



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated February 2015)

UNIVERSITY OF BRIGHTON SECONDARY SCHOOL

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Application checklist

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

8. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).	Y	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Y	

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

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

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	Y	

Declaration

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

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

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

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

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

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

Signed:

Position: (please delete as appropriate)

Print name:

Date:

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

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

Section A: Applicant details

Excel application form completed.

Section B: Outline of the school

Excel application form completed.

Section C: Education vision

The University of Brighton Secondary School will prepare its students to become positive and successful adults through providing them with high quality education in a safe, inclusive, and stimulating learning community.

The University of Brighton Secondary School will provide for 180 students a year in the 11-16 secondary age range (maximum capacity of 900 students). The school will open in September 2018. While there is not a preferred site, it is anticipated that the school would be situated in the central-east part of the city where the Council are projecting demand for places and where our public engagement has shown greatest support for the school.

The vision for the school is one of excellence and inclusion, reflecting the entitlement of the students and the expectations of the community. This will be a school for its local community, where all are welcome and where all fulfil their potential. As part of this, and as part of the SEND strategy for the City, the school will have a SEN facility for 20 students in addition to the 900 mainstream places.

Rationale

The University of Brighton Secondary School is being proposed for two reasons:

- To help meet the basic need for additional secondary school places in the City; and
- To provide high standards of educational attainment in a City where progress and attainment need to improve.

The demographic need

Brighton and Hove has seen significant growth in the number of children and young people in the city, which has required additional primary phase places to be added and will require expansion of secondary phase provision towards the end of this decade.

In 2015/16, the Year 7 cohort will be around 2,400, rising to 2,600 in 2018 and approximately 2,750 from 2019 – a 500 place (and over 20%) rise since 2013. This compares to just over 2,600 Year 7 places being available in 2015/16. With some provision for parental choice, the Council believes that it needs to provide approximately 2,750 places in 2018 and 2,900 by 2019 – increases of nearly 150 and 300 on the current provision. The proposed opening date of 2018 relates to the projected demographic demand.

The Council is fully supportive of this application; a letter of support from the leaders on the three main parties (Green, Labour and Conservatives) is attached

The educational need

Educational performance of students in Brighton and Hove should be better. While outcomes at Key Stage 2 are generally better than national averages, outcomes at Key Stage 4 are generally worse. Value added in secondary schools is poor, with progress in Maths a particular weakness. In 2014, the percentage of students achieving 5 or more GCSEs at grades A* to C including English and Maths fell by 9% to 54% and so three percent below the national average, and the gap between the performance of students eligible for free school meals and their peers was ten percentage points wider than the national average.

There is currently no outstanding secondary school in the city, and three schools require improvement (these are educating over 2,300 students based on the January 2014 census). The proportion of students gaining five or more good GCSEs including English and Maths fell at eight out of nine schools with GCSE candidates in 2014 and is below national average. The percentage of pupils making expected progress in Maths is only higher than the national average in one school. Only one school is ranked in the top half of its similar schools (out of 55), and none are within the top twenty of their similar schools.

Vision and ethos

The University of Brighton Secondary School will establish a culture of high expectations before the first students arrive, and continually reinforce that culture. By recruiting driven and talented staff, led by an inspiring and relentless Headteacher, supported by a high performing multi-academy trust and the University's School of Education, The University of Brighton Secondary School will quickly establish itself as a successful and popular school.

The University of Brighton Secondary School will be:

- Inclusive – a school for all local children;
- Outstanding – ensuring that each and every student makes outstanding progress to ensure that they achieve well in their GCSEs;
- Relentless – a constant focus upon the basics of attendance, punctuality, quality first teaching, and mastery of knowledge;
- Traditional – a curriculum that emphasises depth of understanding, with setting by ability in English, Maths, and Science, and an opportunity for all students to achieve the Ebacc;

- Engaging – high quality teaching, extensive use of ICT, thematic ‘deep learning days’, links with colleges and the University for progression and masterclass workshops, and employer engagement will ensure that students are engaged in their learning and see its relevance to their future;
- Enriching – an enrichment programme that will include visual, performing and digital arts, sports, Duke of Edinburgh, and opportunities to learn topics or subjects not covered within the core curriculum (such as philosophy, astronomy or economics) or to extend learning into projects such as app development or building a go-kart;
- Supportive – strong pastoral structures (by year group initially and then vertical tutor groups once the school has all year groups) will ensure that every child is known and supported throughout their journey from 11 year old child to 16 year old young adult;
- Vibrant – the school will reflect the vibrancy, culture and creativity of Brighton – for example, being part of the diverse calendar of arts and cultural events.
- Aspirational - acquisition of skills that are valued by higher education and employers, such as resilience and teamwork, will be gained through the curriculum and recognised through a Passport to Success scheme. This will be reinforced through engaging with the University and other higher education providers and with employers, including in the fast growing creative digital and IT industries.

The school day and year will be similar to other schools. The curriculum will be broad and balanced during Key Stage 3, but with a focus upon ensuring outstanding progress in Maths and English in particular (overcoming the current low levels of Maths progress within local schools), and where students progress to Key Stage 4 studies at the beginning of Year 9 for a humanity, during Year 9 for Maths, English and Science (based upon their ability set), and then provides guided choices for the remainder of their GCSE / Key Stage 4 programme for Years 10 and 11. These guided choices will include the ability to follow pre-apprenticeship pathways in collaboration with local colleges where that is appropriate.

Progress and outcomes will be outstanding as a result of high quality teaching, assessment for, as and of learning, effective tracking, support and intervention strategies where tracking suggests that potential is not being fulfilled, and a continually reinforced positive culture of aspiration and expectation.

The high expectations will raise aspirations of students and staff, and in turn establish a virtuous cycle of improvement driven by reflection and desire. As part of the University’s commitment to the City and the belief in school system leadership, the University of Brighton Secondary School will be an active partner with local secondary schools.

Students will leave The University of Brighton Secondary School with the attitudes, skills and knowledge to become successful, positive citizens. The curriculum and enrichment activities will enable students to develop attributes such as tolerance, resilience, creativity, leadership, and collaboration. This focus upon preparing students for adult life will be reflected in the information,

advice and guidance programme that will begin in Year 8 to support students in making their guided choices for GCSE / Key Stage 4 studies and continue throughout the school to support students in making the right choices for further study or employment following school.

Targets

Based on our understanding of the likely partner primary schools, current performance of secondary schools in Brighton, and our experience as an academy sponsor, the school will adopt the following headline targets:

1. Attendance: 96% for each cohort and the school overall (this has been set at a level that is higher than national and local averages currently, and higher than all of the schools in the Brighton part of the city), with persistent absence below 5% (this compares to a LA average of 6.4% and national average of 5.3%);
2. Progress: To adopt the very stretching 'FFT 10' (Fisher Family Trust top 10% targets) value added targets for progress in English and Maths for each cohort, and to ensure that targets for specific student groups (such as prior attainment, eligibility for free school meals, or SEND) are appropriately stretching;
3. Attainment:
 - a. Cohort 5+A*-C including English and Maths: Target of being in the top 10% of schools nationally and top 10 of the DfE Performance Tables cohort of 55 similar schools (currently no Brighton school is higher than 25th of their 55 similar schools)
 - b. Gap between those eligible for Pupil Premium and those who are not: To be closed completely?
4. Progression at 16 and 19:
 - a. NEET aged 16: NEET rate to be less than 4% (this target is more challenging than the current national and local averages)
 - b. University progression: 60% of former students to progress to University, with the same percentage for those who were eligible for FSM in Year 11 and took Level 3 qualifications (both of these targets are above national averages)

These follow the simple rationale that students need to have very few absences and make outstanding progress in order to achieve as well as they can, and progression at 16 and 19 shows that students leave with the qualifications and skills to progress successfully.

The University of Brighton Academy Trust (UoBAT)

The University of Brighton Secondary School will be within the University of Brighton Academies Trust (UoBAT). This was launched in November 2014 by the University, and is for schools in

Sussex outside Hastings. The first schools joined the trust in April 2015 with a further two joining in September; the first secondary school is expected to join in early 2016. The University is also the lead sponsor of the well-established and successful Hastings Academies Trust, which is currently comprised of two secondary academies and seven infant/primary academies in Hastings and St Leonards. UoBAT is an approved academy sponsor.

The University of Brighton is committed to helping communities grow and prosper, and has been at the heart of developing powerful partnerships for economic and community development for many years. The University's School of Education already works in partnership with over 500 schools across a wide area of the south-east, is one of the largest providers of initial teacher education (ITE) in the country, and its provision is rated outstanding by Ofsted. The UoBAT provides an opportunity to work more closely with a smaller number of schools.

School improvement is the driving theme for the establishment of the UoBAT and for the development of partnerships with academies and free schools. Using the expertise within schools and the University's School of Education, UoBAT and the Hastings trust have established quality frameworks to set ambitious targets and be confident of achieving them.

Section D: Education plan – part 1

The table below details the number of students expected at The University of Brighton Secondary School.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0
Year 7	0	0	0	180	180	180	180	180
Year 8	0	0	0	0	180	180	180	180
Year 9	0	0	0	0	0	180	180	180
Year 10	0	0	0	0	0	0	180	180
Year 11	0	0	0	0	0	0	0	180
Year 12	0	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0	0
Totals	0	0	0	180	360	540	720	900

Section D: Education plan – part 2

The timetable will consist of 30 lessons a week, each of 50 minutes.

Subject/other activity (e.g. enrichment)	Lessons per week	Mandatory/ Optional	Comments
English	Y7: 4 Y10: 4	Y7: Mandatory Y10: Mandatory	
Maths	Y7: 5 Y10: 5	Y7: Mandatory Y10: Mandatory	Additional time to reflect need to improve student progress
Science	Y7: 4 Y10: 6	Y7: Mandatory Y10: Mandatory	Further Additional available for KS4 students
Modern or Community Languages	Y7: 3 Y10: 3	Y7: Mandatory Y10: Optional	KS4 option compulsory for EBacc students
History	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	History or Geography compulsory, with options structured so students can take both
Geography	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	
Art	Y7: 1 Y10: 3	Y7: Mandatory Y10: Optional	
D&T	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	
PE	Y7: 2 Y10: 2	Y7: Mandatory Y10: Mandatory	
Drama	Y7: 1 Y10: 3	Y7: Mandatory Y10: Optional	
Music	Y7: 1 Y10: 3	Y7: Mandatory Y10: Optional	
Computing	Y7: 2 Y10: 3	Y7: Mandatory Y10: Optional	2 options for KS4, with expectation that students would take one.
Business Studies	Y7: 0 Y10: 3	Y10: Optional	
PSCHE	Y7: 1 Y10: 1	Y7: Mandatory Y10: Mandatory	
Pre-apprenticeship provision	Y7: 0 Y10: 6	Y10: Optional	
Enrichment	Y7: 1 – 5 Y10: 1 – 5	Optional	Wide range of activities to be included, before and after-school.

Section D1: an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The University of Brighton Secondary School will benefit from the experience of the University of Brighton in its role as the lead sponsor of the Hastings Academies Trust (which includes two secondary academies within Hastings) and as the sole sponsor of the University of Brighton Academy Trust (UoBAT, which is for schools in Sussex outside of Hastings and is likely to have its first secondary school join the trust during 2015). Being part of the UoBAT and HAT family of schools will provide extensive opportunities for staff collaboration and development, resulting in improved curriculum design and schemes of work, increased capacity and resilience (including to support subjects at the school during its initial years where there are insufficient pupil numbers to warrant full-time specialists in each subject), and well established support services.

The relationship with the University, and in particular with its School of Education which is one of the largest providers of Initial Teacher Education and Continuing Professional Development in the country and rated 'outstanding' by Ofsted for all age-ranges, will enhance staff professional development and in turn inform classroom practice through the University's research findings and will enable the school to secure outstanding new recruits into the teaching profession. The philosophy of the University is one of partnership, and the school will be an active member of local school and education partnerships.

Context of the University of Brighton Secondary School

The University of Brighton Secondary School is proposed for the central / east area of the city (the 'Brighton' part of the city), to reflect the Council's projection of where demand for places will be greatest.

The context of Brighton and Hove is:

- A medium sized, coastal city with a population of approximately 275,000 which is anticipated to grow to approximately 290,000 by 2021
- A reputation for being tolerant and inclusive and with a strong cultural identity, including a strong cultural calendar of events and over 35,000 students attending the two universities
- A diverse population that includes areas of significant wealth as well as having 12% of the city areas within the ten per cent most deprived in England
- An economy where tourism, small businesses / self-employment, creative industries, and the digital / IT sectors are significant
- A profile of young people that
 - Has a lower than national average, but increasing, proportion of children with English as an additional language (10% compared to 15% nationally in Reception) and from

ethnic minorities (nearly 22% of 0-19 year olds)- the number of children at primary school from an ethnic minority doubled between the 2009 and 2014 school censuses.

- Includes a high level of children on child protection plans (nearly 50% higher, when measured per 10,000 children, than the national average).
- Includes nearly 20% of dependent children who are estimated to be living in poverty, compared to a regional average of under 15%
- Overall educational performance at secondary phase that ought to be better, with no school graded 'outstanding', attendance below and persistent absence above the national averages, value added below the national average (with a particular issue for maths and students with low prior attainment), and outcomes below schools with similar profiles.

The University of Brighton Secondary School will help address the projected shortage of places but also be a significant contribution to the raising of standards within the city. This focus on outcomes directly links to the core mission of the University to create prosperous communities and to its ethos of working in partnership.

Section E1 includes more detailed information about the cohorts of local secondary schools and educational performance.

The expected pupil profile

It is anticipated, based upon the profile and performance of the primary and secondary schools in the Brighton part of the city where we expect the school to be based, that the profile of students joining the school will:

- Have a slightly lower percentage of children who achieved level 4 in reading, writing, and Maths than the national average, with a significant tail of low achievement (the percentage achieving level 3 or below in reading, writing and maths was over 10% in three local primary schools compared to a national average of 6%), and a relatively small number of children achieving level 5 which is below national average in most of the local primary schools. The number of pupils in cohorts overall in local primary schools who have made expected progress in reading, writing and Maths has tended to be around the national average.
- Have a gap in Key Stage 2 performance between disadvantaged and other students (based on achieving level 4 in reading, writing and Maths) that is in excess of the national average
- Probably have a slightly lower number of students eligible for free school meals than the national average of 18%, although the geography of Brighton is such that pockets of deprivation are tightly concentrated.

- Include fewer students with English as an additional language than the national average (probably around 5-10% initially against an England average of around 18%), with this percentage likely to rise in coming years
- Include a higher percentage of students with SEND than the national average (based on cohort information for local primary schools)
- Have generally experienced absence and persistent absence rates in primary school that are both in excess of the national average, and at some local primary schools significantly in excess of the national averages (absence ranging from below the LA and national figures of 4.0% and 3.9% respectively to 6.0%; persistent absence ranging from below the LA and national figures of 2.0% and 1.9% respectively to over 5% based on 2013/14 data).

Curriculum aims and principles

The University of Brighton Secondary School will provide an education that is relevant and engaging, and that enables every student to acquire and develop the personal qualities, attitudes, skills, knowledge, understanding and qualifications to prepare them to be positive adult members of society.

The National Curriculum will be followed, as it is in both academies in Hastings. Within this the school will ensure that detailed schemes of work and their delivery reflect the needs of our students and so maximise their progress and attainment. Adopting the national curriculum across all schools in the UoBAT and HAT facilitates professional development through joint CPD, increases the overall resilience of staffing within the family of schools, and enables the sharing of resources and planning through peer-led best practice and thematic reviews.

