



Department
for Education

Free school application form

Special schools

Published: July 2016

Insert the name of your free school(s) below using BLOCK CAPITALS

MAAZ FREE SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Section H asks for information about premises, and 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. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

The Word template should be between 50 and 100 pages long (depending on which type of group you are); 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. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	x	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	x	<input type="checkbox"/>
Section H: Premises	x	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	x	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	x	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	x	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	x	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. 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 who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	x	<input type="checkbox"/>

Declaration

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

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

- the requirements outlined in the [how to apply to set up a free school 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
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: [REDACTED] (please delete as appropriate)

Print name:

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The Auriga Academy Trust, formed by Clarendon and Strathmore special schools, is founded on the vision that through working together we can provide fantastic learning experiences for children in our communities, now and in the future.

We are proposing two new free schools, [REDACTED] and Maaz Free School, named after stars in the Auriga constellation. [REDACTED] and Maaz will be closely linked to and modelled on our existing provision at Strathmore and Clarendon respectively. United under Auriga, for each pair of schools the ethos, school schedules and curricula will be closely aligned, but bespoke to the different needs of the learners in each school. Our staff will collaborate to share learning, expertise, and skills so that we can provide the most effective support and relevant and exciting opportunities for our pupils and communities.

Our vision for the Maaz Free School

About the school

The Maaz Free School will be for children aged four to 19 with an Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs, as a result of speech, language and communication or social, emotional and mental health issues, including autism. When full, the school will have 28 pupils at the primary level, 35 at the secondary level and nine pupils aged between 16-19.

Our pupils will have learning difficulties in the lower average range and have average to lower average cognitive abilities. They struggle to engage in learning and social interaction due to their needs. Our vision is that by the time the pupils leave the Maaz Free School, they will have developed their communication, self-confidence and social skills and be successfully engaged in learning. Pupils will leave Maaz having achieved five GCSEs including English and maths, BTECs, vocational apprenticeships or Level 2 qualifications. We will set two key targets for the school:

- 75% of pupils to achieve five GCSEs including English and maths or a BTEC qualification.
- 75% of pupils to achieve upper quartile performance compared to similar pupil

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cohorts at good or outstanding schools.

The Maaz curriculum is based on the curriculum at Clarendon. The higher cognitive ability in the Maaz cohort compared to their Clarendon peers will demand that we deliver the curriculum in greater depth. Our pupils will be able to access the full National Curriculum through bespoke lessons that are delivered in a way to connect and fully engage with every learner. We will also offer a comprehensive enrichment programme, encouraging and supporting our pupils to develop their skills and interests even further. Further details about the curriculum and the school day are set out in section D1.

Pupils at Maaz will need additional support to develop their communication and social skills. To effectively meet their needs, therapy that will help develop their skills and overcome barriers to learning will be delivered in the classroom, as part of their everyday experience. We will have a speech and language therapist in every class and all classroom staff will deliver occupational therapy, with training and oversight by an occupational therapist employed by the school.

Inclusion with local mainstream provision is crucial to our vision for Maaz. We want to enable Maaz pupils and their peers in mainstream provision to learn and develop together. We want Maaz pupils to be able to access all the opportunities and resources that the community has to offer, and we want to share our resources and expertise so that all local learners have brilliant and successful school experiences.

To achieve our vision for inclusion, we propose that Maaz be located on two sites so that we can co-locate our primary and secondary provision with mainstream partners. Since the inception of our proposals, two such sites have been identified by Richmond Council subject to Education Funding Agency (EFA) agreement. The primary element of Maaz Free School would be located in [REDACTED]

[REDACTED] The secondary element of the school would be located on the [REDACTED]

[REDACTED] It would be a new purpose built facility and would be co-located with the secondary element of Clarendon, the Richmond upon Thames School and Richmond upon Thames College. All the schools would have separate main entrances but would share facilities, some specialist teaching spaces and some playspace.

Although we propose that the primary and secondary elements will be across two sites, Maaz Free School will be an all-through school with both sites led by a single Head of School and sharing the Maaz identity and administration. The single admissions process and staff body will enable a seamless transition for learners between the primary and secondary elements of the school. The all-through model will enable pupils in the primary element to work with older pupils in the secondary element and allow for mixed age classes across the primary and secondary elements. An all-through school also helps to reduce the number of transitions to a minimum for pupils who may already have had difficult experiences in a previous school or who may not react well to change due to their specific needs.

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The school will be led by the [REDACTED] and Maaz and will be managed by the Head of School. The governance of Maaz, Clarendon, and other provision under the leadership of the [REDACTED] Clarendon and Maaz, is set out in a diagram in Appendix 1. In the short term, the school will be overseen by Clarendon's Local Governing Body (LGB) but as the school grows, a separate LGB for the school will be established. This will allow Maaz and Clarendon to work together as the school grows, sharing expertise and opportunities to best meet the needs of all pupils.

