infrastructure.

Transport links are well established and the site is located close to the parental demand.

Annexes

Governance Structure:



Questionnaire:



Contact Form and Questionnaire

Contact Details

Contact name	Relationship with child	Child's gender	
<input type="text"/>	<input type="text"/>	<input type="checkbox"/> M	<input type="checkbox"/> F
Child's Name	Child's date of birth	Primary school	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Parental choice	Signature		
<input type="checkbox"/> I would select Nottingham Free School as the first choice for my child	<input type="text"/>		
Postal address	Email address		
<input type="text"/>	<input type="text"/>		
	Phone number		
	<input type="text"/>		
<input type="checkbox"/> I would be interested in becoming a Parent Advocate for the Nottingham Free School			

Questionnaire (1 is strongly disagree and 5 is strongly agree)

	1	2	3	4	5
The curriculum offer (subjects) meets my child's needs					
The additional learning provision (extra curricular) will support my child's development					
The emphasis on academic standards is appropriate					
My child will benefit from the school's specialisms					
Clear policies on behaviour and discipline are very important					
The provision of proven, high quality teaching is essential to support my child's progress					
Regular school reports will support my child's academic development					
The emphasis placed on homework and independent study is important					
A formal school uniform is important					
I support the greater level of choice the Nottingham Free School offers parents					
I would like the school to offer Post 16 provision					
What attracts you to the idea of the Nottingham Free School?	<input type="text"/>				
Additional questions or comments:	<input type="text"/>				

Thank you for taking the time to complete this form

Demand Map:



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