The curriculum is based upon principles to which the University fully subscribes and has already implemented in Hastings through sponsorship of the two co-educational secondary schools in the town. These principles are:

- To have high expectations of staff and students, and high aspirations for what every member of the school community can achieve;
- To set and sustain high standards of learning and attainment, in particular by prioritising rapid progress in English and Maths during Key Stage 3 and providing additional teaching resources to enable this to happen;
- Rigorous processes for monitoring students' progress, providing feedback and setting challenging individual targets;
- Discrete teaching of subjects;
- A broad and balanced curriculum, including an entitlement to achieve the Ebacc range of qualifications;

- A five year curriculum model for the subjects that will be compulsory for all students in Key Stage 4 (English, Maths, Science, PSCE, PE, Humanities). For Maths, English, and Science, students will progress into Key Stage 4 studies at the appropriate time during Year 9 via ability setting (setting will be introduced in Year 7 following internal testing). Students will select one humanity subject in Year 8 to explore in more depth during Years 9 to 11 and building students' subject knowledge and developing exam skills to maximise their success at GCSE;
- Guided choices for Key Stage 4 option selection during years 8 and 9, including consideration of potential progression at 16 and 19;
- Ensuring differentiation in the planning and delivery of teaching and learning to maximise student progress and provide appropriate stretch and challenge;
- To support all transitions, including those from primary settings and in preparing for progression to further learning in a variety of settings at 16;
- To provide opportunities for all students to develop the personal competencies required to succeed after school and celebrate success in these through a 'Passport to Success' scheme (which is explained in further detail below);
- Be underpinned by continuous professional development and learning opportunities for all staff, with a particular emphasis on practitioner-informed research and research-based practice from the University's School of Education. This will include bespoke CPD sessions for groups of staff and opportunities to undertake research (including the ability to apply for University scholarships).

The curriculum model

During Key Stage 3 (which will include years 7 and 8 for all subjects, and year 9 for most subjects), the core focus of the curriculum is the discrete teaching of subjects and the mastery of the foundations of knowledge and skills that will enable students to then succeed in GCSE studies. The schemes of work will emphasise acquiring sufficient depth of knowledge of key concepts, with a particular emphasis upon progress in Maths to counter the general underperformance in this subject across Brighton. Additional teaching resource has been provided (0.5 FTE) to support catch-up and accelerate progress in KS3 Maths and English in particular, and make significant progress in closing the gap that exists in overall KS2 performance in local schools between disadvantaged students and their peers.

Those subjects that are compulsory during Key Stage 4 (English, Maths, Science, PSCE, Humanities and PE) will have a five year curriculum model. This will include ability setting for each of English, Maths and Science, which will allow students to progress onto Key Stage 4 studies at the appropriate time during Year 9 as their set reaches the necessary competence of the core skills and knowledge. Students will be able to move between sets based on performance reviews. Students will choose either history or geography to study during Years 9 – 11 to provide time to

gain more subject knowledge and maximise chances of success at GCSE while also building study and examination skills that will support them in other GCSE subjects. This approach of early commencement of GCSE courses for a humanity is being used successfully in Hastings.

Students will then be supported to make guided choices for their three other GCSE options for Years 10 and 11, which will include options for computing with the expectation that students will include a computing based course.

During Key Stage 4, the school will:

- establish vertical partnerships with BHASVIC, Varndean College and City College to prepare students for further learning, including Key Stage 5 masterclasses and extension work in STEM subjects to prepare students effectively for A level and applied Level 3 studies; and
- establish pre-apprenticeship pathways for groups of students where that is appropriate by working with post 16 providers. These are anticipated to focus upon digital / creative industries or engineering (subjects where the school may not have the facilities or expertise to deliver successfully) or tourism and hospitality to link to progression and further learning opportunities at 16. This approach to flexible Key Stage 4 provision reflects the principle of individualisation.

This partnership approach for pre-apprenticeship pathways and STEM masterclasses is working very effectively in Hastings with Sussex Coast College and so we believe students in Brighton would be similarly motivated by it. The pre-apprenticeships pathway in particular would change each year to reflect cohort needs.

Throughout the curriculum there will be termly 'deep learning days' for each year group where a specific theme / case study will provide a basis for cross-curricula learning. These days help demonstrate the linkages between different subjects, allow for students to develop skills such as teamwork, problem solving, and presentation skills, and illustrate potential future careers or employment areas. This approach has been extremely successful at The Hastings Academies, where recent topics have included forensic science (via the re-creation of a crime scene), making soap (using a business theme to explore production, transportation, marketing, and retail), and developing sports games and technology to build collaborative and leadership skills.

School day and year

The University of Brighton Secondary School will adopt a school year that is similar to other local schools. This supports families with children at more than one school.

The school day would be structured as follows:

Session	Monday
School open from:	7:30 for students to have breakfast, undertake personal study or enrichment / activity clubs
Registration	08:45
Period 1	08:55
Period 2	09:45
Break	10:35
Period 3	10:55
Period 4	11:45
Lunch	12:35
Assembly / Pastoral Support	13:25
Period 5	13:55
Period 6	14:45
End of compulsory day	15:35
Enrichment activities	Enrichment activities would be ongoing until approximately 5:30pm. Library will be open and staffed until 6pm

As the school grows and reaches capacity, the timetable would be revised to enable staggered lunchtimes (for instance through the current Period 4 and Lunch times).

This provides for a 30 period week offering 25 hours of lesson time.

Transition and Key Stage 3

The University of Brighton Secondary School will engage with the incoming Year 7 students from national offer day on 1st March. The focus will be upon enthusing the new students and engaging their parents, emphasising the partnership between the school and families to support the success of each child.

The transition process will focus upon exciting students about the opportunities at The University of Brighton Secondary School, and consistently reinforcing the values and expectations of the school so that new students arrive engaged and ready to learn. Similar key messages will be given to families.

The school will forge strong links with its main partner primary schools, including curriculum understanding to ensure that there is as much continuity as possible. The University would want to explore with these schools the possibility for staff collaboration and sharing to support cross-phase curricula and pedagogical knowledge as well as improving transition for more vulnerable learners

in particular, recognising that the school is likely to have a higher proportion of students with SEN and who are disadvantaged than national averages.

The transition and induction process will include:

- Welcome letter to all students and their families on 1st March. As with all communications with parents, it will be written in plain English; it will also provide contact details of Community Parent Advisors for the anticipated languages of the cohort. This letter will explain the transition and induction process;
- Regular dialogue between The University of Brighton Secondary School and its partner primary schools to understand any particular needs of students who are transferring to the school;
- Individual meeting with every family between May and July;
- Open House drop in sessions for parents and carers during June and July;
- Workshop day in July where all incoming students attend for the day, take part in lessons, and meet peers;
- Community Parent Advisers, provided through the Council's Ethnic Minority Achievement Service, to support translations, engage with parents and families, run targeted events for specific families / communities, and provide student support in primary schools before and during the admissions process; and
- Year 6/7 Summer Programmes for groups such as those not achieving level 4 in KS2 SATs (which could be approximately 10% of learners), identified vulnerable students, and the more able. Students would be nominated by their primary school, and these programmes would take place during the last week of the summer holidays. The purpose is to, firstly, ensure that all students are ready to access the curriculum from the beginning of Year 7 (and any additional support that is required to achieve this is understood and in place); secondly, to build self-esteem and relationships; and thirdly to understand the strengths of each student so that a culture of success and support is established early.

The Community Parent Advisors will have an important role in supporting families that may otherwise not engage with the school for a range of reasons. They will be ambassadors for the school with primary school parents and within their community. They will be provided through a SLA with the Council.

For students with statements of SEN or Education, Health and Care plans (which would, based on the profile of other local schools, be two or three a year with a further cohort with additional support needs who do not have a statement that is anticipated to be larger than the national average), The University of Brighton Secondary School would expect to be involved in the annual review from Year 5 if it is likely that the school would be named as the secondary school (this programme would necessarily be slightly different for the first Year 7 cohort). Once The University of Brighton Secondary School is confirmed as the secondary school there would be an agreed transition programme for the student, including 1:1 orientation visits and family engagement,

organised through a named key worker at The University of Brighton Secondary School. This process would be similar for students who are due to join the SEN facility.

For in-year admissions, including those through managed moves or the Fair Access Protocol, The University of Brighton Secondary School will work within the existing framework and seek to ensure equity between secondary schools.

From the beginning of their time at The University of Brighton Secondary School, every student will set goals and will be supported in accomplishing them. Teachers will ensure students are given time to reflect on their performance, and have the opportunity to demonstrate and celebrate their successes. The support model (described below) will enable students, parents and staff to identify barriers and set-backs to learning and deliver intervention to overcome them.

Students will be within ability sets for each of English, Maths, and Science. These will be based initially on prior attainment and then adjusted based on internal testing and assessment. The half-termly review of student achievement and progress (as outlined in section D3 below) will be used to review the settings. This targeted teaching maximises the progress of these students.

Classes in the remainder of Key Stage 3 subjects will be mixed ability.

The PSCH curriculum throughout Key Stage 3 and 4 will include religious education, British values, sex and relationships, citizenship, KS4 choices / careers / progression advice, health and legal understanding.

Key Stage 4

The Key Stage 4 curriculum will have two elements:

Firstly, a core GCSE curriculum to provide a strong focus upon core subjects:

- GCSE English Language and GCSE Literature (setting);
- GCSE Mathematics (setting);
- GCSE Core and Additional Science (setting) (with Further Additional for those for whom it would be suitable);
- GCSE History or GCSE Geography (studied from the beginning of Year 9 following a guided choice to provide time to acquire mastery both of the subject content and also to develop the discursive examination skills (which will aid achievement in other subjects including English));
- PE (where there will be a GCSE in PE or BTEC in Sport); and
- PSCH (Personal, Social, Citizenship, and Health Education, including careers and progression advice and British Values; there will be no qualification formally studied through PSCH).

Ability setting in each of English, Maths, and Science allows groups of students to commence Key Stage 4 studies at the appropriate time during Year 9 as their set reaches the appropriate mastery of the necessary foundation concepts. It also allows for extension programmes beyond GCSE during Year 11 for the most able students to help prepare their transition to A level studies, especially in STEM subjects, in partnership with a local college.

Secondly, guided choices in Year 9 for the three other subjects to student during Years 10 and 11. It would be expected that the range of subjects would be:

- GCSE Art
- GCSE Applied Business Studies
- GCSE Computing
- GCSE ICT
- GCSE Graphic Products
- GCSE Resistant Materials
- GCSE Food Technology
- GCSE Fine Art
- GCSE Drama
- GCSE Geography
- GCSE History
- GCSE Media Studies
- GCSE Photography
- GCSE Music
- GCSE French
- GCSE Spanish
- GCSE in community languages – the ten most commonly spoken languages in households where English is not the first language in the 2011 census in Brighton and Hove were – in descending order - Arabic, Polish, Chinese, Spanish, French, Italian, German, Portuguese, Greek, and Bengali. The school will encourage students to take a GCSE in any community language if they are eligible either through school studies or through their own verbal and written fluency.

The option blocks would be finalised once student choices were known; the option blocks would enable students to complete the Ebacc, or study both history and geography (one being compulsory within the school, with students able to choose the other as an option at the beginning of Year 10), or complete triple science, or specialise in digital, visual and performing arts.

The school will work with City College to develop an appropriate pre-apprenticeship pathway if this was appropriate for a small number of students. This would involve students attending school for the core subjects of English, Maths, Science, and Computing, and then developing an appropriate programme with a college for the remaining day. The need for, and focus of, this pathway would be discussed between staff, students and parents during Years 8 and 9 depending upon student needs and independent careers advice provided through the PSCHE programme and form part of the support for the KS4 guided choices. The school would seek to guide students but would not

impose a pre-apprenticeship route upon students. The vocational qualifications would have clear progression routes to further study / apprenticeships, and would be expected to link to areas of the economy that would be likely to offer employment opportunities – principally those related to tourism / hospitality or the digital or creative industries. This aim of the pre-apprenticeship option is to promote high engagement and motivation and improved progression at 16.

The number of lessons per week (from the total of 30 timetabled lessons a week) for each element of the curriculum is shown below.

	Subject	Year 10	Year 11
Core All of:	English language and literature	4	5
	Maths	5	4
	Double / Further Science	6	6
	PSCHE	1	1
	PE	2	2
Humanity	History or Geography	3	3
GCSE options	Guided choice of 3 GCSEs (see above) – to include Ebacc subjects where appropriate Pre-apprenticeship pathway would require college attendance for approximately one day a week.	9 (3 lessons per option)	9

All students will receive regular feedback through assessment for learning to build their confidence, skills and aspirations as learners; this will involve their teachers, peers and themselves in reflection on learning, on how they are progressing and what they need to do to achieve their targets. The process will encourage the learner to develop independence, the ability to work collaboratively, a close involvement in decisions about their own learning and to value learning as a lifelong engagement.

Supporting progression at 16

Students will have been supported by parents and staff in making their choices for Key Stage 4 options to ensure that these reflect their interests and abilities, as well as any thoughts they may have at that stage about their future education or employment after they leave the school. This information, advice, and guidance process will continue through Key Stage 4.

Students from The University of Brighton Secondary School will progress to a range of organisations. There are popular and successful further education and sixth form colleges within the city offering a wide range of qualifications, and the choice of apprenticeships is likely to be significantly greater by the time the first cohort leaves than it is now, with far greater opportunities

– for instance – in the digital and creative industries as a result of the emphasis being placed upon supporting SMEs and building their capacity for future growth. The University of Brighton Secondary School is proposed to be 11-16 because of the high quality and tremendous breadth of the existing offer which could not be matched by a relatively small school sixth form.

During Key Stage 4, the focus within the school will be upon ensuring students have high aspirations for their own success, and that they are aware of the range of options that will be available to them. This programme would include sessions within the PSCE curriculum, but also a range of additional opportunities such as:

- Taster sessions and engagement with the colleges, including careers talks and master-classes; and
- Involvement in the University of Brighton's widening participation programmes to help students understand the range of opportunities available at University and the practical aspects of being a University student.

Progression routes for further study at 16 would include:

- Either of the Sixth Form Colleges within the city (BHASVIC or Vardean College), both of which specialise pre-dominantly in A level provision and offer a wide range of subjects but also offer some Level 3 BTEC courses (such as Creative Media Production at BHASVIC). There is also provision for some level 2 one year courses.
- City College Brighton and Hove, which is a general FE college with a very wide range of vocational courses at levels 1 to 4, including provision in areas of high employment such as creative media, ICT, hospitality, and public service areas. For students who follow the pre-apprenticeship pathway at The University of Brighton Secondary School, City College would provide Level 2 or 3 progression routes.
- One of the five school sixth forms

The three colleges provide approximately 80% of the post 16 provision.

Aspiration for progression at 18/19

The University is committed to helping local communities to grow and prosper. It has a high civic profile and is actively involved in local partnerships for economic and community development. The University has an extensive Widening Participation programme, with teams based in Brighton and Hastings at the university's campuses, and adopts a policy of flexible admissions / individual offers to enable it to respond to potential where it recognises that there are educational or personal circumstances that may have limited achievement to date. The University has an extensive bursary programme as well as scholarships for outstanding performance.

The school will place a high value upon progression into higher education, and students from Year 8 onwards will work closely with the University's Widening Participation team to ensure that their choices for GCSE / Key Stage 4 and post-16 progression are made within an understanding of the opportunities and implications for entry to higher education.

Success for all students

The high achievement of every student is at the heart of The University of Brighton Secondary School ethos. All students will be supported to identify and pursue their learning and life goals, regardless of their disabilities, special educational needs, abilities, or socio-political context. The role of the school is to enable them to achieve their full potential and leave as individuals with the personal qualities, attitudes, skills, knowledge, understanding and qualifications to prepare them to be positive adult members of society. At the heart of this approach is a relentless focus upon:

- every child being known (the support structures for students are set out below in the section 'Support for all students');
- quality first teaching that is effectively differentiated to meet the needs of all students in the class – this includes high quality planning, delivery and assessment; and
- every child being challenged to achieve more through performance monitoring, feedback and target setting.