All teaching staff will have training in TEACCH, a pedagogical approach for young people on the autistic spectrum, which is also useful for all young people with learning difficulties. Rooms will be neutrally painted and provide a low arousal environment. All staff will also be Team Teach trained which means that all staff are trained in de-escalation and, when necessary, safe and dignified physical intervention. The Principal Designate (Head of School) for the new school is an advanced Team Teach tutor and will be able to support staff at the new school as required.

About the Auriga Academy Trust

The Trust brings together the knowledge, experience and expertise of Clarendon and Strathmore schools.

Clarendon, which Ofsted rated as Outstanding in all areas in 2014, is a community special school for 135 pupils aged four to 16 with moderate learning difficulties, many of whom have additional complex needs, including autism. The school manages an offsite centre: Gateway, which is for pupils aged 11-16 co-located with [REDACTED]. We also manage the Peripatetic Learning Support Assistant (PLSA) team who support young people with disabilities in mainstream schools across the Local Authority. Due to growing demand for places, which is set out in further detail in below, the school is preparing for expansion and redevelopment on two sites, [REDACTED]

Strathmore, which Ofsted rated as Good in 2014, with an Outstanding rating for pupil safety and behaviour, is a community special school for 73 learners with complex learning difficulties. Many pupils have an additional diagnosis of Autistic Spectrum Disorders (ASD) or have additional physical and sensory disabilities. Strathmore pupils come from all parts of Richmond Borough, and from neighbouring local authority areas. The school works closely with colleagues in Health and Children's Social Care to ensure that pupils receive all the support and challenge they need to achieve. Like Clarendon, Strathmore is expanding and the school is being redeveloped over three sites, [REDACTED]

Both Strathmore and Clarendon schools believe that by collaborating as the Auriga Academy Trust, we can achieve even more for our pupils. We will:

- build on our expertise and experience to become a recognised national leader in

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special needs education;

- give staff the opportunity to gain and share knowledge, to encourage and inspire each other and others in our wider community;
- address the future demand for specialist provision now;
- be in a better position to commission therapy services and engage extra support to ensure that it is as targeted and as responsive as possible; and
- create economies of scale by sharing core administrative functions and by negotiating bought in services for our schools which will enable greater investment where it matters, in the classroom.

A summary of the Trust's current and planned provision is set out in Table 1 below. Our proposals for Maaz and █████ will extend the range of pupil needs that the Trust can support. Maaz will work with the lowest level of need; Clarendon with moderate needs; Strathmore with severe and profound needs; and █████ with the most complex and severe needs. Our schools will work with learners across the autism spectrum, but we do not intend that they will be autism exclusive.

Table 1: The Auriga Academy Trust Constellation

		School			
		Maaz when at capacity	Clarendon from 2017	Strathmore from 2017	█████ when at capacity
Specialisms		<ul style="list-style-type: none"> • Autism • Speech, language and communication • Social, emotional and mental health 	<ul style="list-style-type: none"> • Autism • Moderate learning difficulties 	<ul style="list-style-type: none"> • Autism • Severe learning difficulties • Profound and multiple learning difficulties 	<ul style="list-style-type: none"> • Autism • Sensory processing difficulties • Complex behaviours associated with severe learning difficulties
Cohort size	Primary	28	50	27	26
	Secondary	35	110	49	52
	16-19	9 (2/3 of students leave to college)	12	20	22
	Total	72	172	96	100
Attainment and	Curriculum	National Curriculum + 1+ Level below mainstream	National Curriculum + 1+ Key Stage below mainstream	National Curriculum bespoke delivery	National Curriculum bespoke delivery

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	Primary	<ul style="list-style-type: none"> • Y3: L1 • Y6: National Curriculum Level 3 to 4c 	<ul style="list-style-type: none"> • Y3: P5 to P8 • Y6: P7 to L2 in English and Maths 	<ul style="list-style-type: none"> • R: P2+ • Y6: P5 to L2 	<ul style="list-style-type: none"> • Y3: P2+
	Secondary	<ul style="list-style-type: none"> • 5+ GCSEs incl. English and maths, BTECs 	<ul style="list-style-type: none"> • GCSEs in practical / arts based subjects and PE (realistically C to E) • Entry Level Diplomas and Certificates 	<ul style="list-style-type: none"> • Entry Level Foundation Learning Diplomas with external accreditation • Not able to learn independ'tly • Access the community under supervision • Access specialist college courses with support 	<ul style="list-style-type: none"> • Below Entry Level • Only able to access the community for short periods of time with close adult support • Move to specialist post school provision
	16-19	<ul style="list-style-type: none"> • Vocational apprenticeships • Level 2 qualifications, GCSEs 	<ul style="list-style-type: none"> • College courses and apprentices'ps 		
Opening		2017/18	Open	Open	2019/20

After opening the Maaz and [REDACTED] schools, Auriga's key focus will be to consolidate our provision. Our priority will be to establish the two new schools and ensure all schools in our constellation are outstanding. We will also strive to establish our capacity as a invaluable resource and centre of excellence for special educational needs teaching and learning, and therapies, in our local communities. There are currently no plans to expand the Trust further at this point.

