



Department
for Education

Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

HABERDASHERS' ASKE'S BOROUGH ACADEMY

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

Sections A to H, ie the completed word AND excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

Please include the name of your school in the file name for all word and excel templates.

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

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

Section I, ie the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 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.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	✓	
2. Have you provided information on all of the following areas:	✓	
Section A: Applicant details	✓	
Section B: Outline of the school	✓	
Section C: Education vision	✓	
Section D: Education plan	✓	
Section E: Evidence of need	✓	
Section F: Capacity and capability	✓	
Section G: Budget planning and affordability	✓	
Section H: Premises	✓	
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?	✓	
4. Have you fully completed the budget plans?	✓	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?	N/A	
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 and a governance self-assessment form	N/A	
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?	N/A	

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).	✓	
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).	✓	

**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		
10. Have you sent: <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 by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	✓ ✓ ✓	

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 (eg. 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:

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

Please complete the excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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

This section will need to be completed by both route 1 and 2 applicants.

Section C1

1. Rationale

There are three questions that the Haberdashers' Aske's Federation Trust (HAFT) wanted to answer prior to submitting an application to open a new secondary free school for the community of SE1. These are:

- i. What is the demographic need for more provision of secondary school places in this part of Southwark?
- ii. Why would HAFT wish to meet any such need should it exist
- iii. Are we the right provider, do we have the track record and expertise to ensure that this school is a success

i. The demographic need

'Based upon current projections, London boroughs are facing a shortage of 118,000 primary and secondary school places up until 2016/17.' Do the Maths - A London Councils Report, April 2013

"We realise that if we stay where we are in an area that we have lived in for the past 20 years, we will be faced with an impossible choice of either moving to fall within precious catchment areas or to stay put and send our son to a single sex or faith school, or send him on long bus/train journeys to be educated in a community that he does not live in; none of these options appeal to our principles. It has become very plain in recent years that a new secondary school that fills this non-denominational and co-ed void is necessary to cater for the 'bulge' classes we are seeing in our primary schools now. A school in this part of the Borough which can tap in to all the local resources forged already by the outstanding primaries in the area would be a hugely popular school as well as reinforcing the strong sense of community that exists here". Oakshott Family

The forthcoming shortage of primary and secondary places in London and the solutions proposed to resolve this have assumed significant strategic importance for Southwark Council who forecast a deficit of school places from September 2019 onwards, rising to 10 forms of entry across the borough by 2023. The SE1 Parents group was formed to raise awareness of the lack of provision of secondary school places in their local area and to lobby local, metropolitan and national governments to create a new secondary free school to address this shortage.

In the table below from Southwark Council Cabinet Primary and Secondary School Place Planning Strategy Update, July 2015, the Local Authority (LA) demonstrated the urgent need for new secondary places in the borough as demand grows sharply from 2018 onwards. This borough-wide picture masks local variations and does not take account of the types of school available and parental choice. There are few co-educational non-faith secondary schools in the north of the borough. There have been bulge classes in Southwark primary schools since 2009 and local primary schools expanded permanently by 9.5 forms of entry in September 2016. To facilitate parental choice and avoid children having to make long journeys to school, Southwark Council requires extra secondary school places from September 2018 beyond those already planned. By September 2019 places are needed to prevent a borough-wide shortage.

Table 5 Secondary place demand for Year 7 2016-2024 (Source, GLA projections 2015)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Projections	2,592	2,681	2,889	2,907	3,097	3,314	3,225	3,263	3,444	3,459
Capacity	2,880	2,940	3,030	3,030	3,145	3,145	3,145	3,145	3,145	3,145
Difference (Pupils)	+301	+259	+141	+123	+48	-169	-80	-118	-299	-314
Difference (FE)	+10	+9	+5	+4	+2	-6	-3	-4	-10	-10

(The data for each year in the table is for January that year, so for example the 2020 column refers to places required in September 2019)

ii. Why the Haberdashers' Aske's Federation Trust?

The HAFT was formed when in 2005 Haberdashers' Aske's Hatcham College Trust was asked by the London Borough of Lewisham and the DfE to take over the failing Malory school. Since that time the Federation has grown slowly so that now it encompasses five primary schools and three 11-18 secondary schools, educating over 5,000 pupils across the London boroughs of Lewisham and Bexley.

The reason for this growth is that the governors and staff of the Federation hold the view that many more children could benefit from having the opportunity to be part of one of our schools thus being part of our vision. However we do not see growth as an unqualified good. Indeed experience of some of the much larger academy groups in England would suggest that there are many risks with growth. Our view is that a significant part of our success is the model of collaborative leadership that we employ. The principals of the schools within the HAFT are part of the leadership team of the Federation and guide strategic planning and decision making through regular leadership team meetings and close working with the CEO. For this to work there cannot be a large number of principals in the executive team (currently three) and the schools they lead must be close enough to allow the collaborative working that is at the centre of our model. Furthermore our vision as set out below makes it clear we see our schools functioning at the heart of their communities, as such it is an essential element of our strategy that any new school that joins our Trust should be opened with the support of the local community, meaning both the parents of the community and the local authority.

Given our principles as set out we were therefore delighted to be approached separately by both the London Borough of Southwark and a group of very well organised parents from SE1 in March 2015 to ask us to consider establishing a new six form of entry 11-18 secondary school SE1 starting with a year 7 cohort of 180 pupils. The SE1 parents became aware that we may be available to run a free school in their part of the borough after the free school announcement in March 2015. As a result of their connections with the parents group we had worked with in East Dulwich they were aware of the very positive response parents in the south pf the borough had to the partnership we had created with them. They were very clear that they shared our aims and values and after meeting with us and touring one of our existing schools they were very enthusiastic about supporting us as a provider to work in partnership in developing this new school.

Of particular interest in this project was the clear view from the parent group and the borough that the proposed school should open [REDACTED]

[REDACTED] with the express purpose of building a secondary school as well as a residential housing development. So in large part one of the most problematic issues for developing a school in central London, that of acquiring a suitable site, has been solved in this case. We are delighted that with the backing of the local community and the local council we have been able to establish a

highly effective partnership with Hadston. It is clear that their vision for the school they wish to build aligns perfectly with our vision for the school we would like to run. We are confident that this partnership will lead to the development of this site into a state-of-the-art exemplary school building.

iii. Are we the right provider, do we have the track record and expertise to ensure that this school is a success?

HAFT is a state funded educational provider, established originally by The Haberdashers' Livery Company and joined in 2008 by the Temple Grove Schools Trust, an educational charity with a specific interest in primary education. Haberdashers' Aske's Hatcham College, the lead school within HAFT, achieved its fourth consecutive outstanding judgment from OFSTED in January 2014

Hatcham College, founded in 1875, has been providing outstanding education to the boys and girls of New Cross, Telegraph Hill and Brockley for 140 years. In 2005 Hatcham College initiated a Federation by joining with the then Malory school (a failing and very poorly performing school in Lewisham), creating Haberdashers' Aske's Knights Academy and the HAFT at the same time. Since then the Federation has grown to encompass a further five primary schools and another secondary school.

Our Trust has a track record of success in operating outstanding secondary education at Hatcham College, of bringing about significant improvement in failing schools at Knights Academy (the former Malory school), Hatcham Temple Grove (the former Monson primary school), Crayford Temple Grove (the former Barnes Cray primary school), Knights Temple Grove (the former Merlin primary) and finally Crayford Temple Grove Slade Green Campus (formerly Slade Green Junior School) and of opening new schools with an initial single year of intake at Haberdashers' Aske's Crayford Academy and Hatcham Temple Grove Free School

The table below summarises the status of the existing HAFT.

Now	Original School	Status prior to Federation	Status now
Hatcham College (1875)	Hatcham College	Outstanding, over-subscribed and high attaining	Outstanding for fourth time in 2014, over-subscribed and high attaining
Knights Academy (2005)	Malory School	Inadequate and serious cause of concern, consistently one of the lowest performing schools in the country, very undersubscribed, very low attaining and way below floor target	Transformed beyond recognition, over-subscribed, although recent Ofsted judgement was RI the strengths of the school have been recognised through judgements of good leadership and good achievement.
HTG (2008)	Monson Primary	Inadequate and serious cause for concern, below floor target, under-subscribed.	In the top group for attainment in the borough, outstanding, over-subscribed

CTG (2009)	Barnes Cray Primary	Inadequate and serious cause for concern, below floor target, under-subscribed.	Performing well above national average, good Ofsted 2012 and 2014, over-subscribed
Crayford Academy (2010)	N/A	Did not exist	Good Ofsted 2012 and 2014, very over-subscribed, students making outstanding progress first GCSE results in 2015 significantly exceeded FFT D estimates, new sixth form established. A showcase school.
KTG (2011)	Merlin Primary	Serious cause for concern, well below floor target, under-subscribed.	Much improved school, attainment at national average, the school is full.
CTG North campus (2013)	Slade Green Junior School	Inadequate and serious cause for concern, below floor target, under-subscribed	Out of category, rapid improvement in attainment, Ofsted Good 2014.
HTG Free School (2013)	N/A	Did not exist	Over-subscribed, outstanding FSP performance 2014, Outstanding Ofsted July 2015

Throughout this process of growing our Federation we have also gained substantial successful experience of managing new build projects with a new build secondary school for Knights Academy, new builds for Crayford secondary and primary, managing the reinstatement of Hatcham Temple Grove that was burned down by a building contractor in 2010 and most recently the new Hatcham Temple Grove Free School building on our site at Pepys Road.

Haberdashers' Aske's Borough Academy will be part of the Haberdashers' Aske's Federation and will draw upon and share the Federation's vision. Our vision comprises the values that drive us, our aims for what we wish to achieve and our ethos statement that are set out below. As a Federation of Haberdashers' schools we have a long history of excellent provision. We are able to set new initiatives in the context of that long history and to adopt, adapt or reject them as a result of our deep-rooted values and understanding of what is important for the communities we serve. As the current incumbents of these Haberdashers' schools we are respectful of what has made them great and understand our responsibilities for holding those values in trust for future generations thus ensuring that we have a future as long as our past. It is this sense of purpose in providing an excellent education that our community see in us and it is this that ensures our enduring success.

2. Vision and Ethos

Currently the three all through schools in our Federation share the same vision statement as set out below.

The Haberdashers' Aske's Federation is a federation of three all-through schools each at the heart of its community that share a vision for the education of children and young people. Our vision is built from our values of aspiration and achievement, personal responsibility, self-discipline and

mutual respect. We are forward looking and value innovation, but always within the context of our long tradition of providing excellent education. Based upon these fundamentally British values we aim to ensure all the children and young people who come to our schools:

- Are happy and safe at school and are able to learn successfully within a supportive environment*
- Are able to achieve their full potential personally, academically and socially*
- Develop and grow as independent, resourceful and resilient individuals*
- Are equipped with the skills, qualifications and love of learning they will need to be successful in the world they will join as adults*

We will achieve these aims by providing a safe environment where all children and young people can succeed and through:

- Provision of a curriculum that is stretching, relevant and provides each student with the opportunity to excel*
- High expectations of every member of our community*
- Excellent teaching, leading to the highest standards of academic excellence*
- The best standards of behaviour based upon our values of mutual respect, self-discipline and self-confidence*
- A respect for tradition, including our wider national heritage, that embraces innovation and challenge*

Haberdashers' Aske's Borough Academy would share this vision, and interpret it, as our existing schools do, to fit within the specific needs and demands of its local community

Our vision and ethos are reflected within the education plan:

- Through our focus upon the central importance of ensuring that all children reach the standards required in literacy and mathematics to succeed at university and/or the workplace.
- Through our commitment to ensuring that all pupils leave us with the requisite qualifications, knowledge and skills to succeed at university and/or the workplace.
- Through our absolute insistence upon the highest standards of behaviour and attendance, emphasised by our school uniform policy and the various ways in which we transmit our traditional values.
- Through our high quality support for pupils with special educational needs and disabilities that focuses upon ensuring progress and sets high academic targets for all children receiving support and expects these targets to be met.
- All achieved through excellent teaching from expert teachers.

Our aims set out great ambition for our young people. During their time with us we expect that they should have the opportunity to develop the character to be good and productive members of the society they will join as adults, we also wish them to have achieved well and leave school with the qualifications they need to be successful in their future. Should children join us in year 7 without minimum standards in reading, writing and mathematics our curriculum will initially provide the opportunity to correct this deficit in the shortest possible time.

Our curriculum approach will be informed by John Hattie's "Visible Learning" research (2008) that shows the way to have the greatest impact on children's attainment is through direct teaching, and that facilitative approaches are far less effective. Furthermore, we will focus upon ensuring that children acquire the necessary knowledge in order to apply this successfully in the range of contexts they will face both at school and in adult life beyond. Our strategic intent in offering such a curriculum will inevitably be guided and to an extent restricted by the requirements of external

assessment bodies and regulators, in particular the potentially major changes to GCSE and A level qualifications, the new National Curriculum and the radically reformed accountability measures for schools that will be introduced from 2016. However, ensuring that we have a highly effective curriculum that meets these goals is the correct challenge for the forthcoming years and we are no different to other schools in this respect.

All of our schools benefit from partnerships with local community organisations and with businesses which they have built up over time. In this project, through working with Hadston, there is a unique opportunity to create a school with exceptional community and business connections from the start. Hadston is backed by a group of successful and wealthy individuals with extensive business connections that they will call upon to contribute to the school, for example through enrichment activities, work experience opportunities, prizes and university scholarships. These will complement and enhance our existing business connections through the Worshipful Company of Haberdashers. A key part of our consultation with local parents has been about how we should form partnerships with community organisations. These links will be supported by the design of the school. Developing it as part of a single construction project with a new residential provision creates the opportunity for shared facilities, open to the school, the residents and the wider community. This will help the school to live up to our vision of being at the heart of its community from day one.

3. Aspirations and Outcomes

As is clear from our vision statement set out above we do have the highest aspirations and ambitions for all of the young people who attend our schools. It is our privilege to work with children as they grow up and to help them grow into successful members of the communities they will join as adults. We see that ensuring our students achieve the best possible qualifications is where our job begins, not where it ends. We wish to ensure that Askeans are resilient, resourceful, reliable and tenacious and that they have the character needed to be successful in whatever they choose to do in their lives. We will teach them to feel connected to and proud of their local and national communities and encourage them to contribute to both. We want them to be a credit to their families, their school, their country and most of all themselves.