SEND

The University of Brighton Secondary School will support students with SEND in a flexible and personalised way and this will be the responsibility of all staff, with leadership provided by the Headteacher and SENCo. The SENCo will provide support to ensure that students with SEND are included in a broad, balanced, relevant and appropriate curriculum, where lessons are planned and delivered with appropriate differentiation and learning experiences. The Teaching Assistants would include some with specialist SEND training, and any TA's recruited for specific students to meet the requirements of their Education, Health and Care Plans would be expected to have or be supported in acquiring the relevant expertise.

Learning for all students, but especially those with SEND, will be enhanced through access to high quality ICT within and beyond school, including reporting to and engagement with parents / carers. Technology enables individualised instruction, monitoring and support that can be co-ordinated across agencies as required. Learners with speech and language disabilities, for example, will benefit from augmentative communication devices so that they have equal access to all areas of the curriculum and can work collaboratively with their peers.

SEN facility

The University of Brighton Secondary School will be committed to inclusion and providing high quality educational provision for young people from all backgrounds including improving outcomes and raising aspirations for those with special educational needs and disabilities. It is supportive of the Council's belief in a continuum of local provision for students with particular needs. There are currently a number of designated SEN facilities within secondary schools, including well-regarded centres for ASD.

The students on the roll of the special facility will be supported to take full part in the day to day life of the school including out of school activities. They will access as much of their learning alongside their peers as possible. There will be specialist support available to them at all times. There will be times when the students will require access to dedicated accommodation and it will be possible for them to continue their learning at these times.

There are currently approximately 1,000 Statements of SEN (to become EHC Plans) within the City. The Council undertook a review of SEND provision during the autumn / winter of 2014/15, and is currently developing options to implement the recommendations from that review. These include enhancing the number of places available in SEN facilities in mainstream schools, and adjustments of provision to ensure that it effectively meets the needs of students.

The purpose of the special facility will be to provide the specialist support and expertise to allow the students on its roll to achieve to their full potential, both academically and socially. A key role will be to ensure that their transition to post 16 education or training is as smooth and effective as possible and that the students are well prepared to get the most out of their adult lives in terms of education, training, employment, independent travel and other life skills.

The University of Brighton and the Council are agreed that the University of Brighton should include a designated SEN facility for up to 12 20? students (in addition to the Published Admission Number of the school). The detailed designation needs to await the outcomes of the Council's review and needs planning exercises to ensure that it aligns with proposals for new provision or changes elsewhere.

It is anticipated that:

- The provision will be for students who have a statement of SEN / EHC Plan who are able to access a and benefit from the social and curriculum aspects of a mainstream secondary school with additional support;
- Admission to the facility would be through the Statement / EHC and undertaken in partnership between the family, Council, and school;

- It would be anticipated that students would spend at least 75% of their curriculum time in the mainstream school, benefiting from learning alongside their peers as much as possible and contributing positively to the school's learning environment, with additional provision within the facility on a small group basis; and
- While accessing mainstream classes, staff will prepare and deliver lessons that include appropriate differentiation within the quality first framework used throughout the school.

The school would have dedicated staff for the SEN facility, and the Council would provide funding through a Services Contract with the academy. The Council already has similar agreements with other academies that have SEN facilities (including Brighton Aldridge Community Academy which has the Swan Centre for ASD). At this stage no assumptions have been made in the financial model for the income or expenditure associated with the SEN facility.

Informed by the agreed designation, the facility will have a range of accommodation to allow for therapy sessions, some small group teaching, office and administrative accommodation and areas where those young people who require a more individualised approach can be accommodated.

There are SEN facilities at both secondary schools in Hastings (ASD and Physical Impairment at The St Leonards Academy; speech, language, and communication at The Hastings Academy). The University is committed to supporting these provisions as an integral element of the school and celebrating the inclusion that they allow for more children from the local community.

The network of SEN Facilities across the city will provide opportunities for partnership working through joint training, potential dual and flexible placements, sharing good practice and developing joint extra curricular activities.

EAL

The local secondary schools have approximately 5-10% of students where English is an additional language, and the Council advises that this figure is likely to increase in future cohorts. The University of Brighton Secondary School will celebrate this diversity and the opportunity that it provides for students to broaden their understanding and horizons and help prepare them for an increasingly globalised world. The school will celebrate a range of cultural and religious events and festivals to reflect its community. The school would seek to offer GCSEs in community languages.

The focus of the school will remain upon supporting students to engage and learn effectively. For students with early stage EAL the school will provide additional induction and in-class support coupled with some targeted support provided by TA's with additional EAL training. This early support will accelerate their progress and have positive impacts upon their confidence, their integration, and therefore their academic success. Early stage EAL students will be linked with

other students for specific support and to support their language acquisition. Community Parent Advisors will be able to facilitate discussions with the family so that they are able to engage and support their child effectively.

Students eligible for Pupil Premium Grant (PPG)

The University of Brighton Secondary School will place high priority on closing the gaps that are evident in Key Stage 2 between students eligible for pupil premium and their peers. We do not accept that the current performance at Key Stage 4, where the gap in Brighton is 10 percentage points higher than the national average, is inevitable. We will be focused upon ensuring that:

1. Students eligible for pupil premium make even better progress than their peers as a result of the Pupil Premium Grant (PPG) funding and so the gap in attainment evident in Key Stage 2 is closed by the end of Key Stage 4. We will achieve this through:
 - Supporting summer schools as part of the transition into the school
 - Providing additional resource into KS3 Maths and English to provide small group support and booster classes, and additional provision in Key Stage 4 for revision / examination preparation support
 - Raising confidence and self-esteem through coaching / mentoring
 - Targeted attendance and punctuality support
 - Provision of additional external professional involvement to support students or families where that would be beneficial
 - Providing extended library / study hours to support those who find independent / home study difficult
 - Providing additional ICT equipment or resources where appropriate
2. Pupil Premium Grant provides opportunities to raise the aspiration and expectations of eligible students, and through this to stretch and challenge them. We will achieve this through:
 - Subsidising curriculum trips
 - Subsidising enrichment activities where these build knowledge or develop skills as part of the Passport to Success, including reflecting the needs, abilities and interests of individual students
 - Providing additional IAG and support for progression at 16

These proposals build upon the success of The Hastings Academy which has followed similar strategies and is having significant success: persistent absence is down, attendance is up, and the gap between those eligible for PPG and their peers is reducing in terms of expected progress levels in English and Maths as well as GCSE performance. In English, the gap relating to good progress in English has closed completely for the youngest year groups as the school targets resources increasingly effectively and early. We intend to replicate this success at The University of Brighton Secondary School.

The SENCo

The SENCo will be appointed from opening, and will be a member of the Senior Leadership Team. They will be qualified in accordance with the 2014 SEN Code of Practice.

The role of the SENCo will reflect the 2014 SEN Code of Practice. They will have responsibility for identifying additional or special needs, arranging any necessary diagnosis, ensuring that required additional support is provided and is high quality, and measuring the impact of that support to ensure that progress matches that of the overall cohort. If there are students who are looked after and have additional needs the SENCo and the Teacher in Charge of Looked After Children will liaise closely and ensure that their provision and actions align.

The SENCo will not be responsible for meeting the educational needs of these students – that is the responsibility of all staff. The SENCo's role is to co-ordinate the support, and support and challenge other staff to ensure that that support is having the desired impact. The SENCo will lead the professional development of staff in their provision for children with SEND, and monitor the effectiveness of provision for this group of students – including reviews of lesson planning and delivery to ensure appropriate differentiation, support and challenge for students with SEND. The focus will be upon ensuring quality first teaching before, during and after every lesson.

The SENCo will lead the Teaching Assistants and be responsible for developing CPD for the TAs and all staff to improve expertise in planning and delivering lessons and learning for students within the school. This will include developing the expertise of TAs in SEND and EAL.

The SENCo will manage relationships with partner organisations, including the Council and health partners, for the identification and diagnosis / assessment of students and then for ensuring the agreed support is provided. The SENCo will liaise with primary schools to ensure the effective transition of students with additional needs into the school, and will liaise with Colleges and employers to support students as they leave The University of Brighton Secondary School.

The SENCo will be responsible for all elements of the SEN facility and the quality of its provision.

The SENCo will have a teaching load that is the same as the Heads of English, Maths, and Science (18 periods a week out of a timetabled 30 period week) to provide sufficient time to undertake their SENCo responsibilities.

Looked after children

Brighton and Hove Council has approximately 185 looked after children aged between 10 and 15. It is reasonable to assume that The University of Brighton Secondary School will therefore have one to three looked after children in each cohort. The school will work very closely with the child, their social worker and the Virtual School Headteacher to support the transition of any looked after child into the school, and will continue to work closely with them to ensure that the appropriate support is in place. The school's expectations of any looked after child will be that they should make progress in line with their peers, and that with appropriate support funded from the Pupil Premium Grant their outcomes by Year 11 should be in line with or above that of their peers. In addition to monitoring the performance of each individual students, looked after children will be one of the groups of students whose overall progress and achievement is monitored by the Headteacher and SLT. The Deputy Headteacher appointed from opening will be the Designated Teacher for looked after children.

More able

Provision for more able students will begin with quality first teaching so that lessons are planned and delivered with appropriate differentiation that provides sufficient stretch and challenge. This expectation will be across subjects taught in mixed ability and those where students are set. This will be extended by:

- Enrichment – students will be encouraged towards particular enrichment activities that would increase their depth or breadth of experience or knowledge; these may be to expose them to subjects or concepts that are not followed in the main curriculum (such as astronomy or philosophy) or to allow them to extend classroom learning (such as designing apps);
- Extension work – students would be extended beyond the requirements of GCSE examinations to help them prepare for level 3 studies, including challenges and projects within school as well as with post 16 colleges and the University of Brighton
- Aspiration raising – students would be supported to take advantage of opportunities such as summer schools (e.g. via the Sutton Trust or Russell Group universities) and engagement with graduate employers to raise their aspirations, particularly for students who come from a family context of little or no higher education experience.

Skills and competencies

Brighton is a vibrant city that is broadening its economic activity. Developments such as Circus Street, and the establishment of digital and creative industries, will increase the range of local employment opportunities for students of The University of Brighton Secondary School. The

school will be a part of the ten-year partnership strategy for creativity and digital skilfulness that is a core part of the City's economic future (the partnership is chaired by the Vice Chancellor of the University). The school will take very seriously its responsibility to help students gain the skills and competencies that will enable them to thrive in adulthood.

The school will adopt the 'Passport to Success' scheme that has been successfully launched and is now embedded in Hastings. This provides structured opportunities for students to demonstrate their proficiency in key employability skills such as teamwork, presenting, leadership, and problem solving, and personal attitudes such as resilience, perseverance, and emotional intelligence. Success in developing these skills is celebrated every term, and there will be a formal 'graduation ceremony' for those who demonstrate their proficiency. The formal curriculum and enrichment programme both provide opportunities to demonstrate and develop the skills, including the skills becoming embedded into schemes of work and lesson planning.

Community-mindedness and expanding opportunities for learners to contribute to the health and growth of their communities will be a priority. Opportunities for young people to begin to understand the complex social, business, and public sector networks that comprise a healthy, sustainable community will be created. As a feature of this agenda, the school will source work placements with local employers, workplace visits, mentoring (both electronic and face to face), and real work scenarios. These opportunities will be extended through involvement in the economic and physical development plans for Brighton, including the development of the creative and digital sectors. The school will arrange for one week of work experience for all students towards the end of Year 10. The school, rather than students themselves, will broker this to ensure that a potential placement reflect the interests, ability, and needs of the students and is appropriate in terms of challenge and aspiration. The University has existing relationships with larger employers, and via business partnerships to a very wide range of employers across the city.

Support for all students

A strong support and guidance structure will be established that values each student.

In the medium term, The University of Brighton Secondary School will adopt the school within a school model (which we term as families), including mixed age vertical tutor groups. The University has implemented this approach at both of the secondary academies in Hastings and has seen how this helps develop aspiration and achievement for all, including supporting transition into Year 7 and then having older role models.

The vertical tutor groups can only be implemented once the school has sufficient year groups and students to allow a single change of tutor group structures. Initially therefore the school will adopt tutor groups and pastoral systems within year groups (i.e. single age approach). Students will,

however, be assigned to families from the beginning of the school so that it is only the tutor group structure that alters.

We would like to reflect the family structure within the design for The University of Brighton Secondary School, as has been the situation in both Hastings academies.

Within the family structure, support will be provided to students in a range of ways including:

- Peer support from classmates, including older students (especially once the vertical tutor groups are implemented);
- Daily contact with their form tutor, who would be available to discuss any personal or academic issues and can then support the student as appropriate (such as engaging other staff);
- Academic support from the teaching staff, who would liaise with their form tutor initially if they wanted to raise concerns about performance or their general well-being (any specific concerns about areas with specific procedures / legislation, for example child protection, would be routed appropriately); and
- The Head of Year (or Head of Family after all year groups are present) who would work with the Deputy Headteacher who has responsibility for student support to ensure that support is put in place and monitored for individual students.

Keeping students safe

The number of children recognised as children in need or subject to child protection plans in Brighton and Hove is higher than national and south-east averages (as at 31 March 2014 the rate per 10,000 of those on child protection plans was 57 compared to 42 nationally and 38 for the South East).

The University of Brighton Secondary School will take its responsibilities to help keep children safe very seriously, and this will be a responsibility of all staff and governors. The school environment will be calm and safe, providing the protective environment that enables students to know that they are secure, valued, and that they will be listened to. The Deputy Headteacher appointed from opening will be the lead individual for all aspects of student support and safeguarding and be appropriately trained, as will all Heads of Years / Families and will be the Designated Teacher for Looked After Children.

As well as reactive measures to listen to and support students, The University of Brighton Secondary School will use a wide variety of proactive measures to promote student safety:

- Undertaking recruitment of staff, governors, and volunteers that complies with the latest procedures / advice to ensure that all adults within the school are appropriately checked before they commence work;
- Through assemblies, tutor group discussions, and the PSHE / citizenship curriculum raise awareness of child protection issues, including sexual exploitation, and help provide students with the skills to keep themselves and their friends safe, as well as ensuring that all students understand that there are adults across the school that they can approach if they have any worries;
- Develop and implement procedures for identification and reporting of cases of suspected or potential abuse or radicalisation, including working closely with the Council, Local Safeguarding Children Board and the Local Authority Designated Officer (LADO);
- Ensure that staff and volunteers understand how to handle disclosures of potential or suspected abuse, including any allegations made against school staff;
- Keeping staff very well trained and briefed about the primacy of child protection, including any national or local emerging issues or themes; and
- Work positively and proactively with other agencies to support students in situations of potential or suspected abuse, including if students have Child in Need or Child Protection Plans.

Behaviour

Students learn best in an environment that is calm and characterised by respect and the recognition of everyone's own rights and responsibilities. The University of Brighton Secondary School will continually develop and reinforce these competencies in students, resulting in high expectations of behaviour. Peer relations, and those between students and staff, will be characterised by mutual respect. Clear routines and expectations within the school, both during and outside lessons, will reinforce positive behaviours, and good behaviour will be recognised in the Passport for Success. A Code of Conduct will be explained to all students, and their families, before students join the school, and will be incorporated into a Home-School Agreement that all students and families will sign. The school will expect parents to support the expectations of behaviour.

At the core of this approach is a belief that effective learning requires a calm and disciplined environment, and that the responsibility of the school is to ensure that students have such an environment. Accordingly, the school will have a zero-tolerance approach to disruptive behaviour within the classroom. At the core of this is ensuring that students are engaged through high quality lessons that are planned and delivered with appropriate stretch and challenge and that differentiate effectively for the individuals within the class. The school will operate a 'one warning and remove' system so that all lessons are not disrupted by poor behaviour. For those students who do cause disruption, there will be a clear, stepped programme of support and sanctions. This

programme will include ensuring that students are able to catch up on work missed, that parents and carers are involved in supporting the students' behaviour, and incentivising and rewarding improved behaviour.

Attendance and punctuality

Arriving on time every day maximises the ability of the school to help students succeed. As such, the school will focus relentlessly on the punctuality and attendance of students. This will commence through working with partner primary schools to develop attendance strategies and understanding the attendance patterns of students due to join the school.

Within The University of Brighton Secondary School, all late arrivals and unauthorised or unexpected absences will be recorded and followed up. Form tutors and Heads of Families will monitor live data for students, including seeking patterns in poor punctuality or attendance and then engaging directly with families to support improvement. If further support or intervention is required the school will work with the Council, and will consider fines and prosecution where these are appropriate. The Council has an approach – which the University strongly supports – of zero tolerance for term-time leave and the school will work proactively with the Council to ensure appropriate focus upon attendance and punctuality.

High levels of punctuality and attendance will be recognised and rewarded at individual and form group level.

The school will be part of the local Behaviour and Attendance partnership.

Homework

Homework will be meaningful and used to develop independent learning and to further knowledge or interests. It will therefore be used to research topics or prepare information for further discussion in class, or to allow students to engage in extension activities that stretch their ability and engage their interests.

The school library will be open and staffed until 6pm each school day, and on a Saturday morning during term time, to provide space and facilities for students to undertake their homework.

Enrichment

The enrichment programme of the school is designed to provide opportunities for students to try new activities or continue with activities that they have enjoyed within the curriculum. The University of Brighton Secondary School strongly believes that the enrichment programme is an essential part of a vibrant school, and provides students with opportunities to develop the personal skills that will help them progress successfully at 16 and into adulthood. For families, a broad enrichment programme supports personal development of children, as well as helping meet the practical needs of working parents of (especially) Key Stage 3 children. Moreover, enrichment opportunities would be part of the 'closing the gap' strategy to raise aspiration and progression of students where they have limited other opportunities to engage in these sorts of activities.

Enrichment activities would be offered before and after the formal school day.

While the enrichment programme would be co-designed by students and staff to reflect their interests and skills, it would be expected to include:

- Music groups;
- Sports clubs, including linking with local community and professional clubs;
- Duke of Edinburgh;
- Clubs in particular interest areas. These would include areas that opportunities to learn about new subjects or concepts (such as astronomy, philosophy or economics) or provide opportunities to extend classroom knowledge into further projects (such as developing apps to extend computing or building a go-kart to extent D&T).

It is expected that there would be approximately 40 – 50 enrichment activities a week once the school is full.

The school will monitor the attendance at enrichment activities, and will actively develop certain activities and then promote them to particular students where that is appropriate (which could be those providing support for underachieving students, or to develop particular personal skills, or to provide stretch in an area or skill set they have shown interest in). There will not be 'compulsory enrichment' activities; instead the school expects to build attendance as part of the ethos of the school and through positive reinforcement of the benefits of attending clubs (via students through positive peer-pressure as well as from staff).

The enrichment activities will be staffed in a variety of ways, depending upon the activity. School staff would themselves deliver some activities, while others may be delivered by the voluntary sector (such as local sports clubs) with no or little payment from the school or parents.

Promoting British values

One of the first activities of our new school community will be to identify our school values. Informed by our school vision and British values we will consult with pupils, staff, parents, carers and governors to agree a values statement that is owned and understood by all. To ensure that these are living values they will be explored and discussed via assemblies and throughout the curriculum. Some subjects such as PSCHÉ education and Religious Education will have a particular part to play in exploring terms and identifying what behaviours would be evident in a school which for example has the value of respect for others. Through the curriculum pupils will be taught the skills they need for example to be respectful, resilient and work well with others.

Our school values will therefore support our planned work to prevent bullying and to promote equality, to build character and to develop spiritual, moral, cultural and social development. They will embody British values and help prepare our students for modern Britain.

Admissions policy

The University of Brighton Secondary School will be an inclusive school for its local community. The admissions policy will:

- Reflect the statutory requirement to admit students with Statements of Special Educational Needs / Education, Health and Care Plans that name the school.
- Reflect the requirements of the School Admissions Code to give highest priority to children who are or were previously looked after.

The school would then give priority to:

- Compelling medical or other exceptional reasons for attending The University of Brighton Secondary School rather than any other
- Siblings of students on roll at time of application
- Local children

The detail for local children (such as whether priority is based upon distance or with reference to a catchment area) will be finalised once a site is confirmed; if a catchment area approach is adopted this may also be included within the prioritisation of siblings (as it the case for most secondary schools within the city currently).

Section D2: measuring pupil performance effectively and setting challenging targets

Understanding our students

The University of Brighton Secondary School will liaise closely with partner primary schools to ensure that it understands the students who will be joining it each September. This will include the transfer of information and data about student performance, as well as information about any particular support needs that individual students have. This process will include the primary schools nominating students who would benefit from Y6/Y7 summer provision to support their successful transfer.

Upon arriving at The University of Brighton Secondary School we will undertake testing in each of the core subjects (Maths, English Science) during the first term. Combined with the information received from primary schools this will provide the baseline for target setting, as well as the basis for the academic sets in each of English, Maths and Science.

Translating our aims into ambitious and realistic targets

The targets for The University of Brighton Secondary School will reflect:

- the aims of the school;
- the expectations of the UoBAT; and
- the profile of students.

Targets will be set for individual pupils, for subjects, for groups of students (i.e. pupil premium), for year groups, and for the whole school.

Targets will be set in relation to:

- Academic attitude / effort / approach to learning – attitude to learning and effort in classwork and homework (teacher assessments)
- Academic progress – expecting at least 3 levels of progress in Maths, English and Science, with top-quartile percentage targets for departments / cohorts / overall school for students making above expected levels of progress.
- Academic attainment – across all subjects for all year groups; at KS4 to include the percentage of pupils achieving key indicators (Ebacc, Best 8, APS in English, Maths and Science); departmental targets to reflect high progress and attainment levels
- Behaviour – targets for improvements based on behaviour incidents, with a particular focus upon bullying (targets for individuals, and for groups of students); targets for fixed term and permanent exclusions.

- Attendance – minimum expected levels of attendance with improvement targets for individuals / cohorts / groups as appropriate; persistent absence targets with support / interventions developed with Council
- Punctuality – minimum expected levels of punctuality with improvement targets for individuals / cohorts / groups as appropriate
- Parent / carer engagement – attendance at parent / teacher sessions and responses to parent / carer surveys
- Progression at 16 and 18 – recording destinations at 16 and at 18, and qualification performance at 18.

The expectation of the UoBAT is to achieve top-quartile performance in relation to academic progress and academic attainment for similar schools. Achieving this requires high levels of attendance and punctuality, effective parent / carer engagement, and students being ready to learn effectively, and accordingly the targets for those areas will be similarly stretching.

Whole cohort / school targets

Based on our understanding of the likely partner primary schools, current performance of secondary schools in Brighton, and our experience as an academy sponsor, the school will adopt the following headline targets:

1. Attendance: 96% for each cohort and the school overall (this has been set at a level that is higher than national and local averages currently, and higher than all of the schools in the Brighton part of the city), with persistent absence below 5% (this compares to a LA average of 6.4% and national average of 5.3%);
2. Progress: To adopt the very stretching 'FFT 10' (Fisher Family Trust top 10% targets) value added targets for progress in English and Maths for each cohort, and to ensure that targets for specific student groups (such as prior attainment, eligibility for free school meals, or SEND) are appropriately stretching;
3. Attainment:
 - a. Cohort 5+A*-C including English and Maths: Target of being in the top 10% of schools nationally and top 10 of the DfE Performance Tables cohort of 55 similar schools (currently no Brighton school is higher than 25th of their 55 similar schools)
 - b. Gap between those eligible for Pupil Premium and those who are not: To be closed
4. Progression at 16 and 19:
 - a. NEET aged 16: NEET rate to be less than 4% (this target is more challenging than the current national and local averages)
 - b. University progression: 60% of former students to progress to University, with the same percentage for those who were eligible for FSM in Year 11 and took Level 3 qualifications (both of these targets are above national averages)

These follow the simple rationale that students need to have very few absences and make outstanding progress in order to achieve as well as they can, and progression at 16 and 19 shows that students leave with the qualifications and skills to progress successfully.

Approach to meeting targets

The approaches set out in section D1 will form the basis of the approach to achieving targets: a relentless focus upon the basics of attendance, punctuality, and behaviour; a curriculum and quality first teaching that supports, engages, and challenges students.; and students being challenged through performance monitoring, feedback and target setting to achieve more than they originally anticipate.

The success of a school is determined by the effectiveness of its staff. At the heart of establishing The University of Brighton Secondary School as an outstanding school will be the recruitment, development, and retention of excellent staff. It is our staff who form the relationships with students, who will inspire them, support them and stretch them. Our approach will be upon quality first teaching, to ensure that there is high quality planning of lessons and effective delivery of them, within a pervading culture of high expectations. Section D3 provides more detail about the staffing structure.

Informed by excellent tracking data (see below), staff will be empowered to provide additional support or intervention when there are concerns about progress against any target, and students and staff will be clear about their individual and collective accountability for the achievement of targets. There will be transparency in the reviewing of progress against targets, at student and department level, and these reviews will be shared with staff and parents.

The targets, and the detailed plans required to achieve them, will form the basis of the School Development Plan and will drive the CPD programme for staff as part of the school's commitment to continuous improvement.

The targets will be formally reviewed annually and approved by Governors and the Trust's Academic Committee. The Trust's Academic Committee will benchmark performance against other schools within the Trust, against local schools, and against similar schools (including using the DfE's 'similar school' analysis on the Performance Tables).

The process for monitoring performance

The UoBAT and the HAT have an established process for monitoring performance, which is led by the Trust and involves analysis of performance within and between schools.

At the heart of the process is effective assessment for, as and of learning, with students having initial assessments during the first term of Year 7, and then undertaking formative assessment reviews throughout the year (in particular each half-term when the dataset for each student is produced), and then summative assessments at the end of each year. Through this process students are supported to become increasingly skilled at evaluating their own performance, understanding how it could be improved and recognising high quality work, and being active partners in target setting for each academic year in each subject. This culture will permeate the planning and delivery of lessons as well as the feedback to students.

The performance monitoring process is summarised in the following table:

Group	Role	Information received	Frequency of review	Actions / impacts
Students	Responsible for personal performance	Personal targets and performance in all subjects	Always available online; half-termly formal report; targets reviewed termly	Recognition if performing well; support if underperforming; targets reviewed if appropriate
Parents / Carers	Support child progress and performance	Personal targets and performance in all subjects	Always available online; half-termly formal report	Engagement / support if child underperforming
Subject teachers / Heads of Dept	Maximise progress for all students	Student / group / cohort targets and performance	Half-termly review of performance; termly review of targets	Good practice / progress / attainment identified, analysed and lessons shared; underperformance identified and interventions (with targets) implemented and impact analysed
Headteacher / SLT	Responsible for school performance	Student / group / cohort / department targets and performance	Half-termly review of performance; annual review of targets	Interventions in-year as necessary; trends / issues identified for School Development Plan and future budgets
Trust CEO / Leadership team	Responsible for trust performance	Subject / group / cohort / school performance	Termly review of performance; annual review of targets	Identifying best and underperforming areas and strategies to raise performance to the best

Local Governing Body	Understand and challenge school targets and performance	Group / cohort / department targets and performance	Termly updates (including interventions) from HT and Academic Partner with formal annual review	Inform School Development Plan and resource targeting
Trust Academic Committee	Understand and challenge trust and individual school targets and performance	Group / cohort / department targets and performance within and between schools	Termly updates (including interventions) from CEO and Academic Partners with formal annual review	Inform trust priorities / targets and resourcing decisions
Trust Board	Accountable for performance	Group / cohort / department targets and performance within and between schools	Exception reporting in-year with formal annual review of examination and progress data	Inform trust priorities / targets and resourcing decisions.

The Headteacher will lead the processes for monitoring performance within The University of Brighton Secondary School. They will embed a culture of accountability, of transparency regarding targets and performance, and of targeting and monitored interventions.

The dataset for each student, and aggregated for groups of students, year groups, departments, and the whole school, will be formally reviewed every half-term and reported to parents (for their child), to staff, with reports being submitted to Governors and Trustees at least termly.

Assessment of

In addition to this formal process, students, staff and parents will be able to see the current electronic records relating to attendance and punctuality, targets, and records of work submitted and marked using e-marking and RAG rating.

This dataset will enable students and parents to review progress, and allow departments and the whole school to identify and review the progress of all groups of students and all subjects and so determine where performance is outstanding and where further focus needs to be. It enables the impact of targeted interventions to be monitored and so used to inform future actions. This dataset will form the basis of the 'closing the gap' activity by enabling the identification and tracking of performance by a variety of sub-groups.

This dataset will also be used beyond the school within the UoBAT and HAT to identify and share best practice and identify under-performance. The CEO and the Headteachers as part of their system leadership undertake this work. It is supported by middle leaders working together across schools in subject or thematic groups to share best practice and undertake peer reviews of every element of quality first teaching from planning to marking.

All schools within UoBAT and HAT also have an 'Academic Partner'. This role is like a 'School Improvement Partner Plus' – they are experienced education professionals, often Ofsted inspectors, who are appointed by the Trust to provide professional support and challenge to the Headteacher and SLT about performance of any element of the school. They are expected to be fully conversant with the standards and progress achieved by students within the school, and to ensure that the curriculum, staffing, and systems are aligned to maximise progress and attainment. They visit the school at least half-termly, with each visit having a different focus appropriate to the context of the school. A report is produced following each visit, including actions required, and a termly progress report is produced for the Trust's Academic Committee to ensure appropriate oversight of performance. This Academic Committee also receives termly updates from the CEO about performance against the agreed targets, notable successes, and potential performance risks / areas of underperformance and the action being taken to address those.

Student feedback about their performance, and the performance of the school, will also be sought to inform future target setting and performance tracking. This feedback will be both quantitative (such as student surveys) and qualitative (such as tutor group or student council discussions).

For targets rated Amber or Red at subject, student group, year group, or school level, at one of the school's half-termly reviews an action plan will be written to detail the interventions that will be put in place and the impact that is expected within a specified timescale. The dataset will indicate the 'trend' for each target during year so that any which are persistently underachieving can be easily identified. Red rated targets are reported to the LGB and the Trust's Academic Committee.

Improving the quality of teaching

At the core of improving the progress towards academic targets are understanding and improving the quality of teaching. This involves effective monitoring and assessment of teaching and then clear strategies to improve the quality of teaching over time. The Headteacher is responsible for ensuring that the quality of teaching is understood and improved; as the school grows this responsibility will become an integral part of the Deputy Headteacher (standards) role (this is the Deputy Headteacher post that it due to be recruited for the fourth year of operation).

The Headteacher / Deputy Headteacher will undertake the formal monitoring and assessment of quality of teaching through ensure that there are:

- Reviews of lesson plans, ensuring that they include clear learning targets, have appropriate delivery methods / activities, and include differentiation to reflect the students within the class, undertaken by each department at least termly;
- Formal lesson observations, including as part of performance management processes, will be undertaken at least termly for all staff;

- Learning walks, which may link to particular targets, to subjects, or to groups of students will be undertaken at least half-termly;
- Scrutiny of students' work and marking, which may link to particular targets, to subjects, or to groups of students will be undertaken at least half-termly for a specific theme / group of students / subject; and
- Engagement with students' about their learning, including about characteristics of effective lessons and examples of positive formative assessment.

This formal monitoring and assessment will be part of each department's ongoing internal programme of development of their curriculum and effectiveness. This will see colleagues collaborate in planning and marking, and engage in professional dialogue within the school and across UoBAT and HAT to benchmark current provision, identify and share good practice, and improve pedagogy. This will involve staff co-teaching, undertaking peer reviews of schemes of work, planning, and marking, and lesson observations to share best practice across the trusts. For new staff, especially those new to the profession, it would involve a mentor from the same or a different school to support their induction and development.