In addition we are very clear that when it comes to academic performance we do not wish to be a slave to the average. Naturally on a year-by-year basis schools will compare themselves to others using national comparators. But our goal is so much more than that. We set out in detail our targets in section D2. We do not see why it should be the case that after 11 years of compulsory school there are still young people who struggle at GCSE English and mathematics, we wish to use the opportunity of opening this new school to create a new paradigm by which to measure ourselves. We do expect all of our students to be able to read write and do mathematics with fluency and where on entry they cannot we will prioritise this work to ensure that they can as soon as possible after they join us. We do expect all of our students to progress rapidly through their work and achieve high standards at the end of their GCSE courses. We will expect a large proportion of those students to stay into the sixth form and we will equip those students with the necessary qualifications to progress to university where this is what they wish for, and we do expect that for the most part they will wish for this.

Section D: Education plan – part 1

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12								130	130
Year 13									120
Totals			180	360	540	720	900	1030	1150

Section D: Education plan – part 2

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

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

This section must be completed by route 2 applicants.

Whole school curriculum summary

Subject/activity	KS3 time	Mandatory/ Voluntary (M or V)	KS4 time	Mandatory/ Voluntary (M or V)	KS5 time	Mandatory/ Voluntary (M or V)
Maths	3h20m	M	3h20m	M	5h50m	V
English	3h20m	M	3h20m	M	5h50m	V
Science	3h20m	M	3h20m	M	-	-
Biology	-	-	1h7m	M	5h50m	V
Chemistry	-	-	1h7m	M	5h50m	V
Physics	-	-	1h7m	M	5h50m	V
Art and Design	1h40m	M	2h30m	V	5h50m	V
Computing	1h40m	M	2h30m	V	5h50m	V
Design Technology	1h40m	M	2h30m	V	5h50m	V
Drama	50	M	2h30m	V	5h50m	V
Geography	1h40m	M	2h30m	V	5h50m	V
History	1h40m	M	2h30m	V	5h50m	V
Religious Studies & PSHCE	0h50m	M	2h30m	V	5h50m	V
Music	0h50m	M	2h30m	V	5h50m	V
Foreign Language 1	1h40m	M	2h30m	V	5h50m	V
Foreign Language 2	1h40m	V	2h30m	V	5h50m	V

Physical Education	1h40m	M	1h40m or 2h30m	M or V	5h50m	V
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KS3 curriculum

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	3h20m	M	Delivered in 4 x 50 lessons
English	3h20m	M	Delivered in 4 x 50 lessons
Science	3h20m	M	Delivered in 4 x 50 lessons
Art and Design	1h40m	M	Delivered in 1 x 100 practical lesson
Computing	1h40m	M	Delivered in 1 x100
Design Technology	1h40m	M	Delivered in 1 x 100 practical lesson
Drama	0h50m	M	
Geography	1h40m	M	Delivered in 2 x 50 lessons
History	1h40m	M	Delivered in 2 x 50 lessons
Religious Studies	0h50m	M	
Music	0h50m	M	
Foreign Language 1	1h40m	M	Delivered in 2 x 50 lessons
Foreign Language 2		V	A second language is offered from year 8 students who have shown aptitude in learning a MFL
Physical Education	1h40m	M	
Games Activity	1h40m	M	One sport must be taken up in the period 7/8 Co Curriculum slot
Additional PE	1h40m	V	
Music Activity	0h0m	M	One music group to be taken up in the period 7/8 Co Curriculum slot
Curriculum Support	1h0m	M	One Support session mandatory per week for any child requiring additional support
Additional Co-curricular	0h50m to 1h40m	V	Any number of additional activities may be undertaken

KS4 curriculum

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	3h20m	M	Delivered in 4 x 50 lessons
English	3h20m	M	Delivered in 4 x 50 lessons
Biology	1h7m	M	
Chemistry	1h7m	M	
Physics	1h7m	M	
Option 1	2h30m	M	
Option 2	2h30m	M	
Option 3	2h30m	M/V	Option 3 may be dropped to allow extra time for core study
Option 4	2h30m	M/V	Option 4 may be dropped to allow extra time for core study
Physical Education	1h40m	M	
Games Activity	1h40m	V	All students encouraged to maintain an extra games activities
Additional PE	1h40m	V	
Music Activity	1h0m	V	
Curriculum Support	0h50m to 1h40m	M	
Additional Co-curricular	1h0m	V	

VI form curriculum

Subject/other activity (eg. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
A level 1	5h50m	M	Delivered in 3 x 100 lessons + 1 x 50
A level 2	5h50m	M	Delivered in 3 x 100 lessons + 1 x 50
A level 3	5h50m	M	Delivered in 3 x 100 lessons + 1 x 50
Study Support and Career Guidance	0h50m	M	
Games Activity	1h40m	V	

Music Activity	1h0m	V	
Additional Co-curricular	1h0m	V	

Section D1:

Curriculum Principles

Fundamental within our vision is the curriculum on offer within our schools. We recognize that this curriculum predominantly comprises the taught curriculum that takes place within lessons, but that the influences that shape young people's lives whilst they are with us are much wider than this taught curriculum. Principally the wider experience of our young people encompasses the enrichment curriculum as well as what we might consider the cultural curriculum, that is to say the way our schools are structured, the expectations we have of young people and overall the climate within our schools. The principles set out in this document should be applied to all aspects of the curriculum on offer to young people as set out above.

At the outset of our vision statement we say that the Federation schools are at the heart of their communities. This being the case, in building the curriculum in each school we recognize that each one serves a different community and so in considering how we approach our curriculum we need to be mindful of the differences as well as the similarities between these communities. We need to ensure that this curriculum is tailored to meet the needs of the communities each school serves, this would apply in the development of the curriculum at Haberdashers' Aske's Borough Academy as it does in all of our existing schools. However as a Federation with a common vision we must ensure that we apply the same defining principles in constructing the curriculum in each school.

Our Statement of Curriculum Principles

1. The curriculum must allow for every pupil to make optimal progress each year they are with us with no transition gaps or delays. This is particularly important as children make the transition from primary school to secondary school.
2. We believe that it is essential that all children acquire mastery of reading, writing and mathematics in order to be successful in their education and in life. This is a core principle in the design of our curriculum.
3. We regard the notion of transferrable skills as redundant and believe that the foundations of successful learning lie in the successful acquisition of knowledge, where knowledge is not only knowing things but knowing how to do things.
4. Our curriculum must allow for children of different abilities and aspirations to make excellent progress towards the learning goals that are most suitable for them. Where the curriculum is differentiated it is differentiated in order to accelerate the progress of those that have fallen behind it is not a means to lock in low achievement, we do not accept that anything other than the highest aspirations are appropriate for each individual.
5. Finally we aim for all our pupils to leave school being equipped to take their place as successful members of the community they join as adults. Our curriculum recognises it is essential for every pupil's achievement in formal qualifications to be maximised, but that their life chances rest on far more than a set of qualifications. Our curriculum will also prepare them with the character and personal attributes to become successful adults in both the local, national and global communities.

We will offer an extended school day with a wide range of enrichment activities taking place suitable for children of all ages. This enable us to pool staff expertise and offer a wide range of

clubs and groups for the children such as sports, choir, dance and science. Specific extension groups will be offered to support children in raising their attainment.

Practice across our Federation is modelled on that at Hatcham College that “provides an excellent range of learning opportunities and additional activities that promote students’ academic progress and personal development exceptionally well.” (Ofsted Jan 2014) Additionally, “Students’ spiritual, moral, social and cultural development is outstanding. The promotion of racial harmony within the college’s richly diverse community is exemplary.” The curriculum and practice within our existing schools promotes the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They are all central to the Askean ethos that we will replicate at Borough Academy.

Key Stage 3

In this phase of the school we will broadly follow the National Curriculum, as we believe this embeds the skills and knowledge needed to be successful at Key Stage 4. The National Curriculum provides an outline of core knowledge from which the teachers develop stimulating lessons to promote the acquisition of knowledge, skills and understanding. This will be one part of the wider school curriculum.

The emphasis on the core is shown through the time allocated to them at Key Stage 3.

Table showing number of 50 minute periods proposed.

Year	Year	7	Year	8	Year	9
Class	Boys	Girls	Boys	Girls	Boys	Girls
Pupils	90	90	90	90	90	90
Maths	4	4	4	4	4	4
English	4	4	4	4	4	4
Science	4	4	4	4	4	4
PE	2	2	2	2	2	2
Gen Studies	0	0	0	0	0	0
Art	2	2	2	2	2	2
Computing	2	2	2	2	2	2
DT	2	2	2	2	2	2
Drama	1	1	1	1	1	1
History	2	2	2	2	2	2
Rs	2	2	2	2	2	2
Music	1	1	1	1	1	1
MFL	2	2	2	2	2	2
PE	2	2	2	2	2	2

Key Stage 4

Borough Academy will be an academic school providing academic qualifications. At Key Stage 4 we will deliver the reformed GCSE subjects with the expectation that all students achieve excellent

progress in English, mathematics and science. Significant emphasis will continue to be placed on the core subjects as they are the backbone for all other subjects. Hatcham College has a proven record of outstanding achievement with results at this level significantly above the national average each year, Crayford Academy has this year received its first set of GCSE results which are similarly well above the national average for 2014.

In addition to the compulsory GCSEs in English Language, English Literature, mathematics and science and applied science, all children will select 4 additional GCSE subjects. For gifted scientists there is the opportunity to study biology, chemistry and physics. The 4 option subjects will be taught twice a week: once as a 50 minute lesson and once as a 1 hour 40 minute lesson.

Year	Year	10	Year	11
Class	Boys	Girls	Boys	Girls
Pupils	90	90	90	90
Maths	5	5	4	4
English	5	5	4	4
Science	4	4	4	4
PE	2	2	2	2
Gen Studies	0	0	2	2

Students may choose from GCSEs in the following:

Art and Design	Business Studies	Drama
Geography	History	Computer Science
ICT	Latin	French
German	Spanish	Mandarin
Music	PE	RS
Sociology	Food Technology	Graphic Design
Engineering	Textiles	Resistant Materials

Although not currently compulsory, this curriculum offer allows students the opportunity to study the suite of subjects required for the English Baccalaureate, and so it will be a straightforward matter to accommodate the new expectations around EBacc qualifications recently announced by the Secretary of State. We will be respectful of student choice and support students to select subjects that they are interested in as this will create a foundation of curiosity that is needed for academic success. However, students, together with their parents and key staff, can be guided to consider particular pathways of subjects which will ensure future success based on their Key Stage 3 attainment record.

Key Stage 5

At Hatcham College we have had a successful sixth form for over a hundred years and the traditions and excellence that has been established there will be transferred to Borough Academy. Driven by a strong ethos and expectations of the highest academic outcomes, we expect the majority of the students to go on to Higher Education. Hatcham College continues to outperform at this level with 53% A* - B grades at A-Level compared to 38% in the local authority. In keeping with the importance given to the core subjects, further mathematics attained 83% A* - B grades. At

Knights Academy we have developed considerable successful experience in vocational education, an example where we demonstrate how we tailor our curriculum to meet the needs of the local community within the same set of over-arching curriculum principles. WE are well placed to offer a comprehensive suite of qualifications that will meet the needs of the Borough Academy community when the time comes.

Following success at GCSE we expect students to have achieved an A* - C in English and Maths, as well as four other subjects, in order to gain entry to our sixth form. In addition, students will need an A* - C in the subjects or related subjects that they wish to study. At Key Stage 5 students will select 3 subjects and have 360 minutes (6 lessons) allocated to them. These lessons will be spread across the week to enable students and teachers to have regular contact and establish the good practise of regular homework combined with independent study, skills they will need if they are to be successful in Higher Education. We expect students to study their 3 subjects for 2 years, taking their exams at the end of this period. Should it be appropriate we are well equipped to offer vocational qualifications in Sport, Health and Social Care, Business Studies and IT. Subject to appropriate facilities it may be possible to extend this offer.

The Assistant Principal Head of Sixth Form will monitor and track the attainment and progress of all students and, with the support of the Heads of Year, ensure that the appropriate interventions are put in place so that all students will be successful. All students will be set individual targets and their performance tracked against predictive data that will be discussed regularly with their tutors.

A-Level Subject offer

Art: Art and Design Photography Graphic Design	Science: Biology Chemistry Physics	Maths: Mathematics Further Maths
Languages: French German Spanish Latin	Humanities: Geography History Government and Politics Religious Studies Sociology Philosophy	Information Technology: Computing IT
English Literature	Music	Media Studies
Drama and Theatre Studies	Business Studies	Economics
Psychology		

Core Curriculum Offer

English Language and Literature

At Key Stage 3 our English curriculum will be forged around two primary principles:

- Our children will leave us with a fluency in literacy that has prepared them for the challenges of further education or employment.

- Literature from across the ages and cultures is for all students.

It is our intention to embed these principles within lessons across the subject disciplines not just within the English department. We recognise that study of Literature is a valuable tool for exploring complex moral issues and for placing the history of the British Isles within a literary context. The curriculum is carefully constructed around the skills required for GCSE success such as language analysis, developing a perceptive understanding of theme and characterisation and appreciation of the writer's craft.

We will take a thematic approach to the study of Language and Literature at Key Stage 3 offering twelve week schemes of work that cover a broad range of texts and topics. In this way, we aim to encourage our students to see the links between the profound themes and tropes that have been commonly explored in Literature through the ages. Through these schemes, teachers will also deliver the vital language skills required by our students. Twelve-week schemes also afford teachers the opportunity to adapt and tailor learning according to the needs of individual classes. As part of their study across these units, students will be introduced to a broad range of texts incorporating literary heritage and contemporary writers. By embedding analysis of literary heritage texts in Key Stage 3, we anticipate that our students will have developed the skills necessary for success in this element of the newly reformed GCSE exam.

At Key Stage 3, students will have four English lessons a week, with each lesson beginning with 10 minutes of reading, which will contribute to our Accelerated Reader programme. Further to this, students will have one lesson a week focusing on grammar in order to prepare them for the focus on Spelling, Punctuation and Grammar (SPaG) in the new GCSE syllabuses. We will analyse each student's ability in grammar and offer precise feedback on areas for development, potentially unlocking success in other areas of the curriculum.

At Key Stage 4, all students will study English Language and English Literature at the higher tier. We currently follow the syllabus set out by Edexcel. This syllabus requires students to study a Shakespeare and a contemporary drama, a unit on written language, a unit on spoken language and a range of poetry and prose texts. Through careful preparation and quality teaching by subject specialists, our students achieve strong results across the controlled assessments and exams and we will replicate this.

English Literature is a very popular subject in our sixth form at Hatcham College, reflecting the strong level of engagement that students experience across the Key Stages. At A2, students specialise in Gothic fiction, revisiting their learning from KS3, studying four texts in preparation for a closed book examination. Our experience in teaching this syllabus makes us confident about adapting our teaching at KS4 to include preparation for closed book external assessment.

Mathematics

At Key Stage 3 our Mathematics curriculum is built around the view that it is essential for all children to be numerate. Through the study of mathematics they will be prepared for the challenges posed by maths at GCSE, A-Level and beyond as well those in employment and the world in which they will live.

At KS3, students will study topics relating to four broad themes, Data, Shape, Space and Measure, Algebra and Number. These broad areas introduce students to different skills that will be built on each year so that students are fully prepared for the challenges of GCSE maths. The schemes of work for mathematics allow for each topic to be taught across a range of levels

ensuring stretch and challenge as well as support. Regular assessment will ensure that student's progress is monitored and tracked with appropriate interventions put in place as needed.

At KS4, the GCSE syllabus consists of a mixture of number, algebra, shape, space and measures and data handling topics. It develops mathematical knowledge and oral, written and practical skills. It also aims to apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world. The new specification places a greater emphasis on Functional Maths and on pupils being able to explain their reasoning. These skills will be taught through high quality lessons delivered by exceptionally qualified subject specialists.

AS Additional Mathematics is a freestanding mathematics qualification worth 20 UCAS points which introduces and develops AS-Level skills and concepts; it is excellent preparation for students considering AS- or A-Level mathematics. Additional Mathematics will be examined at the end of Year 11. The Maths department will set the expectation that all students will be entered at the higher level. Very few students who have difficulty accessing higher tier questions will be entered at the foundation tier, though we have experience of supporting these students in meeting their individual target grades.

In the sixth form we will provide the option to study both mathematics and further mathematics. Take up for these subjects at Hatcham College is very high and speaks to the comprehensive teaching and learning that takes place throughout KS3 and KS4 and we plan to achieve such high engagement at Borough Academy.

Science

Learning science provides children the opportunity to develop a curiosity about the world in which they live and subsequently question and challenge their perceptions. These skills are essential to them as lifelong learners as the skills they will develop, such as developing and testing a hypothesis, can be transferred across the curriculum.

At Key Stage 3 there is a focus on discovery, with much opportunity to conduct practical experiments, grounding students in the hypothesis driven element of experimental Science. It is our aim that quality teaching in Science will promote the development of learning curiosity. Students will study topics encompassing biology, chemistry and physics. Through these they will learn about their own bodies, the natural world and space. By the end of Key Stage 3 our aim is that all students have the skills needed to be successful at GCSE. Through the careful teaching of science, skills such as questioning, hypothesising and evidencing can be applied to subjects across the curriculum.

At Key Stage 4 students will either study GCSEs in science and applied science, or biology, chemistry and physics. By focusing on explanations, theories and models students will learn about the implications of science for society. Our most talented scientists will be able to study the three separate sciences. These students will be identified as a result of their attainment and progress in Key Stage 3. Our schools offer higher attaining groups the opportunity to study the three separate sciences. Students who are unable to access the specialist sciences will follow a differentiated course, starting with the OCR Gateway GCSE Science B course, which they will complete by the end of year 10. They will then study a second science GCSE in year 11 – OCR Gateway Additional Science B. For the limited number of students for whom this is not an appropriate pathway, there is the option to study the AQA Gateway GCSE Science A course which they will complete by the end of Year 10 and they will then study a second science GCSE in year 11 – AQA Additional Science B. The reason for opting for a different exam boards is that with OCR the content is different if you are preparing for the higher exams (Grades A*-D) compared with the foundation exams (Grades C-G). With AQA the content is the same and it is only the level of

difficulty of the exam which differs, allowing us to make choices based on the individual students, leading to fully personalised learning.

It is expected that 100% of students studying the separate sciences will achieve 3 x A*-C grades in biology, chemistry and physics by the end of year 11 with the majority achieving at least 3 x B – A* grades. For students pursuing the two science model the expectation is that they will achieve at least a grade C by the end of year 10.

Study at in the sixth form gives students the opportunity to further enhance their skills in preparation for Further Education and careers that involve the sciences. Former Askean students who have recently graduated having studied science have been successful in gaining places on degree courses such as Biology, Bio-veterinary Sciences, Dentistry and Medicine at Oxbridge and Russell Group universities.

Non-Core Subjects

Whilst excellence in the core subjects is of the utmost importance to our students, we also believe in education that enriches the character as well as the mind. We strive to offer a curriculum that will expose our students to the major disciplines of the arts including music, drama and art.

Indeed, music is a real strength of the Hatcham education, with all students having the opportunity to receive tuition in a musical instrument or participate in one of the many school choirs. Further, all students can expect to receive lessons in PSHCE on allocated days throughout the year. It is important to us that our students understand a sense of place, both of the world and their place within it. As such, our curriculum at KS3 offers compulsory lessons in history, geography and a range of modern and ancient foreign languages, with French and Spanish being especially popular choices at KS4. An understanding of Digital Technology and ensuring our students are ready to be global citizens is important, for this we ensure students will have technology built into all aspects of their curriculum from dedicated computing lesson in every year group to state of the art interactive technology peppers throughout the building and their lessons.

British Values

The values which lie at the heart of the Federation vision statement are fundamentally British values; they underpin everything that we do. We will ensure that our students understand where those values have come from and develop a deep understanding of their British heritage through a wide range of learning opportunities. Through PSHCE and religious studies students will learn about the importance of tolerance and mutual respect. Our values will be taught and modelled by all members of staff in form periods in the morning, in whole school assemblies and in subject lessons. We will develop an understanding of fair play through the house system and through the emphasis on team sports in PE and in after school games periods. We will hold annual PSHCE days, where the students have a menu of different activities in place of their usual timetables. In our history curriculum there will be a clear emphasis on the important contributions that Britain has made to both European and global history and an understanding of how our values have helped shape modern Britain. In history and PSHCE we will teach children about democracy, rights and responsibilities and the rule of law. Students will come to learn more deeply about these issues through active involvement in our school council structure and through debating clubs, mock elections and other enrichment activities. British values and heritage will be taught in an inclusive manner so that all students, including those with dual nationality can feel British and proud of their identity and their country.

Safeguarding and PREVENT

The welfare and safeguarding of our students is our most important responsibility. As a provider of London schools which serve diverse communities, it is an integral part of our work to ensure that we are building a community that is tolerant of each other and that our staff and students are members of society who are respectful of others. Any form of bullying is not tolerated within our schools and through restorative practices we are able to reflect with students so that they are challenged on their actions and through reflecting on their impact on other people, are able to make better, and more informed choices, in the future. At the start of every academic year all staff receive safeguarding training and included in this is specific PREVENT training. Alongside this all staff complete online safeguarding training to ensure that their understanding of their roles and responsibilities as well as their knowledge and understanding of the signs of abuse and radicalisation, is current and relevant based on the latest advice and guidance provided to schools. Furthermore internet safety training is provided to all students annually to support them in how to address the influence of social media in their lives. If one of our schools suspects that a student or family is at risk of being drawn in extremism our Education Welfare Officers work alongside the designated Safeguarding Lead to ensure that the relevant agencies are contacted to enable support to be provided.

Enrichment Activities

In Borough Academy we will be committed to developing the whole child through diverse enrichment activities. It will be a requirement that all students engage in a broad and balanced set of extra curricular activities to complement their academic studies. The purpose of these activities is to develop the full range of personal, social and leadership qualities that are essential to success in life and the world beyond academic life.

The enrichment curriculum will be designed around the following areas:

- Sports clubs - games
- Sports clubs – individual, fitness and non-competitive
- Music clubs – ensembles
- Music lessons
- Clubs to study literature in additional modern or ancient languages
- Mind enriching societies
- Social groups
- Duke of Edinburgh award scheme
- Student led clubs
- ICT rooms open for enrichment and homework

Initial activities on offer for year 7

Co-curricular learning	Terms	Staffing
Rugby - girls and boys	1, 2, 3, 4	Teacher x2
Cricket - girls and boys	5, 6	Teacher x2
Football – girls and boys	1, 2, 3, 4	Teacher x2
Netball – girls	1, 2, 3, 4	Teacher x1
Athletics - girls and boys	5, 6	Teacher x2
String orchestra	All year	Music teacher x1

	Performing in terms 2, 4, 6	
School band	All year Performing in terms 2, 4, 6	Music teacher x1
School choir	All year Performing in terms 2, 4, 6	Music teacher x1
Music lessons Strings Woodwind Brass	All year	All PP given free lessons All children given option to pay for lessons Staffed by peripatetic staff
Debating society	1-3	Teacher x1
Philosophy society	4-6	Teacher x1
Chess club	All year	Teacher x1
Up-hill club	All year	Teacher x1
Boys to men club		Pastoral support
Junior D of E scheme	Terms 1 and 6	All staff
Student lead clubs	2-6	Teacher/pastoral support
ICT	All Year	Teacher x1

Every teacher will be required to deliver between 1-2 enrichment activities per week.

Supporting the academic curriculum

In addition to running the enrichment timetable there will also be a support programme in place to ensure that those who are struggling to keep pace with learning are able to keep up. This will involve curriculum support clubs and specific skills development programmes. These will be a compulsory part of the education for those who need them.

The main areas that these will cover are:

- Increasing progress rates in English, mathematics and science
- Overcoming dyslexia for high attaining students
- Improving literacy skills
- Learning skills and habits (meta-cognitive development)
- Creating a strong home learning ethos
- Developing confidence and self esteem
- Developing concentration and ambition
- Access to technology
- Parental support group

Initial activities on offer for year 7

Support	Form	Staffing
Maths club	Lunchtime club	Teacher x1
English club	Lunchtime club	Teacher x1
Science club	Lunchtime club	Teacher x1
Literacy development	After school programme	Specialist literacy teacher
high attaining student (dyslexia)	After school programme and monitoring of work	Specialist literacy teacher
Boys to men club	Lunchtime club targeting boys at risk of underachievement	Pastoral support and parent volunteers
Up-hill club	Lunchtime club targeting vulnerable students and those with low self esteem	Pastoral support and parent volunteers

Parental support group	4-6 drop in service for parents once per week targeted at parents needing support	Pastoral support and parent volunteers
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Meeting the needs of all students

As outlined above there will be a rigorous assessment of need on entry to the school. There will be a termly reporting system whereby all class teachers report on progress, behaviour for learning and attitude to learning. The Heads of Department, Year and School will ensure that academic progress is being made by all students. Should there be concerns around progress, teachers will liaise with parents and the Inclusion team (where appropriate) to agree which interventions are required.

There will be regular auditing of information around the quality of teaching and the curriculum by Heads of Department to ensure high quality provision for all, including those with additional needs. In line with statutory guidance the SENCO will be a qualified teacher who will oversee strands of SEN intervention according to the specific needs of the students in partnership with class teachers, parents and others. The interventions will be delivered by a range of professionals including: SEN teachers, trained HLTAs, Speech & Language Therapists and other external specialists. The interventions will be managed on a termly basis by the SENCO with reporting windows to parents that are in line with the rest of the school.

Looked After Children (LAC) will be the responsibility of the School Welfare Coordinator who is also the Designated Child Protection Coordinator. On a daily basis the Welfare Coordinator will be responsible for the well-being of all students and will be a member of the Inclusion Panel which will meet regularly.

Assessing and meeting the needs of all pupils

We will ensure that all pupils can participate in the school curriculum by having a clear strategy to assess and meet the needs of all pupils including looked after pupils, the most able, those for whom English is an Additional Language and other vulnerable groups including those with SEN. We will always work closely with the students and their parents/carers – sharing their expertise about living with disability to inform our provision

In line with other Federation schools it is intended that there will be Service Level Agreements with the local authority for Educational Psychology, ASD Outreach and Spld Specialist Services if these are available. Additionally, the school will benefit from the input of a Speech and Language Therapist from an independent provider. Alongside this, the school will refer to and cooperate with GPs, NHS, CAMHS and other children's services in order to achieve best outcomes for the students.

This will be achieved through:

- Fast and effective identification of additional needs based on KS2 results, reports from primary schools and visits to primary schools to meet children.
- The most able students benefitting from a programme of enrichment coordinated by a lead teacher (G&T Coordinator) e.g. The Brilliant Club
- Allowing additional time for the completion of tasks where appropriate, and providing alternative ways for pupils to access, experience and understand when pupils cannot engage in particular activities
- Ensuring all school visits are accessible to all pupils

- Heads of Department ensuring that the teachers' planning includes differentiation, which will enable all students to contribute and to achieve their potential
- Annual monitoring and reporting to the governing body of the progress of students will include a breakdown of the attainment and progress of students from all vulnerable groups

Uses of Pupil Premium Funding

The achievement of all students is paramount and one of the challenges facing all schools is to narrow the gaps between the students from identified disadvantaged backgrounds.

We will ensure that our Pupil premium funding is carefully targeted at narrowing the attainment gaps between groups of students in order that all students can make and sustain the progress and ensure that the attain grades that will prepare them for further education or employment.