Using information collated from the performance datasets and from assessments of teaching quality, the quality of teaching will be improved through:

- Recruiting high quality practitioners who will help improve teaching and learning within the school;
- Celebrating good practice: within the school, all meetings and briefings will include stories of success and best practice;
- Ensuring consistency: by sharing best practice, and targeting support, the consistency of teaching will improve both within and between departments, and across the UoBAT and HAT schools;
- Focusing INSET: Ensuring that INSET days, as well as subject meetings, are focused upon practice and its impact to link to the school development plan objectives;
- Coaching and mentoring: giving outstanding practitioners dedicated time to support others and act as local leaders of pedagogy and practice; and
- University support: this has three strands:
 - Enabling staff to undertake accredited professional development through Masters level study and research;
 - Engaging with University academics to distil findings from research and apply them within the school to provide evidence based improvement; and
 - Providing INSET and non-accredited professional development and research opportunities for staff on a range of topics.

Where good practice is identified, staff skill will be recognised within the performance management process, and the reasons for the success will be distilled and shared with colleagues as part of ongoing briefing and development. Where performance management processes of any

form identify areas where significant improvement is required the reasons for that performance will be discussed with the staff involved, and actions agreed to support them to raise performance to an acceptable level. These actions will have targets and timeframes associated with them, and may involve professional development, coaching or mentoring from other staff within or beyond the school, or time working with a lead practitioner to identify the characteristics of strong performance. Should performance not improve and there was limited prospect of it doing so then capability proceedings would start.

Reporting to and engaging with students and parents

Students and parents will be able to see the current electronic records relating to attendance and punctuality, targets, and records of work submitted and marked using e-marking and RAG rating at any time online. In addition, there will be a formal report each half-term that will include details of:

- Attendance and punctuality;
- Attitude to learning and effort in class and homework in each subject;
- Progress and attainment in each subject; and
- Any behaviour incidents.

The format of the report will be clear and concise. RAG ratings will show progress against their individual targets.

Students and parents will be engaged in dialogue about targets and performance through:

- The ability to contact individual members of staff about subject specific issues, or their form tutor about overall targets and progress;
- Involvement in the setting of targets through academic reviews held annually, based upon the ongoing dialogue between teachers and students about their performance and next steps as outlined above;
- Recognition of success where the student has performed particularly well; and
- Early proactive contact from the school if there are any concerns about the engagement or performance of the student.

More generally, parents will be encouraged to be involved in the school, including feedback about targets and progress and parental engagement, through parents forums, surveys and potential establishment of 'think tanks' to address specific issues (in a similar way to 'task and finish' groups) such as policy development, testing new communication / reporting tools etc.

Section D3: a staffing structure that will deliver the planned curriculum within the expected income levels

To be successful, The University of Brighton Secondary School must have high quality staff throughout the school. Every year as it grows it will need to undertake significant recruitment; it must therefore be able to attract and retain high quality candidates. We believe that the opportunities available at a growing school, within an established multi-academy trust that is led by a high performing University with an outstanding school of education, and that is located in an attractive and vibrant city in which to work and live, mean that The University of Brighton Secondary School will be attractive to prospective staff.

The staffing structures outlined below have been developed on the basis of experience in Hastings, including The Hastings Academy which is also a 180 place a year 11-16 school.

Establishing a culture of excellence

Creating a new school enables the recruitment of staff who are as excited by the opportunity as we are, and who fully embrace our culture of excellence, of high ambitions and expectations, and of quality first teaching.

Staffing before opening

The University of Brighton Secondary School will benefit from being part of the UoBAT and having strong links with the HAT. During the pre-opening phase the Trust will lead the development of the infrastructure for the school in terms of physical, ICT, and procedural preparations for effective functioning. The Trust central team will ensure compliance with DfE reporting requirements and management of the Project Development Grant.

The University of Brighton Secondary School intends to appoint:

- The Headteacher Designate in time that they can lead the recruitment of students in autumn 2017 and the recruitment of staff in spring 2018, and oversee all the necessary preparations for opening successfully; and
- The Office Manager to start in post one term before the school opens, so that they can act as the day-to-day client for the completion of the building works, and can set up the systems and processes required to operate the school successfully within the UoBAT.

This initial staffing reflects the importance of these posts to the successful launch of the school. The timing of each post reflects:

- The importance of prospective parents, carers and students being able to meet the Headteacher before they submit their application forms for the first Year 7 entry so that they make informed choices about their order of preference;
- The need for the Headteacher to have been appointed for sufficient time to finalise their staffing structure to maximise the ability to recruit the best candidates in spring 2018;
- The resource required to manage the effective transition / induction of the first Year 7 cohort;
- The resource required to work with new staff to develop the ethos, expectations and culture of the school, as well as the schemes of work required for the first cohort
- The need to prepare the necessary policies and procedures which, while they can be based on others in operation within the UoBAT or HAT, need appropriate tailoring for The University of Brighton Secondary School; and
- The need to prepare the site and facilities to ensure that the school opens in an appropriate physical and ICT environment.

Ensuring teaching expertise in all subjects

The priority for the school is to ensure that students learn effectively and progress quickly. The University of Brighton Secondary School will therefore work in partnership with other schools within UoBAT and HAT and locally in Brighton and Hove to share staff for subjects in the first year or two where there is insufficient curriculum requirement to make substantive appointments. This sharing of staff will have positive effects:

- For students as it ensures that they are taught by subject specialists rather than fewer full-time staff who then have to teach multiple subjects;
- For the staff as it provides opportunities to work with other colleagues and students and broaden their experience;
- For The University of Brighton Secondary School as it brings experienced and successful practitioners into the school to support its start up, reinforce the trust's culture and expectations, and help develop schemes of work as part of inter-school collaboration; and
- For the UoBAT as it demonstrates the principle of school to school support that underpins its philosophy towards school improvement.

This sharing of staff is expected to be practical. By 2018 UoBAT anticipates having additional secondary schools within the Trust for the school to share with, although the geography of those is not yet known. With the existing Hastings academies, a significant number of teaching staff live in or around Brighton and Hove and commute to Hastings – staff sharing with those schools may be attractive to both schools and to staff.

In the budget spreadsheet the staffing model has been based on the FTE required to deliver the number of lessons required by the curriculum. No assumptions have been made about which posts would be shared.

The schools within the UoBAT and HAT will support the Headteacher Designate in the recruitment process for staff through offering to host selection days at their schools so that candidates' teaching can be observed and by subject staff forming part of those selection processes to provide subject-specific support to the Headteacher in their assessment of candidates. Once staff are appointed they will be linked with staff in the same subject in another school to provide a link for professional support and to share proposals for schemes of work; this will be especially important for staff who join the school potentially as the only specialist in their subject.

Teaching and learning staffing as the school grows

For the first five years the school will need to recruit additional staff to support the growth in pupil numbers as each new cohort joins the school. This provides a tremendous opportunity for staff to grow and develop, but requires agility in structures and individuals to manage significant organisational growth and change.

The staffing structure has been developed on the basis that:

- Headteacher and Deputy Headteacher appointed at launch would both have teaching loads that would reduce over time (HT teaching 10 periods a week in year 1; DHT teaching 15 a week); by steady state the Headteacher would have a nominal teaching load, DHT would teach 5 periods a week and AHTs 10 periods a week.
- Teaching load of class teachers would be approximately 25 periods out of 30 a week, with all staff having a load of 24 in the first three years to reflect the limited management capacity for planning schemes of work.
- Heads of Year would teach for 20 periods a week.
- Heads of core subjects (English, Maths, and Science) and the SENCo would teach for 18 periods a week.
- Heads of other Departments would teach for 20 periods a week.

Leadership team (FTE – full time equivalents)

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Headteacher	1	1	1	1	1	L30
Deputy Headteacher	1	1	1	2	2	L23
Assistant Headteacher			1	2	2	L16

SENCO	1	1	1	1	1	L9
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As the Leadership Team grows responsibilities would be distributed. The focus of leadership colleagues would be:

- For the DHT appointed at opening: to be the DHT (Student Support) with a remit including pastoral systems, student transition into and from the school, child protection, and looked after children.
- For the DHT appointed at the beginning of Year 4: to be the DHT (Standards) with a remit including the curriculum and standards in Key Stage 3 and 4. Prior to their appointment the Headteacher will lead these areas.
- For the AHT appointed at the beginning of Year 3: Head of Key Stage 4 to ensure that the school is ready for its first cohort of students to select their GCSE options and commence examination courses
- For the AHT appointed at the beginning of Year 4: Head of Key Stage 3

Teaching staff (FTE – full time equivalents)

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Heads of Maths / Eng / Sci	0	3	3	3	3	L9
Heads of other Departments	0	0	3	6	6	MPS6 / UPS3 + TLR2
Heads of Year	1	2	3	4	5	Mix of MPS/UPS + TLR2
Class Teachers	7.5	13.5	19.5	25.5	35.5	Mix of MPS3, MPS6, UPS3

The staffing figures outlined above provide sufficient teaching capacity to cover the periods required in the timetable, based on the assumptions that:

- Of cohorts in Years 7 – 9 being taught in an average of 7 groups (to allow for smaller classes in subjects such as D&T) with additional provision in Maths and English (see paragraph after the bullet points) – so approximately 225 teaching periods a week.

- Of cohorts in Years 10 and 11 being taught in an average of 8 groups to provide sufficient choice in GCSE options.

The 0.5 teacher capacity is to provide additional stretch and challenge in English and Maths in Key Stage 3 to ensure that all students make outstanding progress and exceed the current percentage of students who make expected progress in English and particularly Maths in Brighton (both of which are below the national average, Maths by four percentage points).

The University of Brighton Secondary School would recruit one or two teachers at the early stages of their career each year, using School Direct or recruiting from the University of Brighton's Initial Teacher Education programmes.

Education support staffing as the school grows

The staffing structure for education support staff has been developed on the basis of:

- Valuing the impact of Teaching Assistants as providing targeted support for groups of students, with differentiated levels of specialism (such as SEND or EAL) being reflected in the salary gradings. The school, UoBAT, and University of Brighton would provide opportunities for TAs to progress into teaching within the school;
- A limited number of cover supervisors to follow school growth to provide continuity for students during short term absences;
- The team of technicians to grow with the school, and for them to be flexibly deployed; and
- A Librarian role that will also include digital resources, and supervision of the library during extended hours

FTE – full time equivalents:

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Teaching Assistants	3	6	8	10	12	Mix HLTA and TA
Cover supervisors	0	1	2	3	4	
Student support	1	1	1.8	1.8	2.6	
Technician	1	2	3	4	5	
Librarian	1	1	1.8	1.8	1.8	

Additional Teaching Assistants may be funded by statements / Education, Health and Care Plans – at this stage no income has been assumed from EHC Plans and no staff costs assumed.

Administrative staffing as the school grows

The administrative staffing structure has been developed on the basis of:

- The UoBAT central team providing the strategic leadership of support services, in particular in relation to finance, HR, ICT, and estates.
- The school would therefore have an Office Manager who is responsible for operational administrative services and would engage with the Trust central services.

FTE – full time equivalents:

	Year 1	Year 2	Year 3	Year 4	Year 5	Notes
Office Manager	1	1	1	1	1	NJC 32
Reception	0.8	0.8	0.8	0.8	0.8	NJC 24
General Admin		0.8	0.8	0.8	0.8	NJC 17
Finance Officer	0.8	0.8	0.8	0.8	0.8	NJC 24
Nurse		0.8	0.8	0.8	0.8	NJC 17
Attendance Officer			0.8	0.8	0.8	NJC 17
Data Officer		0.8	0.8	0.8	0.8	NJC 24
Exams Officer			0.8	0.8	0.8	NJC 24
SLT PA	0.8	0.8	0.8	0.8	0.8	NJC 24
Caretaker	1	1	1	1	1	NJC 27
Assistant Caretaker			1	1	1	NJC 17
Midday Supervisors	0.5	1	1.5	2	2.5	NJC 10

SEN Facility

The University of Brighton Secondary School will include a SEN facility as part of the school and City's commitment to inclusion and a continuum of provision for local students. The designation and funding of this facility will be finalised as part of the City's updated strategy for SEND. As this stage the staffing and financial models do not include staff dedicated to the SEN facility, or income from either the place funding or top-up fees.

Staffing structure if income is 70% of the anticipated income if the school is full

The staffing structure set out above is predicated upon the school recruiting its full cohort of 180 year 7 students each year. If instead the Year 7 cohort is approximately 110-130 (so an income of approximately 70% of the full income), section G3 outlines how the staffing would be reduced to ensure that the school was financially solvent.

Section D4

Not applicable

Section E: Evidence of need – part 1

The University of Brighton Secondary School will be a new school.

	2018				2019			
	A	B	C	D	A	B	C	D
Nursery	0	0	0	0	0	0	0	0
Reception	0	0	0	0	0	0	0	0
Year 1	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0
Year 7	180	Yes = 102 Including 'not sure' responses = 232	0	Yes = 57%; including 'not sure' = 129%	180	Yes = 82 Including 'not sure' responses = 186	0	Yes = 46%; including 'not sure' = 103%
Year 8	0	0	0	0	0	0	0	0
Year 9	0	0	0	0	0	0	0	0
Year 10	0	0	0	0	0	0	0	0
Year 11	0	0	0	0	0	0	0	0
Year 12	0	0	0	0	0	0	0	0
Year 13	0	0	0	0	0	0	0	0
Totals	180	102	0	57%	180	82	0	46%

Section E: Evidence of need – part 2

Section E1: provide valid evidence that there is a need for this school in the area

Demographic need

There will be a shortage a secondary school places in the city from September 2018. The latest School Organisation Plan for Brighton and Hove states that:

- The Year 7 will be around 2,400 in 2015, rising to approximately 2,600 by 2018, and approximately 2,750 from 2019 – this represents an increase of up to 500 Year 7 students compared with the 2013 cohort. This compares to 2,610 Year 7 places being available in September 2015.
- The current Year 3 cohort (who will be in Year 7 in September 2018) is over 2,700 which supports the Council's projection of a Year 7 of approximately 2,600, allowing for the fact that not all children transfer to state sector schools at Year 7.
- The Council's planning figure includes approximately 5% additional capacity to provide for parental choice, which is approximately 150 places a year – producing a planning figure of approximately 2,750 places in 2018 and 2,900 by 2019
- Approximately 150 more places are therefore required for 2018 and 300 for 2019.

Due to the geography of Brighton and Hove, schools situated more centrally within the city are more likely – all other things being equal – to be full because they have 360 degree catchment areas.

The following table details the projected supply and demand of places as contained in the current Brighton and Hove School Organisation Plan:

Year	Capacity	Estimate		Surplus/ Shortfall	
		Low	High	Low	High
2013 (actual)	2525	2250		275	
2014	2585	2280	2360	305	225
2015	2610	2320	2400	290	210
2016	2610	2350	2430	260	180
2017	2610	2410	2490	200	120
2018	2610	2550	2630	60	(20)
2019	2610	2660	2750	(40)	(140)
2020	2610	2620	2700	(10)	(90)
2021	2610	2680	2760	(70)	(150)

Within these city wide totals, the Council anticipates particular pressure for places in the two areas of the city, one of which is the central-east part of Brighton where The University of Brighton Secondary School is proposed to be situated (and which is currently served by Dorothy Stringer and Varndean schools in particular).

BHCC has developed a three part strategy to address the shortfall in secondary places identified in its School Organisation Plan, working with the Cross Party Working Group of senior councillors and officers, and with a Secondary Places Strategy Group consisting of leaders of all of the city's secondary, post 16 and higher education institutions. This strategy has three elements:

- Working with schools to ensure that available places are taken up
- Expansion of existing schools
- Exploring opportunities for new schools or satellite sites for existing schools

The University of Brighton Secondary School is fully in line with this partnership strategy and would provide a key element in meeting BHCC's identified requirement for new secondary school places.