The pupil premium funding will be used to support the following:

- Challenge the Gap group at Key Stage 4. Key AST staff and resources to prioritise L2 EM outcomes for pupil premium students in danger of falling behind;
- Careers intervention programme arranged to prepare for post-16 education including extended personalised careers interviews, and careers fair;
- Year 11 extension studies programme for increased curriculum support for students at risk;
- Accelerated reading programme introduced in Key Stage 3 providing stretch and challenge in reading through the College library;
- Subsidise school journey for year 7 students to engage fully in the ethos and expectation of the College;
- Extra sets for English and maths in Key Stage 3;
- Admin structure to monitor and maximise attendance;
- Learning resource centre opened and manned from 8-5 for all years groups;
- Enrichment activities programme including booster classes for all subjects including English and maths

Achievement and Progress of students eligible for the Pupil Premium

There is a track record of success in achievement of secondary students eligible for the pupil premium across the Federation with them performing above students nationally. 47% of them achieved 5 A*-C at GCSE including English and maths (51% at Crayford, 46% at Hatcham and 45% at Knights). This compares to 38% for pupil premium students nationally. Attendance for Pupil Premium was also well above national average.

The gap between the achievement of Pupil Premium students in the Federation and other students was less than the national gap and the progress of Pupil Premium students in the Federation was comparable to other students, showing that they were making good progress from their starting points.

We intend to build on this good practice and outcomes at Borough Academy.

Pupil Transition

We will deliver a full and comprehensive transition strategy linking all key stages of education based on the following:

1. Care and support from the point of being offered a place
2. The gathering, distribution and effective use of high quality data, both qualitative and quantitative, on students entering each new key stage

3. High quality academic and career guidance at all stages for both students and their families
4. Thorough induction programmes with the explicit teaching of expectations and the new skills required for success at every key stage
5. Early warning alert systems for underachievement and the spotting of any safeguarding concerns
6. Frequent and timely communication with parents

Supporting Transition into Haberdashers' Aske's Borough Academy Year 7

The transition into Secondary school can be overwhelming for some students so activities will be put in place to build confidence and familiarity before the start of Year 7. The transition process will begin in Year 5 and continue well into Year 7. Key activities to ensure successful transition from Key Stage 2 will be:

- Year 5 open day visits for prospective students and parents
- Year 6 visits by the transition coordinator to observe students in their primary setting and liaise closely with Year 6 teachers. Information gained will be fed back to all teachers in the school to plan and prepare for the new intake
- Year 6 consultation interviews between transition coordinator, parents, children and SENCo where appropriate
- Year 6 induction day
- Year 6 week long summer camp.
- Parent workshops for core subjects
- Year 7 students taken back to primary schools to present an assembly on life at Borough Academy
- Regular coffee mornings to allow parents to meet with form tutors
- Year 7 team building residential trip early in the year

We have recently developed innovative work within our federation to ensure learning does not dip when pupils arrive in Year 7, in particular we are clear that much of the transition delay is introduced as a result of the different expectations of literacy and numeracy between primary and secondary phases. We have introduced moderation between primary and secondary colleagues and within our curriculum teachers of foundation subjects, especially those with a great reliance on writing such as history and geography, are expected to prioritise teaching of writing for their subject, rather than simply expect pupils to absorb and therefore demonstrate this ability. We expect our Borough Academy staff to engage fully in this cross phase moderation and develop a curriculum that demonstrates the good practice developed in the rest of the Federation.

Lead practitioners will spend time observing and delivering lessons in the primary schools. Year 6 pupils' will be invited to take part in secondary lessons on the school site to allow them to experience the secondary facilities. Data will be shared to ensure a cross phase understanding of the curriculum.

Supporting Transition into Year 10

In order to choose the most appropriate GCSEs and level 2 qualifications all students will receive general advice, information and guidance from heads of departments, head of sixth form, form tutors and subject teachers; they will also receive further specialist guidance and support from the Academy's qualified careers practitioner. Careers education and information, advice and guidance is an outstanding feature of our ks3 and ks4 curriculum and so Borough Academy will be able to draw extensively on the existing expertise within our Federation to develop an offer that is equally outstanding.

We will build our curriculum offer at KS4 around the needs and choices of our students using a pre-options system. Relevant activities to ensure successful transition to key stage 4 will be:

- Parent information evening
- Options fair to choose pre-options
- Options evening
- Options tutor focus activities
- Options-focused PSHCE Day
- Options advice sessions with qualified career practitioner
- Follow up sessions for vulnerable students with qualified career practitioner

Year 9 options guidance is essential and with the involvement of the career practitioner Borough Academy students will receive the information and support to make an informed decision; this will in turn ensure that they make successful transitions to Key Stage 4 and inspired decisions about their future.

Supporting Post-16 Transition

The strength of our careers provision is most important as students are counselled into post 16 education.

We will expect most of our students to continue into our sixth form for their post-16 education. We will conduct the following activities to ensure that students are well prepared for 6th form study and have the best possible chances to succeed at A level or other equivalent qualifications should they be offered:

- Year 10/11 parent information evenings
- Sixth form taster day
- Sixth form open evening
- Year 11 application support with qualified career practitioner
- College and sixth form application tutor focus activities
- Year 11 independent IAG interviews
- Transition focused PSHCE days
- Year 11 follow up sessions for vulnerable students
- Destination database management and data reporting

We will also deliver exceptional support and guidance for those who wish to take a post 16 pathway not offered by the Academy. We will be committed to securing suitable and sustainable destinations for every student. These will be at a range of institutions ranging from other sixth forms, further education colleges, training providers and employers. Students will receive general advice, information and guidance from the head of upper school, head of sixth form, form tutors and subject teachers. Furthermore students will also receive specialist guidance and support from the college's qualified careers practitioner. We will be committed to a 100% transition success rate from KS4 to KS5 with a 0% NEET rate.

Supporting Post-18 Transition

At this stage students will be focused on securing suitable and sustainable destinations, these may be at a range of institutions from universities, drama schools, music colleges, further education colleges, training providers, high level traineeships, apprenticeships and employers. Students will receive general advice, information and guidance from the head of sixth form, UCAS

co-ordinator, form tutors and subject teachers They will also receive further specialist guidance and support from the college's qualified career practitioner. The main focus will be to ensure that all pupils are successful in their A levels and getting into their first choice destination. The Academy's careers practitioner's role will be to provide information, advice, guidance and transition support to KS5 students. There will be a range of activities to support transition:

- Year 12/13 parent information evening
- 'Moving On' day
- Year 12/13 parent evenings
- University open days
- Post-18 application tutor focus activities
- Transition focused PSHCE day
- Year 13 independent IAG interviews
- Year 13 transition support sessions with qualified career practitioner
- Year 13 Follow up sessions for vulnerable students with qualified career practitioner
- Destination database management and data reporting

We are committed to a 100% transition success rate beyond KS5 with a 0% NEET rate. We will run a 7-year programme aimed at delivering a high number of students to both Oxbridge and Russell group universities.

Section D2

We have the highest expectations of our staff and students and will therefore set challenging targets and ensure we have robust systems to measure our performance against these. We have set key performance indicators (KPIs) in the following areas:

- Academic achievement, including qualifications;
- Attendance;
- Behaviour;
- Quality of teaching;
- Pupil and parental satisfaction.

We believe that is will be our performance in these key areas will ensure that we are able to realise our vision for Borough Academy.

Academic Performance

Key Performance Indicators

End of Key Stage 4

85% of students achieving A*-C GCSEs (or equivalent) in English and mathematics.

85% of students making at least Expected Progress* in English from KS2-KS4

85% of students making at least Expected Progress in Mathematics from KS2-KS4

45% of students making Above Expected Progress* in English from KS2-KS4

45% of students making Above Expected Progress in Mathematics from KS2-KS4

Attainment 8 target of 5.5+

Progress 8 target of 0.75 +

* As defined by DfE/Ofsted in RAISEonline

End of Key Stage 5

85% of Key Stage 5 students achieving 3 or more A levels at A*-E
 100% of Key Stage 5 students achieving 2 or more A levels at A*-E
 100% of Key Stage 5 students achieving 1 or more A levels at A*-E
 40% Key Stage 5 students who get AAB grades at A level including 2 “facilitating” subjects
 75% of students leaving year 13 pupils will continue to university, with 40% attending Russell Group universities.
 An average QCA point score of 795 per A level student
 An average QCA point score of 220 per A level entry
 100% of pupils will be in training, education or employment after leaving the school.

For vulnerable learners we expect all to make expected progress in every year group with 50% achieving above expected progress.

Attendance/Absence

All children should aim for a consistently high attendance rate. The target is no more than 4% absence over the year.

Attendance is essential for success at school. Our ethos provides clear expectations of the highest standards and a no-excuses culture that we are intending to develop at Borough Academy as already exists in the rest of our Federation. Therefore we do expect children to have consistently high attendance rates, we do expect them to attend school even if they are feeling a little under the weather and we do not expect them to be removed from school for holidays.

We have great experience of and access to a robust tried and tested attendance monitoring practice. All of our schools have attendance above the national average. We would aim to draw on the experience of Hatcham College to support and advise on the practice that has many years of success with pupils from our local area.

- All children should aim for a consistently high attendance rate. The target is 100% attendance over the year. The College expectation is that students will have a minimum attendance rate of 96%.
- The School must be informed of any unavoidable absence by means of a phone-call or e-mail before 9:00 a.m. on the day of absence, followed by a letter to the Class teacher when your child returns.
- Medical or dental appointments should not be made during school hours, unless this is absolutely unavoidable. An appointment card or note should be presented to the class teacher beforehand if this is the case.
- Any child who feels ill during School hours they must tell the Class teacher. The School will inform the parents if necessary.

Non-attendance is followed up each day, in the first instance, by the class tutor. At 10 AM the attendance officer will phone the parents of any pupil marked absent. Attendance that falls below 93% will result in a letter being sent home to find out the reasons. Attendance below 85% (without good reason) will result in the student welfare officer's involvement.

Leave Of Absence

Holidays are not allowed during term-time, as this is disruptive to both the child and to the class as a whole. Leave of absence for any party, entertainment, long weekend away or similar function will not be allowed. Permission must be sought from the Principal and will only be authorised in very exceptional circumstances. Letters regarding leave must be addressed to The Principal well in advance of the requested absence.

Attendance at Haberdashers' Askes' Hatcham College has been judged outstanding in our last three inspections (2014, 2011 and 2008), and we would expect to achieve at least the same standards at Borough Academy.

Behaviour

95% of reported behaviour for learning grades will be 2 or above.

Each of our existing schools has a vice-principal responsible for learning. Between then they have developed leading practice in behaviour monitoring and management. Behaviour is monitored using a sophisticated range of measures and reported in real-time all staff but in particular the Principal, senior team, heads of year and CEO. This monitoring has been central to our success in successfully managing behaviour across all of our schools. We would aim to draw on this experience to deliver behaviour management practice that has many years of success with pupils from our local area.

All of our staff will receive regular professional learning opportunities which focus on developing their understanding of how to establish positive relationships with students and effective behaviour for learning strategies. As part of tutor time and assembly we would guide the pupils towards patterns of appropriate behaviour. The ethos of the school will be underpinned by mutual respect. The school's philosophy will be to encourage a high level of motivation and self-discipline in the students. This will be achieved through the pastoral care systems within the tutor groups, house groups and PSHCE delivery throughout the school. Also important is the realisation of the consequences of different behaviour both in terms of the effect on the individual and on the group. Under the leadership of our exiting vice-principal group we will have a rolling program of professional learning designed to provide staff with support in effectively managing behaviour and differentiating for students with additional educational needs. Many links have been formed with providers of specialist support help such as Autistic Spectrum Communication Disorder ASCD from Kaleidoscope. We would use these connections to ensure that we were up to date with new ideas and on-going support in areas such as restorative practice.

We believe that the pastoral care we will offer our pupils will ensure they feel happy and safe at school and will therefore ensure that our absence rate is low. To promote pupil wellbeing we will:

- Promote respect for others in terms of valuing other people's points of view and their property, being courteous and polite, working together and learning to share and co-operate.
- Lead by example. All staff show how to behave, appropriately by their relationships, with the children and the other adults in school.
- Develop a strong school ethos of valuing all individuals and embracing diversity.
- Raise the self-esteem of the children through constant positive reinforcement.
- Create an efficient structure of supervision, especially when children are not in a classroom teaching situation.
- Create ways for pupils to develop the caring and co-operative aspects of their natures.
- Reinforce the importance of adhering to our behaviour code at all times.
- Discuss, within the curriculum, hypothetical cases of bullying and what the victim and other children should do. The bully needs attention as well as the victim. Children also need to understand why someone may choose to bully.
- Foster peer group disapproval. If there is a negative reaction from the other children, then their behaviour is not rewarded by laughs or encouragement.
- We wish to ensure that everyone contributes towards making Borough Academy a pleasant place in which to teach and learn.

Code of Conduct Expected From Students

1. Students are expected to behave in a considerate and courteous manner at all times, as members of the school, the Federation, and of the local community. They are expected to show respect to all members of staff, visitors to the School and to each other.
2. The School has an Equal Opportunities Policy and expects the highest standards in language and behaviour, and mutual respect between all members of the community. **Verbal abuse of any kind**, including bad language or shouting is unacceptable in the School.
3. **Bullying in any form is unacceptable at the School.** Bullying is the intent to hurt or dominate another person (by physical or verbal intimidation, and also by exclusion or threatening gestures). Allegations of bullying will always be taken seriously.
4. All students are expected to have respect for property and for the School environment. This includes care for furniture and books, and respect for display work and notices. Food is only to be consumed in the Dining Room or other designated areas, and litter must be disposed of properly in the bins provided.
5. Chewing gum is not allowed anywhere in the School.
6. Good social behaviour is encouraged by the students moving round the buildings quietly in an orderly fashion, and being thoughtful towards others by holding open doors, and standing aside to let people pass when waiting to enter a room.
7. Punctuality & Regular attendance is expected from all students.
8. Correct uniform is to be worn at all times, including the journey to and from school, as we believe that the way students look affects their behaviour and their relationship with the local community.