The Council is fully supportive of the University of Brighton Secondary School proposal, as evidenced by its letter of support.

Educational need

Educational performance of secondary age students in Brighton and Hove should be better.

- The percentage of pupils achieving 5+ A*-C GCSEs including English and Maths fell by 9% in 2014 to 54% (against a national drop of 4% to 57%), meaning performance was two percentage points below national average
- The gap between those eligible for free school meals and those who are not has remained at over 34 percentage points for the last three years, with the gap widening in comparison to the national figure (the national gap was 27 percentage points in 2014, compared to 37 percentage points in Brighton and Hove).
- Student progress as measured by the overall value added score is poor, with progress in Maths a significant concern across the city and particularly in certain schools and for children with low prior achievement.
 - In English, expected progress from the end of primary school (3+ levels), B&H is the same as the national figure of 71%, although local performance fell by three percentage points in 2014 while the national figure remained constant
 - In Maths, expected progress from the end of primary school (3+ levels), B&H is four percentage points below national (61% to 65% respectively), with both local and national figures dropping by six percentage points from 2013.

- Ebacc entry and achievement rates were lower than national and south-east region averages, with only 22.5% of students achieving the Ebacc in 2014 (compared to 24.2% nationally).
- Out of 152 local authorities in England, B&H:
 - Dropped to 110th from 59th for percentage of students achieving five good GCSE's including Maths and English, with only 14 of 152 local authorities recording drops of nine percentage points or more as was the case in B&H
 - Dropped to 86th from 44th for percentage of students making expected progress in English
 - Stayed at 116th for percentage of students making expected progress in Maths

The Council's review of impact of pupil premium in 2014/15 showed that:

- Only 22% of pupils with current FSM achieved five good GCSEs including English and Maths, with the gap between those who are not eligible for FSM and their peers being ten percentage points wider than nationally.
- B&H was second bottom of its 10 statistical neighbours for FSM achievement of 5 good GCSEs including Maths and English in 2014 (as opposed to fourth in 2013 and fourth bottom in 2012)
- For progress in English and Maths for those currently eligible for FSM, B&H is well below national average (in 2014, 48% compared to 57% in English, and 30% compared to 46% for Maths).
- For progress in English for disadvantaged pupils (the 'Ever 6' and Looked after children), B&H is approximately in the middle of its statistical neighbours and slightly above national averages, but for progress in Maths B&H is near the bottom of its statistical neighbours and well below national averages.

The following table details the performance of individual schools:

School	% gaining five or more good GCSEs			Ofsted rating	% making expected progress (2014 cohort)		Ranking out of 55 similar schools
	2014	2013	2012		English	Maths	
Blatchington Mill School	59%	72%	61%	Good (Jan 2013)	73	72	32
Brighton Aldridge Community Academy	49%	46%	40%	Requires improvement (Dec 2014)	95	21	44
Cardinal Newman	60%	73%	69%	Good (May 2012)	72	71	40

Catholic School							
Dorothy Stringer School	64%	72%	67%	Good (Dec 2013)	80	77	33
Hove Park School	59%	65%	51%	Good (Feb 2013)	77	68	30
Longhill High School	49%	50%	45%	Requires improvement (Oct 2013)	59	53	31
Patcham High School	48%	55%	57%	Good (Feb 2013)	73	51	37
Portslade Aldridge Community Academy	54%	60%	38%	Requires improvement (Nov 2014)	84	62	25
Varndean School	48%	64%	56%	Good (Jul 2013)	58	59	44
King's School	n/a	n/a	n/a	Not yet inspected			
LA overall	54	63	56		71	62	
England state funded	57	61	56		71	66	

There is currently no outstanding secondary school in the city, and three schools require improvement. The proportion of students gaining five or more good GCSEs including English and Maths fell at eight out of nine schools with GCSE candidates in 2014. The percentage of pupils making expected progress in Maths is only higher than the national average in one school. Only one school is ranked in the top half of its similar schools, and none are within the top twenty of their similar schools.

Based on the January 2014 census (which is the latest available on Edubase), in Brighton and Hove there are over 2,300 students in schools that Ofsted judge to Require Improvement.

The 2014 results need to be seen within the characteristics of the cohort of students who reached the end of Key Stage 4 in 2014/13; the following table provides this for the schools in the Brighton part of the city:

School	Prior attainment of students			Average Points Score KS2	% disadvantaged	% EAL	% SEN
	Low	Middle	High				
Varndean	15	53	32	27.8	36	6	12
Dorothy Stringer	7	54	39	28.9	20	6	4
Brighton Aldridge Community Academy	29	61	11	25.6	52	12	10
Longhill High	18	54	27	27.4	32	0	13
Patcham High	13	64	23	27.7	27	5	15

The profile of students at BACA is significantly different to that at the other schools, with a far higher proportion of students with low prior attainment (and fewer high attainers) and significantly higher levels of deprivation and EAL. Dorothy Stringer has the cohort with the highest prior attainment and lowest deprivation, with low levels of EAL and SEN.

The following tables detail some characteristics of the secondary schools in the Brighton part of the city:

Overall pupil characteristics – this table details the characteristics of the whole school population in (whereas the table directly above focuses only on the cohort who completed Key Stage 4 in 2013/14) (these are taken from the DfE performance tables in April 2015)

School	Age-range	Number of students	Percentage SEN	Percentage English as an additional language	Percentage eligible for FSM	Percentage eligible for FSM at any time in past 6 years
Varndean	11-16	1,334	10.9	10.6	15.6	34.6
Dorothy Stringer	11-16	1,638	5.2	5.6	8.8	17.7
Brighton Aldridge Community	11-19	557	19.4	9.2	38.7	60.2

Academy						
Longhill High	11-16	1,146	14.5	3.6	21.7	40.0
Patcham High	11-16	1,026	11.1	3.5	12.6	24.4

Attainment for different groups in 2014

	Average point score (best 8) – all / low / middle / high attainers
Varndean	295 / 183 / 285 / 370
Dorothy Stringer	326 / 188 / 305 / 387
Brighton Aldridge Community Academy	275 / 205 / 292 / 360
Longhill High	292 / 188 / 284 / 373
Patcham High	306 / 184 / 306 / 384

Progress

	% making expected progress – English – all / low / middle / high attainers	% making expected progress – Maths – all / low / middle / high attainers	VA score – all pupils
Varndean	58 / 36 / 54 / 75	59 / 23 / 57 / 80	974.2
Dorothy Stringer	80 / 50 / 76 / 91	77 / 18 / 73 / 91	994.8
Brighton Aldridge Community Academy	95 / 94 / 96 / 100	21 / 3 / 24 / 50	998.9
Longhill High	59 / 47 / 59 / 66	53 / 14 / 57 / 72	976.0
Patcham High	73 / 56 / 72 / 84	51 / 25 / 51 / 68	992.7

Attendance

	Overall absence percentage	Persistent absence percentage (15%+)
Varndean	6.9	10.2
Dorothy Stringer	4.9	4.5
Brighton Aldridge	6.2	5.5

Community Academy		
Longhill High	6.0	5.6
Patcham High	6.1	9.5
LA overall	5.6	6.4
National	5.2	5.3

In the schools in the Brighton part of the city:

- Attendance is worse than the LA and national averages in all schools besides one, and the level of persistent absence is particularly high in two schools
- No school has a value added overall of over 1000, with progress in maths being weaker than English (and progress in Maths for low achievers being exceptionally weak)
- Attainment, as measured by the average points score of best 8 subjects, is reasonably consistent for groups of students based on their prior attainment

The support for the University of Brighton Secondary School

As stated in Section H, there is not currently a proposed site for the school. Consequently, the public engagement was undertaken across the city, but with a particular focus upon the central – east part of Brighton (Moulsecoomb & Bevendean, Hanover and Queens Park) to reflect one of the areas of demand identified in the School Organisation Plan for the city.

The engagement involved:

- Engagement and communication with all primary and secondary schools in the city, including attendance at a Primary Heads meeting, between January and May 2015;
- Distribution of a hard-copy brochure and questionnaire to parents and carers of children currently in years 2 and 3 at all primary schools in Brighton and Hove. This totalled over 6,000 copies. Posters were circulated to primary and secondary schools for display across the whole city.
- Playground discussions were held at twelve primary schools to talk directly to parents of children in the first year groups of the school (Stanford Infant, Stanford Junior, Middle Street Primary, Fairlight Primary, Elm Grove Primary, St Bartholomew's Primary, St Luke's Primary, Carlton Hill Primary, St Mark's Primary, Queens Park Primary, Davigdor Infant, and Somerhill Junior). This involved discussions and conversations with approximately 25 – 30 parents at each, so 300-350 parents in total. Many of the parents were aware of the impending shortage of secondary school places and of the opportunity to improve educational outcomes. The qualitative feedback through this indicated that parents valued:
 - The involvement of the University as a trusted partner who is committed to and understands the needs of the local community;

- A new school that would be led by an educational institution, enabling access to its resources and expertise;
- A school that is at the heart of its community, and that admits local students;
- A school which is easily accessible by families in the east part of the city, many of whom feel disadvantaged by the current admission arrangements in the city;
- A school with professionally qualified teachers
- A school that prepares students to be successful adults, and helps them develop the attitudes and skills to secure employment
- A curriculum which focuses on developing students' skills and knowledge in core traditional subject areas, whilst also providing opportunities for personalisation and creativity; and
- A school that sets and achieves high standards, with a clear emphasis upon behaviour

This feedback has reinforced the proposals set out in section D.

- Creation of a website to provide further information:
<https://www.brighton.ac.uk/academiestrust/improving-schools/secondary-school/index.aspx>
- Responses could be via hard-copy questionnaire or online;
- Follow up emails to those parents who completed the questionnaire and indicated 'not sure' to the questions

The engagement period with parents was concentrated into a four week period after the Easter holidays, with the deadline for responses being 15th May. The first cohort of students are currently in Year 3, and secondary school selection is not yet a high priority for all of them – hence prioritising playground visits since these provide an opportunity for dialogue as well as completion of a questionnaire. Moreover, the lack of a proposed site makes it harder for parents to engage since it is difficult for them to decide whether the school is of potential relevance to them or not. Most of the engagement also took place during the general election campaign which has resonance in Brighton due to a vocal minority of parents being opposed to academies (which would include free schools) and uncertainty about national policy following the election.

The following table shows the support for the school:

	Would you consider sending your child(ren) to the new school?			Would you select the new school as your first choice?		
	Yes	Not sure	Total	Yes	Not sure	Total
2018/19	191	51	242	102	130	232
2019/20	153	39	192	82	104	186
2020/21	73	30	103	45	58	103

The attached maps show the geographic distribution of the 'yes' and 'not sure' responses to asking whether parents would select the new school as their first choice.

Section E2: Successful engagement with the local community

The section immediately above details the engagement with the local community. It was based upon online presence and questionnaire, hard copy leaflets to the parents of children in the first two cohorts for the school, and face to face discussions with parents of children in the first two cohorts for the school in their current school playgrounds at pick up time. This mixture of methods provided a range of opportunities for parents in particular to hear about the proposal and ask questions. The feedback from the questionnaires and playground meetings confirmed the main approaches outlined in section D.

Section F: Capacity and capability

The University of Brighton Academy Trust is an approved academy sponsor and is applying through Route 2 for one free school in this round. Accordingly, we have completed sections F1 – F4.

F1 (a) Pre-opening skills and experience

The University of Brighton Secondary School is being proposed by the University of Brighton Academy Trust (UoBAT). This is a multi-academy trust established by the University of Brighton for schools outside of Hastings. The Trust was established in 2014 and welcomed its first primary schools in April 2015; it expects its first secondary school to join during early 2016. For schools within Hastings, the University is the lead sponsor of the Hastings Academies Trust (HAT), with East Sussex County Council and BT as co-sponsors; that trust currently includes two secondary schools and seven primary phase schools. The Trusts are approved academy sponsors.

There is a shared management team across the two trusts (with shared posts including the Chief Executive, Director of School Improvement, Director of Development, Director of Policy and Governance, and Director of Operational Services). There are also shared service teams (for ICT, finance, HT, and estates), which maximise efficiencies, allows specialist staff to be recruited, and facilitates the sharing of good practice. The trusts have a three year strategy for the development of these teams as the trusts grow.

The University of Brighton has considerable educational expertise through its School of Education which is one of the largest providers of Initial Teacher Education and Continuing Professional Development in the country. It has been graded as 'outstanding' in all age-ranges.

The University and the existing trusts have strengths in the areas required to establish the school successfully. The two secondary schools within the Hastings Academies Trust were established under the original Labour government academies programme, replacing three under-performing schools, including the amalgamation of two secondary schools into one academy, and these both involved establishing every element of the new school process, as well as the complications of transition from existing schools for staff and students. The University and the schools within the trusts bring the necessary skills, but also the capacity to support with the range of tasks required in pre-opening – from reviewing proposed policies, to sharing and supporting the development of schemes of work, to developing the ICT solution, to providing subject and functional experts for recruitment and appointment processes.

The following table details the members of the core group. In addition to these individuals, the central services of the Trust are available to support the implementation of the school (including the trust management team and teams in areas such as finance, HR, ICT and estates) – as existing trusts we have the infrastructure and capacity to support this project effectively. In addition, it is anticipated that the Trust will appoint external project management support for the pre-opening phase of The University of Brighton Secondary School using the Project Development Grant. The project manager would also advise both the Local Governing Body and the Board of Trustees and will utilise the skills of both to ensure successful delivery of the project. They would report to the UoBAT's Director of Development.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	Brighton	[REDACTED]	[REDACTED]	Half a day on average
[REDACTED]	Y	Sussex	[REDACTED]	[REDACTED]	Half a day on average

[illegible]

	Y	Brighton			Half a day on average
	Y	Sussex			Half a day on average (supported by external project management)
	Y	Sussex			Half a day on average
	Y	Brighton			Half a day on average
	Y	Sussex			Half a day on average

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Capital project expertise	The University has experience of academy capital projects through the Hastings Academy Trust work at The Hastings Academy (complete rebuild) and The St Leonards Academy (refurbishment and extension). B&HCC is supportive of this proposal and has further expertise in education capital project design and management that we will be able to draw upon. To supplement that we will seek a community governor with a background in the design or construction industry; they would be recruited via the process outlined in F3 below and / or via SGOSS.
Marketing and PR	The two trusts have established strong corporate identities in collaboration with the University's Marketing and Communications Department, and this has included marketing schools to build their popularity. We intend to continue to use the University's department, and recognise that establishing a new school offers a different set of challenges. The community governors will support with identifying key messages for local parents.
School development and growth	The two trusts have experience of managing change and growth, including managing split site provision for two years, amalgamation, and expansion of pupil numbers. We will complement those lessons with specific knowledge of growing a school from Year 7 upwards by linking with other schools that are further ahead in the journey than we are.
ICT (infrastructure, hardware/software, and learning and teaching)	The Hastings Academies Trust has an ICT team that provides traded service to schools within and beyond the trusts that would lead this area of work, supported by the University's School of Education and our school senior leaders with regard to maximising educational benefit. This ICT team would support the Headteacher Designate and the EFA through the specification and procurement process.
Project Management	UoBAT and HAT purchase external project management support for academy conversions and would intend to do the same for this project; they would report to the UoBAT's Director of Development. It would be anticipated that this would be for approximately 2 – 3 days a week for the period until the Headteacher Designate was in post and then reduce substantially.

Section F2

The proposed governance arrangements for The University of Brighton Secondary School reflect its integration into the University of Brighton Academies Trust (UoBAT). It is proposed to have a tight decision-making structure during the pre-opening period to ensure that decisions are made promptly and that all Governors and Trustees are kept involved.

The DfE approved the Articles of Association for UoBAT in early 2015. They are based on the DfE's model Articles at that time, with some amendments which reflect principles that the DfE had previously agreed for the Hastings Academies Trust (HAT) when that was established in 2010. The University is the lead sponsor in the HAT, with East Sussex County Council and BT as fellow sponsors, while it is the only sponsor of UoBAT. HAT was originally established for two secondary schools, and remains focused upon Hastings; it now includes seven primary schools as well as the two secondary schools. UoBAT was established in 2014 to provide for schools in Brighton and Sussex outside of Hastings. While they are two separate trusts, with different sponsorship arrangements, the University seeks to align or integrate its support of UoBAT and HAT where possible.

The UoBAT is an approved academy sponsor.

Legal structure

The University of Brighton Secondary School would be part of the University of Brighton Academies Trust, and the Board of Trustees will be accountable for the successful launch of the school.

The UoBAT Articles of Association provide that:

1. The University can appoint up to five members, and that the total number of members shall not exceed five. At this point the University has appointed three members:
 - a. [REDACTED]
 - b. [REDACTED]
 - c. [REDACTED]

The University is intending to appoint additional members who are independent of the UoBAT Board

2. The Board of Trustees shall include:

- a. Up to six appointed by the University in its role as sponsor of the trust
- b. The CEO
- c. 1 school representative appointed by the University taking into account nominations from the LGBs. This enables the Trust to include a Trustee, for example, who has a background in special school leadership if the Trust is considering establishing / sponsoring a special school for the first time to ensure that the Trust would do so successfully. This role is currently vacant.
- d. Up to five Chairs of LGBs from schools within the Trust. The first schools joined the Trust on 1 April 2015 and so the two Chairs of those LGBs will be the first Trustees within this category.

UoBAT has approved that each secondary school within the trust will have a LGB that comprises:

- Four representatives from the local community
- One representative from a post-16 provider
- Two parent representatives
- Two staff representatives (one teacher and one support staff)
- The Headteacher
- One LGB co-opted individual to bring skills / experience required by the LGB
- One individual appointed by the Chair of Trustees (if they choose to appoint)

The community governors on the LGB would include a broad range of experience and skills to ensure that the school is governed effectively; the Board would make these appointments to satisfy itself that the LGB includes the necessary skills. These community governors could include individuals with experience in:

- Relevant professional services, such as law, HR or accountancy
- Other educational settings, including primary, secondary or post 16 provision
- Charity or voluntary work, especially in services with children and young people
- Extensive community contacts and credibility

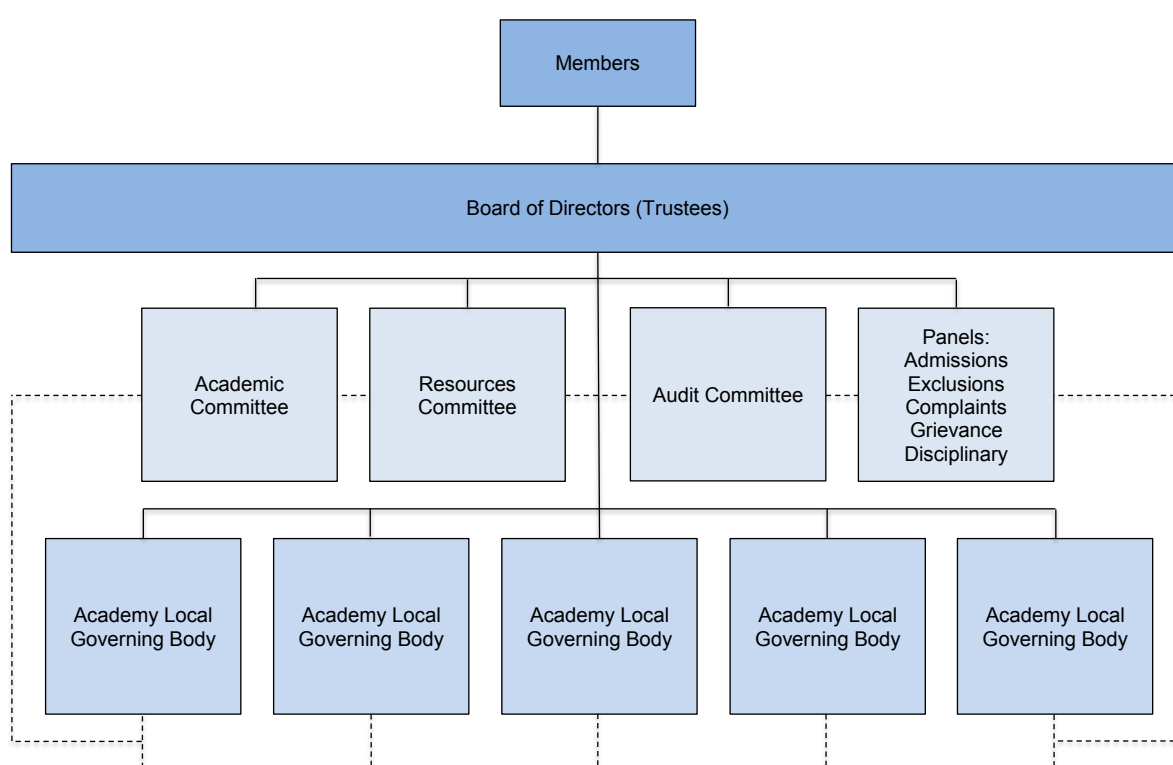
To service both HAT and UoBAT the University has established a central team. This comprises:

- Individuals who are employed by the University but seconded for a fixed proportion of their role to HAT and / or UoBAT. This includes [REDACTED] who is seconded by the University to both HAT and UoBAT for part of his employment to act in the capacity of [REDACTED]. It also includes secondments that are part time to both trusts to lead the operational services, policy and governance of the trusts. The trusts reimburse at cost.

- Individuals who are employed by one or other trust but who provide services to both trusts, with the other trust recharging at cost. At this stage these teams (which include strategic finance, ICT, and HR) are all employed by HAT and provide services to UoBAT and its schools.

Governance within UoBAT

The following diagram represents the governance structure of the University of Brighton Academies Trust. The structure has been put in place to allow for the growth of the trust over the next 2 to 3 years.



The Trust's Members are responsible for holding the Board of Directors (or Trustees) to account, as well as some statutory responsibilities, including the approval of the company accounts and its annual report. The Board of Directors is responsible for the overall strategic direction of the Trust, including the three core functions common to school governing bodies of academic issues, resource issues, and community issues (it is directly supported in this by each academy's Local Governing Body), and ensuring compliance with charity and company law and the Trust's funding agreement with the Secretary of State.

Up to five chairs of Local Governing Bodies are represented on the Board of Directors. Academy Principals are Officers to the Board, providing an opportunity to contribute to strategic level discussions.

The Board meets at least three times a year.

Committees

The Academic Committee has responsibilities relating to standards, approval of target setting etc (which it undertakes in conjunction with the Principals and Chairs of the respective Local Governing Bodies); the Resources Committee has responsibilities relating to the approval of each academy's annual budget and other resource-related matters (similarly conducted in conjunction with the Principals and Chairs). The constitution of each Committee includes a Chair of a secondary academy Local Governing Body and a Chair of a primary academy Local Governing Body. Academy Principals are also Officers to these Committees. The Academic Committee and the Resources Committee each meet at least three times a year.

The Audit Committee (a requirement of the Education Funding Agency) ensures that the operation of the Trust is underpinned by sound internal financial control and risk management arrangements. The constitution includes a Chair of a Local Governing Body.

Panels

There is a single set of Panels for the Trust:

Admissions:	this has strategic responsibility for admissions matters, including annual admissions and approval of admissions arrangements; responsibility for in year admissions is delegated to representatives of each academy's Local Governing Body.
Exclusions: Complaints: Disciplinary: Grievance:	these meet on an as required / ad hoc basis, with membership including a representative from the associated academy's Local Governing Body.

Local Governing Body

Each academy has its own Local Governing Body, with clearly defined responsibilities, and a direct reporting line to the Trust's Board of Directors, Academic Committee and Resources Committee.

Each Local Governing Body has 25 functions that are grouped into the following themes:

- Overall strategy (vision and values, policies and their implementation);
- Academic issues (curriculum, performance, self evaluation improvement plans, targets, curriculum, staffing structures, professional development, safeguarding);
- Resource issues (budget recommending and monitoring, performance management);
- Community issues (student recruitment and transition, links with other schools, family links, community usage); and
- Accountability (election of parent and staff governors, reporting to Board of Directors, equalities).

They have a broad range of clearly defined formal responsibilities, which particularly focus on the development of the curriculum, monitoring of educational provision and oversight of staffing and policies.

UoBAT has approved a constitution for the Local Governing Body for primary and secondary schools. For a secondary this provides for the LGB to be:

- Four representatives from the local community
- One representative from a post-16 provider
- Two parent representatives
- Two staff representatives (one teacher and one support staff)
- The Headteacher
- One LGB co-opted individual to bring skills / experience required by the LGB
- One individual appointed by the Chair of Trustees (if they choose to appoint)

Conflicts of interest

We understand a conflict of interest to be between the interests of The University of Brighton Secondary School or the University of Brighton Academies Trust and the personal or professional interests of individuals.

The Trust's existing process would apply to The University of Brighton Secondary School. This requires the following steps:

- The application/expression of interest form for LGB members asks for potential conflicts of interest to be identified, including whether they are a governor for another school / Trustee for another Trust;
- All Trustees/Directors, LGB members and senior staff complete a declaration of business/pecuniary interests form upon appointment; and
- There is a declaration of interests item on every agenda; if any are declared, the other trustees or governors then determine whether the individual should remain part of the discussion or process and / or whether they should be able to vote on the issue in question. Where, for example, a Trustee or Governor has employment / ownership relationship with a firm who may supply The University of Brighton Secondary School or the Trust, that individual would withdraw from any discussions / votes on the topic and would not have any preferential knowledge of any procurement process.

The University of Brighton Secondary School will be subject to the policies of the trust relating to prevention of bribery and the prevention of fraud.

Related party dealings

There are a series of financial relationships between the University of Brighton Academies Trust, the Hastings Academies Trust, and the University of Brighton. These relate to the funding for certain posts that operate across one or more of these organisations. All recharges are made 'at cost' based on a proportion of the salary costs involved with no element of profit. These arrangements have been approved by the DfE during the discussions prior to the establishment of UoBAT that included the governance and leadership structures explained above.

Related party dealings are managed in accordance with the Conflict of Interest policy outlined above.

F3 (a) Proposed trustees

The table below details the Trustees of the University of Brighton Academies Trust (UoBAT) as well as the initial Governors of The University of Brighton Secondary School. Some of the individuals below are also included on the table in section F1 (a).

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Brighton	[REDACTED]	[REDACTED]	[REDACTED]	1 hour
[REDACTED]	Brighton	[REDACTED]	[REDACTED]	[REDACTED]	Half a day on average

	Sussex				1 hour
	Sussex				1 hour
	Sussex				Half a day on average
					Half a day on average

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The Local Governing Body during the pre-opening phase

Once the application is approved it is intended to recruit 4 Community Governors plus a representative from post 16 Education. These would be recruited by open application process led by the LGB and then appointed by the Board. Governors would be sought who have one or more of the following skills sets / experiences to complement the educational skills of the University and the schools within UoBAT and HAT:

- Marketing and public relations
- Architecture / surveying / construction
- Legal (especially commercial, construction, or public law)
- Financial management, including company accounts / audit
- Business starts ups and growth
- Interpreting and analysing data
- Local residents with school age children and / or extensive community knowledge

The University would also appoint two further Governors for the pre-opening phase. This would provide a Local Governing Body of 10 (plus the Headteacher Designate once they are appointed, and they would be invited to all meetings between their appointment and starting in post), and this would have an appropriate blend of skills to ensure the successful launch of the school.

The Chair of the Local Governing Body would be determined by the LGB.

The Community Governors would be appointed for a term of office until two terms after The University of Brighton Secondary School is open. This provides for stability and continuity through the initial opening of the school and allows for a gradual evolution to the 'steady state' structure that was outlined in section F2. It would be hoped that some of the initial Community Governors would wish to remain on the Local Governing Body, as parent governors, or community / co-opted governors depending on their status.

Local Governing Body operations until the end of term 1 as an open school

The Scheme of Delegation for the period before The University of Brighton Secondary School opens will delegate the majority of decisions to the Local Governing Body from the trustees. This empowers the LGB, including the Community Governors, to ensure that the school meets and reflects the needs of the community that it will serve.

It is proposed that the Local Governing Body will meet approximately every 4-6 weeks from the point of DfE approval until the end of the first term when The University of Brighton Secondary School is open. This will be a full Local Governing Body meeting, focused upon programme management. It would be a short meeting of approximately 60 minutes each time. This process has the following benefits:

- It ensures that all Governors are continuously involved in the project;
- It ensures that everyone remains aware of the overall programme and deadlines and that any change required is quickly identified and considered; and
- It ensures that the Local Governing Body can react quickly to any new situations, and ensure that it is able to engage effectively and quickly with the DfE and EFA in a manner that includes all Governors (so not relying on 'Chairs' action' or delegations too extensively).

The regular meeting requirement negates the need for standing committees, although the LGB may set up specific time and task limited project groups relating to, for example:

- Headteacher and SLT recruitment; and
- Capital project development

Transitioning to the ‘steady-state’ Local Governing Body

Section F2 outlined that the LGB structure for secondary schools within UoBAT is

- Four representatives from the local community
- One representative from a post-16 provider
- Two parent representatives
- Two staff representatives (one teacher and one support staff)
- The Headteacher
- One LGB co-opted individual to bring skills / experience required by the LGB
- One individual appointed by the Chair of Trustees (if they choose to appoint)

The parent and staff representatives will be elected during the second half of the school’s first term (i.e. approximately November 2018). They would join the LGB for a four-year term.

The four community governors and the post 16 representative recruited following the approval of this application would have terms of office ending in spring 2019. The Board would engage with those individuals to understand whether individuals wish to be continue to be involved, and would recruit any new governors based on the skills sets that have been identified as being of most value to the school. Any new or renewed appointments would be for four year terms.

Colleagues from the University of Brighton or UoBAT/HAT who have served as governors during the pre-opening phase would either be co-opted by the LGB or appointed by the Chair of Trustees if that would add value to the school.

F3 (b) Skills gap for board of trustees

It is anticipated that the Trust will appoint external project management support for the pre-opening phase of The University of Brighton Secondary School using the Project Development Grant, for approximately 2-3 days a week for the period until the Headteacher Designate is in post. The project manager would also advise both the Local Governing Body and the Board of Trustees and will utilise the skills of both to ensure successful delivery of the project. They would report to the UoBAT's Director of Development.

At this stage the governing body consists of only three individuals (as named in the table in F3 (a)). It is expected that the recruitment of the four community governors and a post-16 representative will provide skills and experience in several of the following:

- Marketing and public relations
- Architecture / surveying / construction
- Legal (especially commercial, construction, or public law)
- Financial management, including company accounts / audit
- Business starts ups and growth
- Interpreting and analysing data
- Local residents with school age children and / or extensive community knowledge

The LGB will be able to draw on the experience and broad resources of the University and of UoBAT and HAT to ensure that the pre-opening phase proceeds smoothly. The presence of the CEO of UoBAT/HAT, the Academies Director of School Improvement, and a senior colleague in the University's School of Education collectively ensure senior strategic and educational leadership, and if recruitment of governors results in appointments of individuals with skills in many of the areas listed above then the LGB will be well placed.

Once the school is open the role of the LGB will evolve and focus more on holding the Headteacher and Senior Leadership Team to account. The LGB will then include parents and staff to give it a broader range of information, and will manage the transition from its pre-opening structure to the steady-state structure to ensure effective handovers and identification of roles and responsibilities.