Prevention of Bullying

As our school ethos has mutual respect at its core it is essential that we have a zero tolerance of bullying and we will be both proactive and reactive in addressing this issue. Students will be informed and consistently reminded that the school's ethos will allow them to report bullying and that a fair hearing will be given in all cases. When bullying is identified, action will be taken; otherwise an indication of support is given to the bullying. All staff will be made aware of the students involved throughout school, either as bully or victim, and transfer information professionally. We will develop a whole school understanding of the impact of bullying by the following practices:

- Through the curriculum, emphasise positive, supportive constructive, friendly behaviour. Drama, poetry and PSHE are powerful vehicles of empathy, role-play and "**how does it feel?**" scenarios. All other areas of the curriculum present ways of encouraging teamwork and positive peer group development.
- Assembly time given over to support/promote positive work listed above.
- Withdraw privileges to show immediate opposition to bullying behaviour. Loss of morning playtime, loss of part of dinner break are all ways of saying we do not accept bullying behaviour.
- Reward/acknowledge positive behaviour in class, in assembly and in the playground.
- Raise the profile of the school's opposition to bullying by involving the Principal and parents in severe cases where the problem is unresolved.
- Involve other agencies to support the school (Educational Psychologists, Behaviour Support and Social Services).
- Involve school governors if firmer action is required.
- Reward good behaviour through praise, and above all, through total recognition of the maturing child and his/her independence shown by rejecting all bullying and its anti-social nature.
- Develop Home/School information through the School Prospectus and newsletters, highlighting parents' responsibilities regarding the behaviour of their children.

- Ensure that parents, staff, children and governors are aware of this policy.
- Our parents will be informed about our behaviour for learning policy via the school handbook.

Quality of teaching KPIs

We know the difference truly effective teaching makes to a student's progress; therefore our KPI for Quality of Teaching is that all teaching is at least good.

Within the Haberdashers' Federation we have developed the Haberdashers' Teaching Quality Standards. These standards give very clear direction and support on what we know from our own experience and the most reliable research to be the best pedagogical strategies. Adopting and embedding these standards has been key to the Hatcham's 'Outstanding' quality of teaching judgment and we will bring these standards to Borough Academy.

Monitoring and improving the quality of teaching

Continuous self-evaluation is a feature of effective leadership and management. Of course every member of staff will be continuously evaluating their performance whether as a teacher, member of support staff, middle or senior leader. Critically good teaching results in good learning, so where learning is good then it is in all likelihood the result of good teaching. We therefore put the judgement on the quality of learning at the heart of our evaluation process. Learning is judged through:

- Achievement over time as evidenced by assessment and external exam results
- Achievement day-by-day as evidenced by the work in pupils' books
- The response of pupils to assessment and marking by their teacher
- The behaviour for learning in class, are pupils demonstrating a "thirst for knowledge and love of learning"

Our approach to evaluating teaching recognises the complexity of the task and it recognises that it is not so much a teacher who is good or outstanding (or indeed requiring improvement or inadequate), it is the learning of that teacher's classes, some of which may be much better than others. It is therefore essential to draw evidence on the quality of teaching across the full range of the work of a teacher. Our policy for ensuring high quality teaching does just that, drawing evidence from lesson observations, learning walks "book-looks" and analysis of performance in external and internal assessments. In this way we can develop bespoke professional learning carefully targets at each teacher's needs. This also provides a robust evidence base for ensuring that teachers pay can be linked to their performance.

Pupil and Parent Satisfaction

95% of parents report that they are satisfied with the school and would recommend it to others.

Liaising with and reporting to parents/carers

Parents/carers are the first educators of children. Getting information to our parents/carers in a clear, concise and timely manner is important. Twice a year, parents evening will be scheduled for parental consultations with staff on students' progress. Through the pastoral care system we will communicate with all professionals required in and out of school to ensure the students are well cared for and that each individual's wellbeing is discussed. Throughout the year periodic assessments will also be undertaken with grades for effort, attainment, and behaviour, this will reveal areas of strength and weakness. These will be a focus leading towards realising the student's potential. The following are further methods of communication:

- A prospectus will be available for prospective parents/carers which gives a general overview
- There will be a vibrant and up to date website which contains all information as well as news and dates
- All essential telephone numbers and email addresses will be available in the handbook and on the website. We endeavour to reply to parent/carer enquiries the same day whenever practicable
- We will send correspondence by email such as a daily report on attendance, rewards and sanctions
- We will correspond regularly with parents throughout the academic year, by newsletter, specific letters regarding events, trips, satisfaction survey and individual correspondence when required
- Text alerts will also be sent to all parents who have supplied a mobile number, e.g. to inform of closure for snow, or to remind about exams

Pupil Satisfaction

We firmly believe that students are most 'satisfied' when they are aware that they are being successful in their studies, enrichment activities and relationships at school. If our school performs well against the KPIs we have set above our students will report high levels of satisfaction.

At Borough Academy there will be an active Student Voice group who will work with their peers and staff to ensure that the views of the student population are being shared and understood.

Within the 'Behaviour' section above we have outlined the pastoral systems that will be in place to support students and ensure they have the best chance at being successful.

Form tutors will provide regular opportunities for students to discuss how they are feeling about life at school and we will survey students (anonymously) bi-annually to gauge their satisfaction with the provision at Borough Academy.

Assessment and Data Tracking

Monitoring and evaluation systems

For a school to continually improve its provision for its students it is vital that it knows itself and knows what it needs to do to improve. Continuous self-evaluation is a feature of effective leadership and management that is used well across the existing Federation schools.

Producing an accurate, searching and concise self-evaluation that identifies the small number of key priorities a school should set itself in order to have the greatest impact on overall outcomes for children and young people can be a difficult task. In order to achieve such a self-evaluation school leaders will:

- Have sufficient relevant evidence to draw upon organised in a clear and meaningful manner
- Be skilled in making evaluative judgements across the whole spectrum of the schools work
- Have sufficient critical insight to make objective judgements about their own school and their own work

The Ofsted framework provides us with clear guidance on the key areas we need to keep under evaluation. The overall effectiveness judgement will be based upon the overall judgements for Achievement, Quality of teaching, Behaviour and Safety and Leadership and Management. The self-evaluation will be a summation of the self-evaluations provided by each individual team within the school and they will be generated according to an annual cycle culminating in presentation to and challenge by the governing body of the school. This report will be shared with Governors, senior leaders, Team leaders and staff.

We welcome the government's current focus on the reporting of student progress and the Federation schools are responding by considering a range of approaches to effectively tracking

student progress. We are currently piloting a new assessment and tracking system, evaluating the accuracy and level of information this gives us. If we are satisfied that this is giving us the data we need to support our students' progress the new system will be rolled out across the Federation and to Borough Academy.

To quality assure the marking of internal data we will be utilising the Federation professional learning day and moderating times. We regard the effective use of performance data to be absolutely critical to the success of the young people at Borough Academy, therefore we will ensure that each member of staff from learning support assistant through to teacher, Head of Department, Head of Year and Senior leader management is proficient in reading data and setting challenging targets for each individual child. This process will be quality assured by "standards" meetings which are regular meetings to interrogate the data with the Principal and the CEO every six weeks.

Section D3

The phased staffing table details the leadership, teaching, inclusion, curriculum support, maintenance and administrative staff essential for the opening of the school through to full capacity. The teaching and learning (TLR) structure plan outlines the year and introduction of identified curriculum and pastoral TLRs. The organogram sets out the organisational structure of the senior leadership team.

In Year 1 with the opening of the school in September 2018, the staff establishment is twenty six which is comprised of two senior leaders, eight teachers, eight pupil support, four facilities and four administrators. In the first year support will be given from the SLT at Hatcham College with both a Vice Principal and the business manager being based at the school for part of the week. The leadership team consists of one principal, one vice principal. The eight teaching staff will hold subject leadership responsibilities. While discrete geography and RS lessons will be taught to year 7 pupils, these subjects will be led by a Head of Humanities. The Head of Technology will lead computing, design technology and art. Inclusion team is led by a SENCO with three LSAs and half post of an EWO. The curriculum support staff includes a librarian, one science technician and part time DT technician and ICT technician. This team will provide support to other curriculum areas such as art and whole school areas like display & reprographics. The facilities team encompasses the site supervision, routine maintenance, cleaners and ICT technical support. The administrative team each have clearly distinct roles but will work in unison to cover HR, admissions, recruitment, payroll, publicity etc.

In Year 2 September 2019, while the pupil roll doubles, the staff establishment increases by twenty one - i.e. one full time assistant principal and a part time vice-principal post, a business manager, one new Department Head and seven new main scale teachers, three LSAs with the remainder being additional pupil support, administration, facilities staff and midday meal supervisors. The vice principal will take responsibility for the quality of teaching, performance management and achievement. The pastoral TLR post will expand to include the Head of Year 8 and continue to increase by one year on year until 2022. The internal appointment of four Heads of Houses on TLR 2a will build upon work begun in year 1 allowing the pupils to embrace and demonstrate through House activities the school's ethos. In Year 3 the school will have a full Key Stage 3 cohort of 540 pupils. The staffing will see an increase in main scale teaching posts by five, the LSAs by three, curriculum support by two, with additional staff for both facilities and admin. KS3 coordinator posts will be created for the core subjects in English, Maths and Science. In Year 4 the school will be embarking upon its preparation of the GCSE examinations. The Head of Humanities will be withdrawn after being replaced by Heads of Departments in History,

Geography and RS. An additional assistant principal post will be created to have oversight of Key Stage 3. Two specialist SEN teachers will lead on dyslexia, dyspraxia and speech & language.

By Year 5 the school will have 900 pupils on roll. The establishment will be 109 staff, with senior leadership team representing approximately 7% of the staff total, teaching 41%, inclusion and curriculum support 32%, facilities and admin 19%. The assistant principals will each have a portfolio of responsibilities encompassing curriculum & assessment, learning & progress, quality of teaching & professional learning. The three assistant principals will each lead a key stage as well as other duties. The assistant principal for Key Stage 5 will lead on launching the sixth form with the objective to recruit 130 pupils of which 110 will be from the school's year 11. The two pastoral coordinators will support the assistant principals to ensure behaviour for learning is appropriate, monitor attendance and promote enrichment along with the enrichment coordinator. In September 2022 the school will be at full capacity with 1150 pupils on roll. The establishment will be 120 staff, the teacher pupil ratio 1/20.

Phased Staff/Year Plan	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Students on Roll	180	360	540	720	900	1030	1150
Leadership Team							
Principal	1	1	1	1	1	1	1
Vice Principal	1.2	1.4	2	3	3	3	3
Business Manager		1	1	1	1	1	1
Assistant Principal		1	2	3	3	3	3
Total Leadership	2.2	4.4	6	8	8	8	8
Teaching Staff							
Head of English	1	1	1	1	1	1	1
Head of Maths	1	1	1	1	1	1	1
Head of Science	1	1	1	1	1	1	1
Head of Art		1	1	1	1	1	1
Head of Computing	1	1	1	1	1	1	1
Head of Drama			1	1	1	1	1
Head of DT			1	1	1	1	1
Head of Languages	1	1	1	1	1	1	1
Head of Geography				1	1	1	1
Head of History			0.5	1	1	1	1
Head of Music	1	1	1	1	1	1	1
Head of PE	1	1	1	1	1	1	1
Head of RS			0.5	1	1	1	1
Head of Humanities	1	1	1				
Head of Technology							
Main scale Teachers		7	12	20	32	37.5	43.2
Total Teaching Staff	8	16	24	33	45	50.5	56.2
Pupil Teacher Ratio	23	23	23	22	20	20	20

Staff/Year	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Students on Roll	180	360	540	720	900	1020	1150
Inclusion Staff							
SENCO	1	1	1	1	1	1	1
SEN Teacher		1	1.5	2	3	3	3
LSA	3	6	9	12	13.8	14	14
EWO	0.4	1	1	1	1	1	1
Pastoral Coordinator			1	1	2	2	2
Midday Meal Supervisor FTE	0.7	1	1.2	2	2	2	2
Total Inclusion Staff	5.1	10	14.7	19	22.8	23	23
Curriculum Support Staff							
Librarian	0.6	1	2	2.5	2.5	2.5	2.5
ICT Technician	0.6	1	1	1	1	1	1
Science Technician	1	2	2	3	4	4	4
Art Technician			1	1	2	2	2
DT Technician	0.6	1	1	1	2	2	2
Total Curriculum Support Staff	2.8	5	7	8.5	11.5	11.5	11.5
Facilities Staff							
Lead IT Technician	1	1	1	1	1	1	1
IT Technician			1	1	2	2	2
Site Supervisor	1	1	1	1	1	1	1
Site Assistant	1	1	1	1	1	1	1
Cleaners FTE (1:4)	1	2	2	3	4	4	4
Total Facilities Staff	4	5	6	7	9	9	9
Admin Staff							
Executive Assistant	1	1	1	1	1	1	1
Senior Admin Officer	0.4	1	1	1	1	1	1
Administrators	1	2	3	4	4.5	4.5	4.5
Receptionist	1	1	1	1	1	1	1
HR Officer			1	1	1	1	1
Admissions Officer	0.4	0.8	1	1	1	1	1
Statistician				1	1	1	1
Reprographics			1	1	1	1	1
Finance Support		1	1	1	1	1	1
Total Admin Staff	3.8	6.8	10	12	12.5	12.5	12.5