It is not possible to say at this stage what gaps there will be in the overall experience and skills of the Governors at that point. The University has, however, experience of recruiting very high calibre governors to its academies in Hastings, including individuals from prominent local businesses and voluntary organisations as well as the local MP

Section F4

The Headteacher Designate post is of paramount importance to The University of Brighton Secondary School. It is intended to have the Headteacher Designate appointed a year before opening to enable them to establish a public presence as part of the admissions process for the first Year 7 cohort.

The role

The Headteacher Designate will be the first employee of The University of Brighton Secondary School and will be responsible for managing its successful launch its growth to its full capacity of 900 students over five years.

The University and its two academy trusts bring significant capacity to the establishment of The University of Brighton Secondary School, which will be available to support the Headteacher Designate. This network of support and the experience available within the University and its trusts would enable the Trust to support a first time Headteacher if they were the best candidate. Jenny Jones, the Executive Principal of the two secondary academies in Hastings, would support the recruitment process and then provide support to the new Headteacher Designate using her experience of being Headteacher Designate for The St Leonards Academy prior to its opening in September 2011. The Headteacher Designate would also be part of the secondary headteacher's group within Brighton, which includes another free school (King's) that will be able to support and advise about establishing a new school.

The Trustees and Governors recognise that they need to provide support and challenge to the Headteacher Designate, while also ensuring that the Headteacher has the professional space and opportunity to establish themselves and manage the tasks required to open the school successfully.

While the trust will appoint a Headteacher Designate who embraces the vision, culture, ethos and expectations of The University of Brighton Secondary School as set out in this application, it is also expected that the Headteacher will challenge and improve upon the detailed educational and staffing proposals based upon their knowledge and experiences.

The Headteacher Designate will need to quickly develop and communicate a vision of excellence for The University of Brighton Secondary School that makes prospective staff want to work there and makes prospective parents entrust the

school with their children. Engaging with these two key stakeholder groups, building awareness and excitement about The University of Brighton Secondary School, will be essential for the successful launch of the school. We would expect the Headteacher Designate to engage with existing secondary schools as part of the local 'family of schools', while also working tirelessly with local primary schools and within the community to build the profile of The University of Brighton Secondary School and make it a school of choice. The Headteacher Designate will lead the recruitment of the staff before opening, drawing on the expertise of the University and the two academy trusts, including drafting job descriptions, determining where to advertise for each post to maximise applications, and leading the selection processes (using staff from the University or other trust schools as required).

The Headteacher Designate will immediately be supported by the Trust's central staff in terms of setting up finance systems, HR processes, ICT infrastructure, policies and procedures. We recognise, however, that they will still be the only employee of The University of Brighton Secondary School for some time, and that they will require a strong grasp of details and an ability to make a large number of decisions since there is no one else to delegate them to. To prevent professional isolation, and ensure that the Headteacher Designate becomes quickly integrated into the Trust's way of working, colleagues from across the trust will provide support in all these areas, colleague Headteachers meet regularly, and the external project management will provide co-ordination and an external perspective.

The Headteacher Designate will need to balance the short-term needs (such as recruiting staff for the first year of operation when there is insufficient curriculum need or budget for full-time specialists for all subjects) with the longer term vision (such as how staff might develop and likely future vacancies as the school grows).

The skills and attributes required

It is recognised that there is a difference in requirements between launching a school, growing and establishing a school, and leading a school with all year groups. While all elements require a focus upon ensuring the right curriculum, recruiting and retaining high quality staff, building community reputation and partnerships, there are differences. A Headteacher Designate role requires an outstanding grasp of detail across a range of areas not always familiar to school senior leaders (such as capital projects), and the self-motivation, confidence and ability to work and make decisions without a team of supporting staff but seek support from across the trusts where necessary. Establishing a school within a multi-academy trust such as UoBAT will reduce the potential isolation that a Headteacher Designate could feel, ensuring that

they are provided with professional and practical support – for example in marketing where the University has successfully developed a brand and marketing approach that coupled with better educational performance have resulted in significant improvements in community perception and applications for Year 7 places.

To achieve the role successfully, it is likely that the Headteacher Designate will have the following skills and attributes:

- Leadership skills, including strong self-awareness;
- The ability to develop and articulate a vision that inspires others;
- An ability to identify high quality individuals, recruit them, and help them develop;
- Strong self-motivation and an optimistic outlook;
- A team player who believes in local schools working together and the multi-academy trust structure;
- Inner strength and conviction;
- Highly personable, excellent communication skills, and able to form relationships quickly and effectively;
- Strong organisational skills; and
- Ability to manage change and uncertainty, and a flexibility of approach to respond to opportunities and challenges positively.

It is a given that the individual will have QTS and successful secondary-phase senior leadership experience.

Strategies to recruit an outstanding candidate

The trust does not have a proposed Headteacher Designate. The trust believes that Headteacher posts should be advertised and made available to as wide a field of candidates as possible.

We believe that the Headteacher Designate of The University of Brighton Secondary School will be an attractive role to those considering new school headteacher posts because:

- They will be joining an established multi-academy trust that is led by a high performing University that has a very strong education department;
- We hope to have a site secured before we go to advert, so removing one of the key uncertainties for individuals applying for free school Headteacher Designate roles;

- An attractive city in which to work and live; and
- The ability to be able to shape the vision and ethos of a brand new school in a supportive professional environment.

Prior to placing the advert the trust will build awareness of the post through its existing networks locally and regionally.

The selection process will focus upon the technical competence of the candidates based upon their track record and performance in selection activities, their vision for the school and their strategies for achieving success, and their personal qualities. These will be assessed against a Job Description and Person Specification, and assessed via a variety of tasks during a two-day selection process. The selection process will include members of the Core Team and Trustees / Governors outlined in sections F1 and F3, who collectively will bring significant educational expertise, as well as community governors who will be recruited after this application is approved.

The timeline

Timeframe	Action
Autumn 2016	Raise awareness of the vacancy via sponsoring schools networks
January 2017	National advert (TES / TES Online / dedicated website)
February 2017	Selection / appointment process Offer made and accepted for 1 September start
September 2017 or January 2018	Headteacher Designate starts in post

The timetable:

- Advertises at the peak time for Headteacher posts to maximise the potential field; and
- Allows scope for a second advertisement cycle, or a process using recruitment consultants if desired, before the resignation date for a September 2017 start (30 April for serving Headteachers, 30 May for other staff).

The trust is aware of the actions required to undertake recruitment successfully.

Salary and affordability

The academy trust has adopted School Teachers Pay and Conditions and the burgundy book. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section F5

UoBAT is an approved academy sponsor.

Section F6

UoBAT is an approved academy sponsor.

Section F7

Not applicable

Section F8

Not applicable

Section G: Budget planning and affordability

[Note – the financial spreadsheet states an opening date of Sept 2017, because that is the last available option on the cover page; The University of Brighton Secondary School will open in 2018, but the spreadsheet has been completed as if 2017/18 is the opening date, so every date on the spreadsheet needs to be read as one year later (i.e. 2017/18 on the spreadsheet is 2018/19 for this school)]

Section G1: accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure

Assumptions underpinning financial modelling

Income

- Full recruitment of 180 students a year, with total student numbers rising from 180 to 900 over five years
- Pupil profile is based upon the LA average since the site of the school is unknown at this stage
- Income has assumed that there would be no budget for factors such as split site, sparsity etc within the funding formula.
- Assumptions about lettings and miscellaneous income are very cautious, and significantly below experience in Hastings, to demonstrate that the budget is not reliant upon this income.

Expenditure

- Use of national T&C for teachers and BHCC T&C for support staff – this provides consistent and existing basis for setting salary levels. [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] provides the school with flexibility about the salary paid at commencement of post.
- Leadership posts: [REDACTED]
[REDACTED]

- Salary scales for
-
-
- The assumptions behind the growth and deployment of the staffing structure, including teaching and support staff as well as the leadership structure are provided in section D3.
- Assumptions behind expenditure in areas such as recruitment etc are detailed on the spreadsheet in column Q
- The Trust's central services, funded by the 6% central charge, provide:
 - School improvement, including at least six days a year of support from their Academic Partner
 - Financial services, including management accounts and end of year accounts and audit, treasury management, completion of DfE and EFA returns, completion of HRMC and other finance returns, procurement and contract support
 - HR services, including recruitment, contracts, payroll, HR policies and professional advice, and employee relations / JCCs.
 - Estates and facilities management, including preparing capital bids, delivering capital projects, asset management / maintenance planning and delivery, health and safety policies and procedures
 - ICT, including defining and implementing ICT, communications, and telephony solutions plus a level of additional technical support in relation to specialist technical areas
 - Data support
 - Governor recruitment and training
 - Policy development
 - Marketing
 - Trust governance, including complaints and independent panels for admissions / exclusions
 - Safeguarding review
 - Legal advice

- Contingency has been set at 1% of income in each year

The University of Brighton Secondary School expects to include a SEN facility as part of its provision. At this stage no income or expenditure relating to this SEN facility has been included in the financial modelling. It is expected that the SEN facility will be self-financing through the place funding and top-up funding; the school would not agree to operate it if it required subsidising from the main school budget.

Section G2: The school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity

The financial model demonstrates that The University of Brighton Secondary School:

- Makes a surplus in every financial year from opening, with this settling at approximately 1.8% of income once the school is in steady state, including a deliberately larger surplus in the first year to provide flexibility for the Headteacher and an additional contingency;
- Builds a cumulative surplus of [REDACTED] by the time the school is in steady state, which is equivalent to around 11.8% of total income that year, which is within the EFA's tolerated range for academies.

Within this overall picture:

- The amount of total income budgeted to payroll never exceeds 71.4%, which includes teaching staff provision for teaching Key Stage 3 in 7 groups and some additional capacity for Maths and English to accelerate student progress. Teaching staff numbers are consistent with the education plan.
- Leadership staff costs are consistent with similar schools that operate a distributed model of leadership with strong middle leader accountability.
- Administrative staff structures reflect the support of the trust central team and so are kept to a minimum.
- To mitigate risk, some recruitment of staff will take place once pupil numbers are confirmed.
- The trust undertakes some procurement on behalf of all schools within the trust, and accordingly the profiled expenditure for learning resources and administrative supplies incorporates the expected benefits of this approach.
- The costs have been benchmarked against other local schools via the Council, including those within trusts linked to the University, to ensure reliability of information.

Section G3: The school will be financially resilient to reductions in income

The main financial risks for the school relate to:

- Pupil numbers: Pupil numbers have been budgeted at capacity. Sensitivity analysis shows that the school could still fund the projected expenditure if recruitment in the first two years was 10% down; beyond that expenditure would need be restrained (such as teaching in 6 groups rather than 7).
- Funding rates: The potential changes to school funding are recognised and this school, along with all others, will respond to any changes as they are announced. There is no reason to consider that this school is more vulnerable to changes than others and no allowances have been made on this basis.
- Pay costs: The use of national and local payscales reduces the risk of unbudgeted pay expenditure. It is recognised that not all costs are easily controlled, such as long-term sickness or maternity absence. Moreover, an improving economy may make some posts more difficult to fill, and there is anecdotal evidence that recruitment in certain subjects is proving challenging. We have sought to mitigate these risks by modelling a teaching staff structure that includes a breadth of costs, and including reasonable assumptions about performance pay costs.
- Non pay expenditure: There are few areas of high risk, unknown expenditure within the non-pay budget, with the exception of premises costs since the site is currently unknown.

The table details our approach to demonstrating resilience against a 30% reduction in income each year:

Year	100% income *	100% expenditure *	70% income	Savings required

* These figures correlate with the figures on the full financial plan

A full budget has been prepared to achieve the 70% income levels; achieving that income level on the template spreadsheet gave year groups of between 110 and 130 (with a cohort of 110 in the first year as a result of the larger Leadership Grant as a

proportion of the original budget so requiring more than 30% reduction in students to result in a 30% reduction in budget). Teaching staff requirements were revised based on these student numbers based on an expectation of 125 students a year and so teaching in five groups during Years 7 to 9 and six groups in Years 10 and 11.

The key staffing elements of expenditure reduction are outlined below:

- Leadership structure – Delayed appointment of:
 - First Deputy Headteacher from year 1 to year 2 of operation
 - First Assistant Headteacher from year 3 to year 4 of operation
 - Second Assistant Headteacher from year 4 to year 6 of operation
 - Second Deputy Headteacher from year 4 until budget can afford it
- Teaching staff structure and deployment:
 - Delayed appointment of some posts until April / May after accepted places understood to reduce risk of over-staffing
 - Staff having increased teaching loads compared with the situation if 100% full:
 - Heads of Core teaching 19 periods a week instead of 18
 - Heads of Department teaching 22 periods a week instead of 20
 - Heads of Year teaching 22 periods a week instead of 20
 - Teachers teaching 26 periods a week instead of 25 (and 25 instead of 24 in the first two years)
 - Reduction in the number of Heads of Department from 6 to 5
 - Recruitment of class teachers (i.e. those with no TLR / Leadership responsibilities) reduced to 3.5 in year 1 (from 7.5, so teaching in 5 groups rather than 7 as the year group is only 110 but retaining additional capacity in English and Maths); to 7 for year 2 (from 13.5), 9 for year 3 (compared to 19.5), 13.5 for year 4 (compared to 25.5), and 19.5 for year 5 (compared with 35.5).
- Education support structure:
 - Do not appoint third student support officer
 - Only appoint 1.5 Teaching Assistants for each Year 7 and 8 cohort rather than 3 (additional ones would be funded by EHC income if required; neither income nor expenditure assumed in this model);
 - Only appoint 1 Teaching Assistant for each Year 9, 10, and 11 cohort rather than 2 (additional ones would be funded by EHC income if required; neither income nor expenditure assumed in this model);
 - Reduced cover supervisor levels (removed posts that were going to be added in years 3 and 5; reduced year 2 to 0.5FTE)
 - Slow the increase in Technician support in Years 2 and 4 to 0.5FTE rather than 1FTE

- Administrative staff structure:
 - Reduce finance assistant to 0.5FTE in first three years with Trust central team providing more capacity as required
 - Delay appointment of SLT PA until Year 3 (Office Manager to provide this function initially)
 - Delay appointment of Data Officer to third year of opening (rather than second year);
 - Reduce general admin role to 0.5FTE in their first two years
 - Reduced second caretaker to 0.5FTE

Non pay expenditure savings were identified in:

- Other staff costs: reduced supply cover budget to [REDACTED]/pupil; recruitment costs reduced as fewer new posts being created
- Premises costs – maintenance would be reduced to essential works, and the school would stop building up a fund for proactive maintenance during the period when there should be limited maintenance requirements following EFA investment.
- Educational and admin supplies
 - Reduced spend on non ICT learning resources to [REDACTED] / student for existing year groups (from [REDACTED])
 - Reduced per student spend on administrative supplies from year 4 onwards (from [REDACTED] per student to [REDACTED] per student)
 - Reduced charge for BHCC SLAs as most are charged per pupil (25% reduction applied)
- Other services: The trust central charge is a percentage of income (6%) and so reduces as income reduces.
- Other per pupil expenditure: Other expenditure headings were based on per pupil figures, such as supply cover costs, insurance, exam fees etc. These all produce savings if the number of pupils is lower.
- Contingency was reduced to 0.75% of income (from 1%)

The savings from these activities are (based upon the headings in the 'Budget' sheet within the financial spreadsheet):

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Section H: Premises

There is not a preferred site for The University of Brighton Secondary School.

In accordance with the Council's pupil place planning projections, and reflecting the evidence of demand gathered, it is anticipated that the school will be situated in the central-east part of the city.

Annexes

The following are enclosed as Annexes:

- CVs
- The letter of support signed by party leaders from Brighton and Hove City Council
- The leaflet issued as part of the evidence of demand
- The maps showing the distribution of people who said that they would, or were not sure whether they would, state the school as their first preference for children who will join Year 7 in 2018 and 2019.