Totals

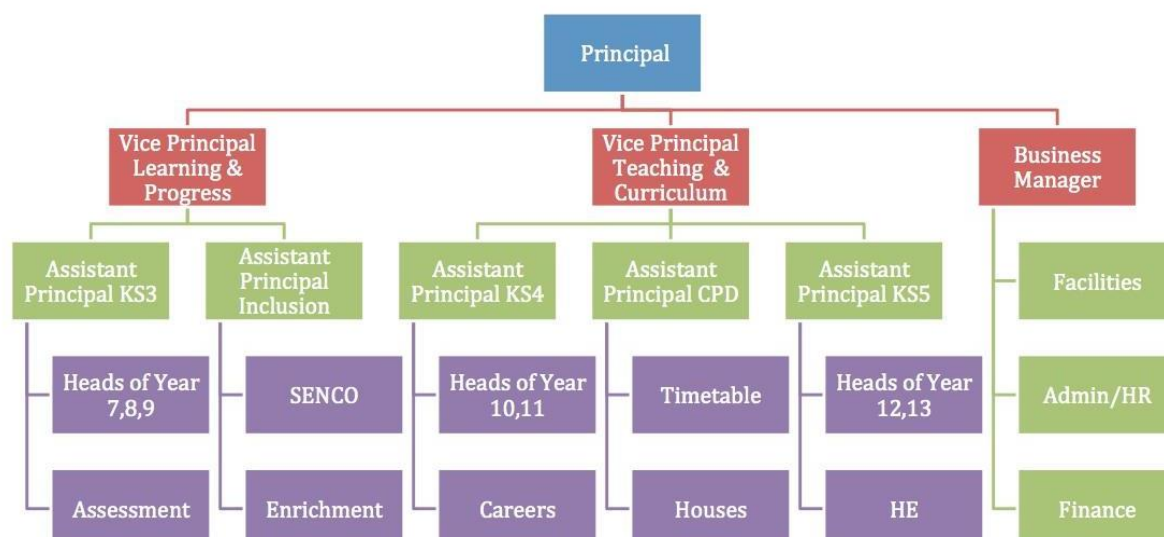
Staff/Year	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Students on Roll	180	360	540	720	900	1020	1150
Total for each group							
Total Leadership	2.2	4.4	6	8	8	8	8
Total Teaching Staff	8	16	24	33	45	50.5	56.2
Total Inclusion Staff	5.1	10	14.7	19	22.8	23	23
Total Curriculum Support Staff	2.8	5	7	8.5	11.5	11.5	11.5
Total Facilities Staff	4	5	6	7	9	9	9
Total Admin Staff	3.8	6.8	10	12	12.5	12.5	12.5
Grand Total	25.9	47.2	67.7	87.5	108.8	114.5	120.2
Pupil Staff Ratio	6.9	7.6	8.0	8.2	8.3	8.9	9.6

Phased TLR Structure Plan

Staff/Year	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Students on Roll	180	360	540	720	900	1030	1150
TLR Structure Curriculum							
Head of English	1	1	1	1	1	1	1
English KS3 Coordinator		1	1	1	1	1	1
English KS4 Coordinator				1	1	1	1
English KS5 Coordinator						1	1
Head of Maths	1	1	1	1	1	1	1
Maths KS3 Coordinator		1	1	1	1	1	1
Maths KS4 Coordinator				1	1	1	1
Maths KS5 Coordinator						1	1
Head of Science	1	1	1	1	1	1	1
Science KS3 Coordinator		1	1	1	1	1	1
Science KS4 Coordinator				1	1	1	1
Science KS5 Coordinator						1	1
Head of Art (& Technology)	1	1	1	1	1	1	1
Art 2i/c						1	1
Head of Computing		1	1	1	1	1	1
Computing 2i/c			1	1	1	1	1
Head of Drama			1	1	1	1	1
Head of Design Technology			1	1	1	1	1
Head of Foreign Languages	1	1	1	1	1	1	1
FL 2i/c			0.5	1	1	1	1
Head of Geography				1	1	1	1

Staff/Year	Sep-18	Sep-19	Sep-20	Sep-21	Sep-22	Sep-23	Sep-24
Students on Roll	180	360	540	720	900	1030	1150
TLR Structure Curriculum							
Head of History			0.5	1	1	1	1
History 2i/c					1	1	1
Head of Music	1	1	1	1	1	1	1
Head of PE	1	1	1	1	1	1	1
Head of Humanities	1	1	1				
Head of RS & PSHCE (& Humanities)			0.5	1	1	1	1
Total TLR Curriculum	8	12	16.5	21	22	26	26
TLR Structure Pastoral							
Head of Year 7		1	1	1	1	1	1
Head of Year 8		1	1	1	1	1	1
Head of Year 9			1	1	1	1	1
Head of Year 10				1	1	1	1
Head of Year 11					1	1	1
Head of Year 12						1	1
Head of Year 13							1
Head of Blue House		1	1	1	1	1	1
Head of Green House			0.5	1	1	1	1
Head of Red House				1	1	1	1
Head of Yellow House		1	1	1	1	1	1
Total TLR Pastoral		4	5.5	8	9	10	11
Grand Total TLR Structure	8	16	22	29	31	36	37
Pupil TLR Ratio	23	23	25	25	29	29	31

The senior leadership team organogram



Recruitment Process

(Please see section F4 for details on the recruitment of the Principal)

Role of the Head teacher Designate in pre-opening

It will be essential that our Principal Designate is engaged as soon as possible; they will be a key part of the steering group and will oversee the recruitment of staff and students in the 12 months before the first Year 7 intake. This requires the Principal designate to be fully engaged in raising the profile and commitment to the school amongst future parents, pupils and stakeholders. They must play a considerable role in outreach and marketing, as s/he will be the visible figurehead of the school. The Principal's key tasks before opening will be:

- Staff recruitment.
- Overseeing the purchase and deployment of resources to establish the classrooms.
- Working with the Admissions team to promote and organise the admissions for the first year.
- Tailoring policies of the Federation to meet the needs of the Free School.
- Establishing the curriculum model best suited to the Free School in line with Hatcham College expectations as set out above.
- Overseeing the plans for the development of the school buildings.

Recruiting other staff

Recruitment timelines:

The Vice Principal post will be advertised in March 2016 for September 2016 start as will the teacher, SEN and admin support and premises staff highlighted in the attached tables.

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

NOT APPLICABLE

Section E: Evidence of need – part 1

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

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

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

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

	2018				2019			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	75		42%	180	66		37%
Year 8					180	75		42%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	180	75		41%	360	141		39%

Section E: Evidence of need – part 2

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

This section will need to be completed by both route 1 and 2 applicants.

Section E1

The proposal for a new school to serve SE1 is supported by Southwark Council because of the growing shortage of secondary school places in the area. Their latest borough-wide place projections (see table below from Southwark Council Cabinet Primary and Secondary School Place Planning Strategy Update, July 2015) show that there will be a shortage of places from January 2020 (i.e. September 2019). Although there are theoretically enough school places in September 2018, in fact the supply is not sufficient. Without additional capacity there would be no scope for parental choice, with the likelihood of children having to make long journeys to school across the borough or to attend schools whose faith ethos or gender mix was not their preference. In the SE1 area there are a number of single sex or faith schools, but parents wanting a non-faith co-educational school are concerned that they will not get a place in a suitable school. Southwark Council therefore believes it will either be necessary to open a new school in the north of the borough or to expand existing schools in order to create enough places. The council has approached all its secondary schools about the possibility of expanding and a number have agreed. The table below already takes this into account and shows that even with those expansions and the new school opening in East Dulwich at the other end of the borough) the shortage of places remains.

Table 5 Secondary place demand for Year 7 2016-2024 (Source, GLA projections 2015)

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Projections	2,592	2,681	2,889	2,907	3,097	3,314	3,225	3,263	3,444	3,459
Capacity	2,880	2,940	3,030	3,030	3,145	3,145	3,145	3,145	3,145	3,145
Difference (Pupils)	+301	+259	+141	+123	+48	-169	-80	-118	-299	-314
Difference (FE)	+10	+9	+5	+4	+2	-6	-3	-4	-10	-10

Haberdashers' Aske's Borough Academy is proposed to serve the northern part of the London Borough of Southwark, [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Hadston is obliged to use its best endeavours to submit a planning application including a school by 7th January 2016 and partner with a free school provider whose

application has been approved by the DfE by 22nd May 2016, which requires it to be a wave 10 application.

Section E2

[REDACTED]

After approaching and considering several providers, they formally identified the Haberdashers' Aske's Federation Trust as their preferred school provider in July 2015. This choice was announced on the web site and in emails to the registered supporters in September 2015.

[REDACTED]

During this time parents have been able to register their support:

- on the Haberdashers' Aske's Federation (HAFT) web site
- in response to HAFT fliers distributed at local primary schools
- at a public meeting held by HAFT on 22nd September 2014

All the parents who had given their support to the parents campaign prior to our involvement were told of the choice of provider, provided with information about the school proposal and explicitly asked if they wished to continue supporting the campaign or withdraw their support. Only a small number of parents chose to withdraw and within a fortnight of the announcement an additional 200 parents had given their support to the campaign.

Enclosed with this application are examples of the publicity materials we have used and the questions asked of parents.

- An information leaflet, which has also been available on our web site
- Our public meeting presentation, which has also been available on our web site
- Our frequently asked questions leaflet, from our web site
- The informational text used on our web site

Parents have been asked to register their support by indicating if they agree with the following statement.

"I support the new haberdashers' school in SE1. If it opens it would be my first preference for my children."

In the short time since we began engaging them, the parents of over 447 children of primary school age in the local area have said that the new Haberdashers' Aske's school would be their first choice of secondary school. We will continue to gather evidence of demand in the coming weeks and months, undertaking further publicity and public meetings. We will make a further submission of the demand evidence collected if we are invited to interview by the DfE. The map below shows the parents expressing support for the school so far.



Issues raised in consultation

The Haberdashers' Aske's Federation is only interested in establishing new schools which have clear community support and which are responding to a demonstrable need, as we set out in the education vision section of this application. Borough Academy will share in our federation vision, adapting it to its local context. The aims of our continuing engagement with the local community are therefore to:

- publicise our plans for the school and establish the level of support for a new school based on our Federation vision
- identify any adaptations to our approach which are required to suit the local context and in particular to:
 - gather data about the demand for places and views of parents to inform our thinking about our admissions policy
 - identify local organisations with which the school could form partnerships to enhance its educational offer and build strong links to the community

Consultation routes and questions asked

All of our efforts to publicise the school are designed to provide an opportunity for parents to give us their views about the school. We have sought feedback at our public meeting and invited comments through our web site and the leaflets we have distributed. This work will continue in the coming weeks and months so that we can gather more evidence to inform our plans. In addition to our own publicity materials parents have been directed to us through the parents campaign group web site, facebook page and twitter feed and coverage in articles in the local press.

The publicity for our application has directed people to the information we have published about it and to our consultation questionnaire. Respondents have been asked to:

- rate the importance of different features of the school
- give views on what the admissions policy should be,
- give views on how we could make the school an asset for the community
- suggest local organisations that the school could work with

Results of the consultation

There have been 90 responses to our consultation so far which included 105 suggestions for how the school could work with the local community and over 110 suggestions of local organisations it could work with once it is open. If our application to the DfE is successful we will use these suggestions to help the school establish links to local organisations and the local community. Our consultation has also elicited over 100 views on what the admissions policy at the school should be. Based on our vision, aims and ethos we decided a set of principles that would inform our admissions policy. These were set out in our presentation to our public meetings as follows.

We want to know what admissions policy the community wants so we can develop a policy that fits with our vision statement for a school that is “at the heart of its community” and “where all children and young people can succeed.” Our principles are therefore that we will have a policy which: Identifies and addresses the unmet local need for places; results in a comprehensive intake that reflects the whole local community. Therefore it will have: no random or lottery element, no selection by ability or subject, use distance calculations in a way that is easy to understand.

Our initial view was that the most likely policy we would adopt was a straight line distance policy but we will review this as we get more responses to our consultation

Section F: Capacity and capability

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

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

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F9

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

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

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against

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

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

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

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

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
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██████████████	■	██████	██████████████████ ██████████████████	██████████████████ ██████████████████	■

Marketing In this project marketing will be overseen by the Principal Designate, who will be supervised by [REDACTED]. They will be supported by [REDACTED] who have experience in administration of marketing and communications. The Principal will draw on the experience of each of our schools in marketing themselves, including the team at Crayford who establish and marketed a new secondary school that was over-subscribed from its first day of opening, and the team at Knights Academy who used effective marketing to local primary schools to maintain a full intake despite a recent adverse OFSTED judgement and the fact that there was a surplus of secondary school places in the area.

Human resources [REDACTED] is [REDACTED] and will ensure that the systems established in the new school match the effective systems we have in place. In each school an administrator is appointed with HR experience, or one is trained as an HR practitioner. [REDACTED] [REDACTED] and would train the HR administrator in the new school. For more complex HR cases we retain professional advice through a contract with Peninsular Business Services. A staffing committee, [REDACTED], is responsible for assuring the quality of human resources practice in each of our schools and scrutinising key staffing decisions to ensure that our curriculum plans are achievable. It meets weekly in term time, reviewing each school in the Trust in rotation.

Safeguarding In each of our academies the Vice Principal for Learning and Progress is the designated safeguarding officer. These vice principals work together to develop our policies and practices and monitor their implementation. They report regularly on this to our governors. Within the last two years all of our schools have been inspected by Ofsted and found to have suitable safeguarding processes in place. [REDACTED], will be responsible for safeguarding within the project team and will support the person appointed as designated safeguarding officer at the new school before and after it is open to ensure that its systems are working effectively.

Our plans for the growth of the Trust

In section C we set out our reasons for choosing this project as our next expansion plan. Our five year strategy sets out our ambitions for growth within that period and beyond. Our plans are deliberately conservative, because we want to make the same commitment to any new schools we establish that we make to our existing schools: we want them to be Haberdashers schools for

centuries to come, continuing our long tradition of education in South London. We are not planning any further growth before Borough Academy opens in 2018. After that has happened, if we judge that we have the capacity, we will consider expansions of the primary capacity at Knights Academy and the secondary capacity at Hatcham College, in response to additional demand for places. We will also consider adding a further one or two secondary schools to the Federation, but only once the Borough Academy project is complete. None of these plans will have any effect on our capacity to establish the Borough Academy.

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
As several members of the above team have already successfully opened a free school and the Executive headteacher leads an Outstanding school and a free school we feel confident that there is not a skills gap within the team.	

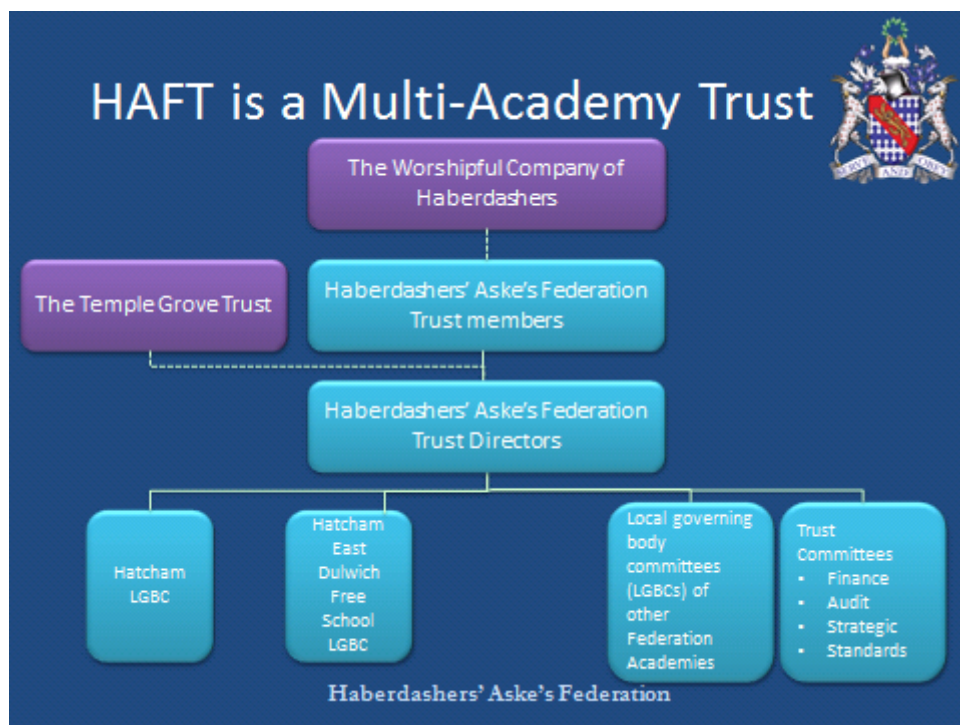
Section F2

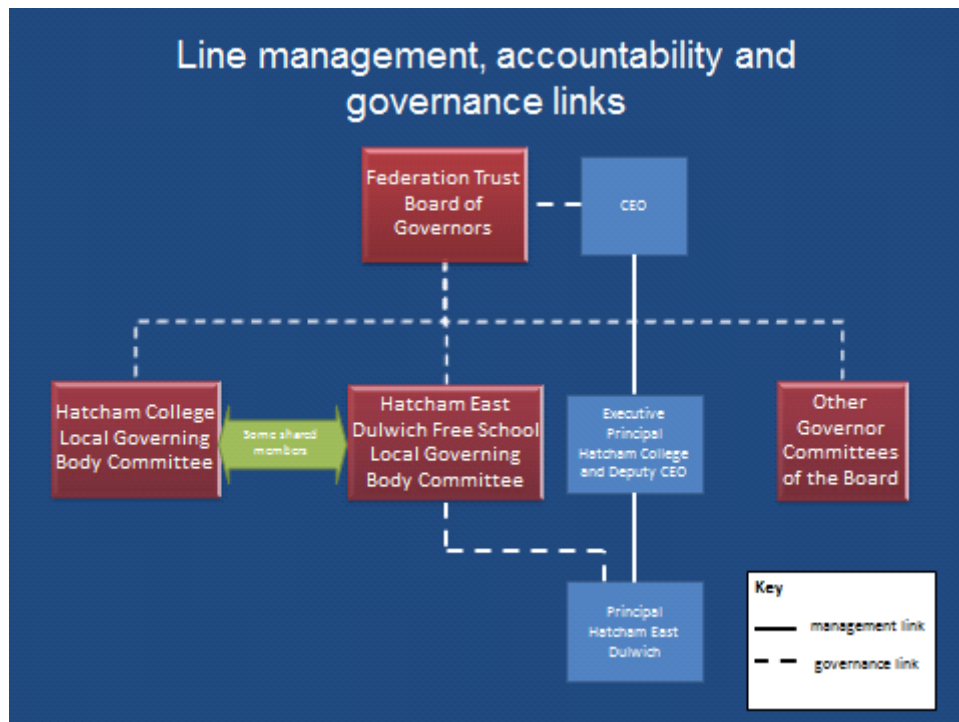
Haberdashers' Aske's Federation Trust is a Multi-Academy Trust (MAT) made up of 3 secondary schools and five primary schools organised as three all-through (3-18) academies and a primary free school: Crayford Academy, Hatcham College, and Knights Academy, and a Primary Free School, Hatcham Temple Grove Free School.

The Federation became a MAT in the pre-opening stage of Hatcham Temple Grove Free School in Summer 2013 and at this point, the structure of the new MAT was scrutinised and approved by the Department for Education's Free Schools group as a prerequisite for approving the Free School's funding agreement. At the same time new articles and a new master funding agreement were adopted, along with new funding agreements for each existing Academy.

In the Federation's MAT structure, each of the existing schools has its own Local Governing Body Committee (LGBC), which is accountable to the Federation Trust Board. The Borough Academy will also have its own Local Governing Body Committee, which will operate and be accountable in the same way as the current Local Governing Body Committees. In addition to the Local Governing Body Committees, there are four other sub-committees of the Trust Board: the Finance Committee, the Audit Committee, the Strategy Committee, and the Standards Committee.

The lines of accountability and methods of escalation between company members, directors, the CEO, senior leadership team and principals, as well as the links between the Trust Board and its Committees, are outlined in the diagrams below.





There are four Company Members and they all sit on the Board of the Trust. Their purpose is to provide the Trust's principle sponsor; The Worshipful Company of Haberdashers, with a means of appointing directors and therefore a Chairman of the Board. The Chairman provides termly reports to the Haberdashers Company's Education Committee and all major decisions made by the directors, such as opening a new Free School, are discussed by Haberdashers Company's Education Committee. The Master of the Worshipful Company of Haberdashers is always a Director of the Trust.

The terms of reference below outline the roles of the Trust Board and each of its committees and the mechanism for directors and members of the Trust to ensure the accountability of the Federation and school leadership teams.

Haberdashers' Aske's Federation Trust Board of Governors Terms of Reference

The board of the Haberdashers' Aske's Federation Trust is the non-executive body accountable for all aspects of the conduct and performance of the Academies of the Federation. It exercises its responsibilities by employing a CEO and executive team who are responsible for all aspects of the day-to-day management for the Federation and for advising the board on the overall vision and strategy of the Federation. In addition, the board retains closer oversight of different aspects of the work of the Federation by appointing a range of committees to take responsibility for specific areas of the work of the board.

These committees are as follows:

Four Academy boards (local governing body committees), one for each all through Academy and one for Hatcham Temple Grove Free School (the Hatcham Temple Grove Free School and the Hatcham Board will have the same membership and always hold joint meetings). Borough Academy would have its own local board in the same way as the other schools thus increasing the total number of school boards to five. These boards retain oversight of the performance of each individual school with a specific emphasis on the elements of the performance of the school evaluated by Ofsted, currently: achievement, quality of teaching, behaviour and safety, and leadership and management.

A strategic committee comprised of the Chairs of the committee to advise the board on the overall strategy and direction of the Federation; monitor the implementation of major projects; be the responsible committee for staffing and HR matters that are retained by the governing body; to take specific responsibility for governance including providing direction, support and development to the chairman of the committees in fulfilling their role.

A finance committee to advise the full board on the financial health of the organisation and to monitor financial performance and the delivery of central services.

An audit committee, to commission internal and external audit, recommend adoption of the annual statutory accounts and to maintain an oversight of the Federation's risk management.

A standards committee, to monitor overall academic standards across the Federation and to support the Local Governing Bodies in performing this function effectively for each Academy.

In addition there will be an annual conference held in the winter term for all the Trust and Academy governors.

Membership

The Company Members of Haberdashers' Aske's Federation Trust

Up to ten Haberdasher nominee governors to give a majority on the board

Two Temple Grove Trust nominee governors

The CEO of the Trust

Up to three co-opted governors

Frequency of Meetings

The Board shall meet four times in each year. There will be three main meetings in the Christmas, Spring and Summer terms and an early meeting at the beginning of the academic year to receive a report on performance in the summer examinations and to set the budget for the coming financial year based upon the advice received from the Finance committee.

Each of the three main meetings will receive a report from the CEO, CFO and each of the committees that has held a meeting since the previous main board meeting. In addition the main meetings will include the following items:

Christmas Term: The statutory accounts for formal approval.

Spring term: An evaluation of the progress made against the priorities in the Federation development plan and recommendations for priorities to develop in the forthcoming Federation development plan.

Summer term: The finalised Federation development plan for formal approval

The Functions of the Board

To ensure that the Federation fulfils its functions to the highest standards in all respects and to fulfil the statutory role of the governing body of a multi-academy trust.

Record of Meetings

The Chairman and the Clerk to the Board shall ensure that an agreed written record is kept of each of their meetings.

Decision Making

A quorum at each meeting shall be eight including a majority of Haberdasher nominee governors. Any decision of the Full Board must be by decision of a majority of the members present.

Borough Academy Local Governing Body Committee Terms of Reference

The purpose of the Committee is to ensure the:

- performance of the school is monitored effectively and that its self-evaluation is appropriately interrogated and challenged
- school improvement cycle is correctly monitored and evaluated and to provide challenge and support to the Executive Principal, Principal and his/her leadership team.

Membership

The Committee shall consist of:

- up to four governors from the Board of the Trust (from whose number a Chairman will be appointed)
- up to four co-opted Academy governors appointed by the Board of the Trust
- one staff representative as elected
- two parent representatives as elected
- one LA nominee
- The CEO
- The Executive Principal, the Principal and those members of his/her team as are required to service the Committee will be in attendance. The Chairman of Governors may attend.
- Members of the Committee who are not governors from the Board of the Trust will be Academy Governors.

Frequency of Meetings

The Committee shall meet not less than three times in each year.

The autumn term meeting will: evaluate the results of external assessments and issues arising; receive the annual achievement self-evaluation set out in accordance with the Federation self-evaluation guidance; advise on targets for the next academic year and draft targets for the years thereafter against each of the KPIs for the school; consider the school's risk register for the coming year

The spring term meeting will: receive the annual Quality of Teaching self-evaluation; monitor progress towards targets; identify priorities for the Federation Development plan to advise the Trust board; receive a summary of the annual RAISEonline report and any consequent update to the school's achievement self-evaluation

The summer term meeting will: receive the annual self-evaluations for behaviour, leadership and management; monitor progress towards targets

The Functions of the Committee

- Advise on targets for the school
- Monitor, challenge and support the Executive Principal, the Principal and the senior leadership team in relation to academic standards quality of teaching behaviour (including safeguarding) quality of leadership and management
- Monitor numbers on roll and recruitment of students staffing
- Receive the school's management accounts at least annually
- Provide link governors for SEN and health and safety
- Maintain oversight of the school and strategic planning.

Record of Meetings

The Committee shall ensure that an agreed written record is kept of each of their meetings.

Delegated Powers

The Committee will be able to take decisions according to the scheme of delegation set by the Trust board.

Decision Making

A quorum at each meeting shall be four to include at least one governor from the Trust board. Any decision of the Committee must be by decision of a majority of the members present.

Minimising Conflicts of Interest

The Federation has a declaration of interests register for all governors. All Governors and senior staff fill out a 'declaration of interests form' annually, which has been developed in line with the guidance in the Academies Financial Handbook. These forms are used to create a 'conflicts of interests register' that is held by the Federation's Head of Finance. Governors are asked to declare any conflicts of interest at the start of every meeting they attend.

If there is a conflict of interest, this is discussed with the Chairman of the Trust Board, the CFO and the CEO of the Federation and a decision is reached on any action required.

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

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

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre- opening	Summary of relevant expertise	Available Time (hours per week)
FEDERATION TRUST BOARD					
██████████	██████	██████████████████ ██████████████████	██████████ ██████████████████ ██████████████████ ██████████████████ ██████████	██████████████████ ██████████████████ ██████████████████ ██████████	█
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BOROUGH ACADEMY LOCAL GOVERNING BODY COMMITTEE					

██████████				██████████	■
██████████				██████████	■
A link governor from the Hatcham College Local Governing Body Committee					2
Elected parent governor					N/A
Elected parent governor					N/A
Elected staff governor					N/A
Local Authority nominated governor					N/A

Skills and Knowledge

In order to ensure that the Governing Body is comprised of Governors with the breadth of expertise required to run Haberdashers' Aske's Federation Trust, the Chairman of Governors conducts an annual skills audit. If the skills audit shows gaps in required skills, new governors are recruited to fill these gaps.

The Federation has an induction day for new Governors that involves presentations from executive team members and a visit to each of the Federation's schools. There is also an annual training programme for Governors run by the Federation, including some face to face sessions run by senior leadership team members from across the Federation or external presenters and some online sessions on the online governors portal 'GEL' that the Federation subscribes to. In addition to this, the Federation subscribes to an online governor information service 'The Key Governor Support' for all its governors and governors are expected to visit one of the Federation's schools at least once every year.

F3 (b) Skills gap for board of trustees

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

Skills/experience missing	How you plan to fill the gap
We have no specific skills gaps on our current governing body	

Section F4

The process for recruitment of the Principal will be led by the executive principal of Hatcham College and the CEO of the Trust. The process will be supported by the Business team of Hatcham College. The department has experience of recruiting and co-ordinating around 40 appointments a year as well as maintaining and updating the payroll.

The Principal designate will be advertised externally in the Times Education Supplement and internally through the Federation in April 2017 for a September 2017 start so providing a lead in time of one year before the school opens in September 2018.

Applicants will be sent a pack with clear job description and person specification against which applicants will be assessed. During our shortlisting stage we will look at:

- The projects an applicant has been involved in
- Evidence of the impact they have had in raising attainment in inner-city, ethnically diverse settings
- The extent of their leadership experience
- How their initiative has been proven and the extent this has been demonstrated in leading roles
- Their commitment to providing an academically demanding curriculum in an inner city ethnically diverse setting
- Their personal record of training and development including their qualification profile

Candidates successful in meeting the criteria in the person specification will then be invited to take the Watson-Glaser standardised critical thinking test to provide insight into their intellectual “horsepower”. The interview process will provide a range of assessment opportunities testing different aspects of candidates profiles will also be designed to reveal whether a candidate has a real interest in school improvement and what action they may have taken in their current role to make it a reality. Our successful candidate will show that they possess this motivation, along with the drive to help develop our school in line with our educational vision. An additional part of our recruitment process should be visiting candidates in their schools. It is essential to see prospective Principal in their usual working environment, including the way their conduct their work and how they interact with others. The interview process will include psychometric profiling, a data and in-tray activity to test the skills of the prospective candidate.

A key element of the interview process will be to ascertain the ability of the candidate to manage growth lead innovation and direct an organic staffing structure to grow with the school. It will also be made clear that the head will be accountable for achieving targets, in each stage which underpin all school subjects and remain important factors to pupil progress.

The Executive Principal and CEO will interview the candidate along with representatives of the governing body.

It is important to note that whilst we will be undertaking a rigorous national recruitment campaign and will without doubt appoint the candidate best suited to the role, we are very confident that irrespective of the national field we attract we will be able to appoint a highly capable principal because of the very strong record we have on developing school leaders to the level of principal. In the last three years four of our vice-principals have moved on to headship, two to headships with our own schools, despite very strong competition from a national field. Currently three of our four primary heads were recruited internally over the last three years, with one new appointment this year being external.

The role of the Principal

We have significant experience in recruiting Principals to our Academies. A draft description of the role and the person specification is included below, based on those used in our recent recruitment exercises.

Job Title: Principal – Haberdashers' Aske's Borough Academy

Reporting to: Chief Executive Officer

The core purpose of the role of Principal of Haberdashers' Aske's Borough Academy is to open a new academy to serve the Borough and Bankside community in SE1. The Principal will ensure the Academy achieves the vision as set out in our statement of values, aims and ethos. In particular the Principal will lead the marketing of the new school, forge links with the local community and recruit a full complement of staff. The new Principal will play a core role in the leadership of the Federation overall, with support from the leadership team of Hatcham College in the first years that the school is open. S/he will lead the new Academy to meet its ambitious targets for performance into the future and will ensure that it becomes a genuinely excellent school

Main tasks

1 Strategic direction and development of the school

- 1.1 Provide leadership to the whole Haberdashers' Aske's Federation as part of the Federation Executive team;
- 1.2 Provide inspiring and purposeful leadership for the staff and pupils of Haberdashers' Aske's Borough Academy;
- 1.3 As part of the Federation's senior team, to work in partnership with the governing body, staff and parents to ensure the shared Haberdasher's Aske's Federation vision is realised;
- 1.4 To lead the creation of an Academy development plan that will achieve the overarching priorities of the Federation;
- 1.5 To monitor and evaluate the performance of the Academy and provide reports as agreed and required by the Federation Executive team;
- 1.6 To ensure that management, finances, organisation and administration of the school supports its vision and aims;

- 1.7 To ensure that school policies and practices take account of Federation requirements;
- 1.8 To monitor, evaluate and review the impact of policies, priorities and targets of the school in practice, and take action if necessary;
- 1.9 To ensure that all those involved in the school are committed to the aims and vision of the federation, motivated to achieve them, and involved in meeting long, medium and short term objectives and targets which secure the educational success of the Academy and the Federation.

2 Teaching and learning

- 2.1 To ensure a consistent and continual Academy-wide focus on pupils' attainment and progress;
- 2.2 To ensure that both Academy and classroom climates promote effective learning and teaching for all;
- 2.3 To place learning at the centre of strategic planning and resource management;
- 2.4 To establish creative, responsive and effective approaches to learning and teaching in every subject to meet and support the aims of the school;
- 2.5 To use data and benchmarks to monitor progress in every child's learning and to focus teaching;
- 2.6 To ensure an ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- 2.7 To demonstrate and articulate consistently high expectations and sets stretching targets for the whole school community;
- 2.8 To implement strategies which secure high standards of behaviour and attendance;
- 2.9 To ensure effective assessment procedures, including assessment for learning;
- 2.10 To monitor and evaluate the curriculum and its assessment and identifies and acts on areas for improvement;
- 2.11 To maintain a high visibility around the school and devote considerable time to interaction with pupils, staff and parents.

3 Leading and managing staff

- 3.1 To ensure that the professional duties and conditions of employment including those for the headteacher, are fulfilled;
- 3.2 To contribute to the production of the overall Federation development plan and ensure it is implemented successfully within the Academy;
- 3.3 To produce and implement clear, evidence-based development plans for the development of the Academy and its facilities based upon the overall Federation development plan;
- 3.4 To build, remodel and maintain organisational structures and systems that distribute leadership and enable the school to run efficiently and effectively on a day-to-day basis;
- 3.5 To monitor, evaluate and review the effects of Federation policies, priorities and targets in practice;
- 3.6 To use information and data from within and outside the school to inform decision making;
- 3.7 To manage the school's human resources effectively and efficiently to achieve the school's education priorities and goals;
- 3.8 To recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the Academy;

- 3.9 To manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- 3.10 To develop and enhance the school fabric and environment to better meet the needs of learners;
- 3.11 To ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and to secure value for money.

4 Accountability

- 4.1 To ensure individual staff accountability is clearly defined, understood and agreed and is subject to rigorous internal and external review and self-evaluation;
- 4.2 To develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including the Chief Executive Officer, the Federation Executive team, parents and governors.

5. Safeguarding Children & Safer Recruitment

This Federation is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment

Person Specification

Category	Criteria	Evidence
Qualifications	<ul style="list-style-type: none"> • Degree • Teaching qualification • Achieved NPQH or equivalent or willingness to undertake this qualification • A Higher qualification in education and/or management would be an advantage 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Experience in more than one school • Significant experience at senior level • Proven track record of raising educational standards Curriculum and/or pastoral experience at senior management level 	<ul style="list-style-type: none"> • Application form • Letter of application • Selection process • References
Shaping the Future	<ul style="list-style-type: none"> • An understanding of the benefits of working within a Federation and clear and demonstrable desire to work collaboratively • Capacity to recognise and build on the considerable successes of the Federation and work collaboratively to formulate a vision for further innovation and improvement • Sound knowledge of current and future educational developments • Experience of successfully leading change and inspiring others • Proven track record of change management 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

Leading Teaching & Learning	<ul style="list-style-type: none"> • Ability to lead and inspire high quality teaching and learning • Ability to inspire, demonstrate and support the highest of expectations for all • Commitment to include and make a difference for every child 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Developing Self and Working with Others	<ul style="list-style-type: none"> • Skill to set appropriate and challenging targets • Capability to make and take decisions and delegate appropriately • Commitment to the encouragement, empowerment and training of staff • Commitment to own self development 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Managing the Organisation	<ul style="list-style-type: none"> • Capacity to build on and manage high performance teams • Ability to use strong and effective management systems underpinned by clear communication • Ability to produce and implement appropriate improvement plans and policies • Commitment to the benefits of collaborative working within a hard Federation • Knowledge of financial management 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Securing Accountability	<ul style="list-style-type: none"> • Ability to delegate responsibility with accountability • Capacity to sustain the ongoing improvement of results 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Strengthening Community	<ul style="list-style-type: none"> • Ability to continue to develop the school's response to its changing community • Commitment to promoting community links and cohesion • Ability to recognise and build on the school's excellent multi-agency links 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Personal Qualities & Attributes	<ul style="list-style-type: none"> • Passionate about education • An effective communicator • Interpersonal awareness and concern for impact • Resilient and energetic • Firm and fair • Lead by example with high professional standards • Dynamic and motivational • A sense of proportion 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Safeguarding Children	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • Letter of application • Selection process • References

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

NOT APPLICABLE

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

NOT APPLICABLE

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (eg. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2017/18	2018/19
	£0.00	£0.00

Section F7 (Independent schools)

NOT APPLICABLE

Section F8 (Independent schools)

NOT APPLICABLE

Section F9 (Independent schools)

NOT APPLICABLE

Section G: Budget planning and affordability

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

This section will need to be completed by both route 1 and 2 applicants.

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

In addition you should complete the excel budget templates.

Sections G1

The financial plans indicate that the school will be financially viable from day one by leveraging on the shared service arrangements of the Haberdashers' Aske's Federation. In addition in the first few years of opening the school will be supported by Hatcham College, our outstanding all through academy situated in New Cross Gate.

The financial plans have been developed based upon:

- Income has been based on the EFA template triggers.
- The staffing has been based on detailed curriculum plans
- Heads of Department will be employed first to deliver the curriculum while the school is growing.
- An allowance of 2.5% against teachers' salaries has been included to incorporate movement on the main scale
- Administrative and overhead costs associated with the management of the school.
- In the start-up periods the senior staff will do some teaching and administrative staff will fulfil multiple roles.
- Business manager support will be given from Hatcham College in year one and the school will appoint a full time business manager from year 2.

By utilising existing service provision for administration and support from the federation central service teams and the Hatcham college staff within Haberdashers' Aske's Federation substantial benefits of economies of scale and efficiency accrue. This support and oversight reduces the need for start-up funding as full provision can be provided without the cost of staffing in full. The financial spread sheets indicate a sustainable level once capacity has been reached.

We are aware of the guide to academy value for money statements published by the Education Funding Agency and understand that value for money refers to the

educational and wider societal outcomes achieved in return for the taxpayer resources received.

We regularly review and improve our processes to ensure that we maintain a robust control environment. The Federation conducted a review of support services, including finance in June 2013. Subsequently there have been a number of finance and other personnel changes, including at management level which has given us the capacity to grow. Our auditors consider our control environment to be in the upper quartile.

We have introduced Business managers in each of the academies, who are responsible to the Academy Principal for monitoring the Academies expenditure in the year against the approved budget, in addition to the supervision of all of the non-academic staff. The Scheme of Delegation was revised to ensure tighter controls and the finance policies and procedures follow best practice.

We have a Federation wide procurement policy as part of our overall scheme of delegation and internal financial regulations. This procurement policy has significantly enhanced the robustness of the procurement process by ensuring appropriate procurement processes and controls are in place for expenditure at different levels.

We recently let a new contract for food procurement for catering leading to significantly enhanced value for money in this very large area of expenditure

The detailed assumptions upon which the plans are based include:

Pupil numbers:

- Pupil numbers will grow by 180 year on year until we reach full capacity

Staff costs

- Each year group will comprise 6 classes and require on average 8 teachers and 6 members of support to be in line with the curriculum plan.
- The staff mix will consist of teachers across the main scale.
- Members of the Senior Leadership Team will have at least 33% of their time allocated to the curriculum plan.
- Administrative staff will multi task and will be supported by the central Federation staff and the administration team in Hatcham College In line with current legislation and published increases staff pensions are included at 16.4% for teachers from 2015 and 17.9% for support staff the rate for Lewisham LGPS chargeable to the Federation.

Overhead costs are based on comparable costs for the Federation.

- Catering has been outsourced and benefits from economies of scale.
- ICT, electricity, gas, water and rates costs are assumed at the EFA benchmark rates.
- There will be educational trips costed at a rate of approximately £20 per pupil.
- The majority of overhead accounts will grow proportionately to the growth of student numbers

- Pupils will receive instrumental music lessons to the extent possible within the budgets allocated with children eligible for pupil premium funding prioritised for this additional support.
- Premises & Grounds maintenance expenditure is costed at EFA recommended rates from 2015/16 and we are building up reserves of approximately 2% per annum to create a sinking fund.
- Shared service provision will be provided by Haberdashers' Aske's Federation who provide a full finance service and strategic leadership and challenge functions. Professional oversight and compliance will be provided for HR, data, admissions and statutory reporting comprising internal & external audit and catering oversight.

In addition to targeting a 2% reserve an allowance has been included for contingencies within the budget for the new school. Areas for reduction are explored in second financial plan.

Section G2

The school is viable from its first year taking the post opening grant. It is viable from year four without the need for the post opening grant. In line with the Federation reserve policy the school will be expected to achieve a target surplus of at least 2% to provide for unforeseen expenses, manage risk and contribute towards a sinking fund for its future use.

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Senior Leadership team	We will delay the appointment of the Vice Principals in the first three years and rely on additional support from the senior leadership team at Hatcham College.	2018 to 2025	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>
Staff cost - Teachers	We will reduce our teaching staff each year. This will be achieved by amending the curriculum plan and running 4 pupil groups	2018 to 2025	<div></div> <div></div> <div></div>

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
			██████████ ██████████ ██████████ ██████████ ██████████
Pupil Support staff	We will reduce the number of pupil support staff as the school increases. We will target the reductions in such a way to ensure that it will not impact on the stated hours required by the pupils. We will employ multi-functional classroom technicians for Art and Design technology.	2018 to 2025	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Administrative Staff	We will reduce the number of administrative staff in the school, employing multi-functional staff supporting reception, HR and general admin led by the Principal's EA. We will delete the Senior Admin officer role until the school is full. We will save an average of £50k a year.	2018 to 2025	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Educational	Spending here will reduce in line with the reduction in pupil	2018 to 2025	██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Resources	numbers in line with the EFA benchmark in the first five years. We will reduce the individual music lessons to the non FSM children to the amount we can afford, similarly we will reduce our spend on trips. If the school is still not full after year 5, in 2021 it will be necessary to reduce the amount spent per pupil by about 15%		██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Catering	Currently our catering service is outsourced and our contract is based on pupil numbers so this charge will reduce in line with the reduction in pupil numbers	2018 to 2025	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
Federation Central service recharge	The central service recharge will be reduced to reflect the reduction in the pupil numbers.	2018 to 2025	██████████ ██████████ ██████████ ██████████ ██████████ ██████████

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
			██████████
Premises	It will not be possible to completely reduce the cost of maintaining or heating the premises in line with the pupil numbers but costs will be kept to a minimum by mothballing any space which is not required.	2018 to 2025	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████
TOTAL			██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████

We have assumed that the reduction in income is a result of a reduction in the number of pupils. A significant number of our costs related to pupil numbers have also reduced in line with that assumption. It has not been possible; however, to reduce all costs in line with pupil numbers, we have maintained a significant number of front line teaching staff in order to deliver the curriculum. Where possible we have reduced the number of support staff in order to deliver a balanced

budget. Regrettably we have had to reduce some of the discretionary spend, on enrichment activity to balance the budget. We are confident that we would still be able to deliver the balanced curriculum that our pupils would require.

Section H: Premises

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

This section will need to be completed by both route 1 and 2 applicants.

Please complete the excel application form.

Annexes

In this section you should provide CVs of key individuals, any letters of support and maps. The annex is excluded from the page limit but should be submitted as part of your application, ie as one word document.

This section will need to be completed by both route 1 and 2 applicants.



Department
for Education

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