Rationale for the new free school

Our proposal to open Maaz Free School is driven by number of factors:

- Moral purpose
- Current pressure on local places
- Forecast future pressure on local places
- Increasing local choices
- Raising standards locally
- Parents want our schools.

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Moral purpose

The combination of learning difficulties and cognitive ability of children in our proposed cohort at Maaz will mean that both existing mainstream provision and local special schools struggle to fully meet their needs. Without the right support and opportunities, there is a significant risk that these young people will not develop the skills and confidence they need to engage in learning, realise their potential or flourish socially.

It is our moral obligation to make sure the community can provide for all its learners. We want all children and young people to have an educational experience that inspires them, unlocks their talents and provides a solid foundation for a life of more learning and achievement.

We know that by augmenting our successful Clarendon model with intensive, therapy support that is integrated into our pupils' everyday experience, we can support the Maaz cohort to develop their communication and social skills, and their confidence to achieve highly. At Maaz learners will be supported and challenged to achieve the qualifications that their potential promises, but that would without us be unobtainable for many.

We believe the Maaz cohort and their peers in mainstream provision should learn and develop together. By establishing Maaz and investing in inclusion with local mainstream provision, we will enable more local young people to access all the opportunities and resources that the community has to offer. We will be a centre of excellence, sharing and improving local specialist support and resources so that all local learners have a brilliant and successful school experience, growing up and building the future community together.

Current pressure on local places

There is a current significant shortage of local school places for children with Statements or EHCPs in Richmond and Kingston. Only 57% of children in Kingston and Richmond with SEND are currently educated locally, with the remaining 43% attending special schools outside the two boroughs (Source: DfE Statements of SEN and EHC Plans: England 2016 and Kingston and Richmond School Census data).

Apart from a relatively small number of cases where highly specialised provision is needed, the reason a child or young person attends a special school outside the borough is because of an excess in demand over supply of places in local maintained schools. This is despite the significant recent expansions at Clarendon and other local maintained special schools. For many, the only way to access appropriate provision is to travel further. For example, we have some current pupils who have to travel for an hour and a half each way to attend suitable schools. We don't think this is fair for local children, or their families.

Maaz will enable more local children to be educated within their and our community, thereby cutting down on travelling time and helping them to build and maintain their local friendships and networks. This will also enable pupils to easily access other local support services they may require.

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There is also significant demand for places at our schools from our neighbouring boroughs, demonstrating a real need for our model and quality of provision in our wider area. Currently, 28.7% of pupils at Clarendon are resident in a local authority other than Richmond and Kingston (Source: Richmond Council). Although our priority will be to fill places locally, expanding our provision by establishing the Maaz School will enable us to continue to provide places for pupils from neighbouring boroughs who would be well served by our schools if required.

Future pressure on local places

The pressure on local places for children with SEND is set to increase even further in the immediate future as children and young people with SEND in our area are becoming a larger proportion of the total school age population. Between 2012 to 2016, the demand for total school places has grown by 6.5% in Kingston and 20.5% in Richmond. During the same period, the number of children with Statements or EHCPs has risen by 32.55% in Kingston and 34.76% in Richmond (Sources: Kingston Council and Richmond Council School Census data; and DfE Statements of SEN and EHC Plans: England, 2016). Local schools, both special and mainstream provision, currently do not have the capacity to cope with this rate of growth.

Our principal commissioners, the London Borough of Richmond upon Thames and the Royal Borough of Kingston upon Thames, along with Achieving for Children who deliver children's services on behalf of the two councils, welcome the proposed Maaz Free School as a highly significant and important contribution to meeting real local need from the outset. This is demonstrated in the letters of support from the [REDACTED]

[REDACTED] which can be found in Appendix 2. In addition, Achieving for Children have committed to commissioning 21 places in year one and 42 places in year two of Maaz Free School and agreed the top-up fees as set out in the commissioning letter from the Associate Director for SEND at Achieving for Children which can be found in Appendix 3. This is further detailed in E1.

[REDACTED] has also confirmed to [REDACTED] that he is content, in principle, for the Trust to grow in the next three academic years through the establishment of [REDACTED] and Maaz. The email confirmation is included in Appendix 4.

Increasing local choices

Linking closely with Clarendon School, the Maaz Free School will extend the range of needs that we are able to provide for, working with children and young people with learning difficulties in the lower to average range. Some learners who would be eligible for a place at Maaz may currently be attending mainstream schools but are not making the progress they could with the specialist support that we can offer. Maaz will provide another option for local children.

Raising standards locally

The Auriga Academy Trust is firmly rooted in our local communities. We want to grow as a valuable resource for our wider community, sharing expertise and supporting

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others to develop better provision. [REDACTED] of Clarendon and Maaz, [REDACTED] is set to oversee the SEN provision at the new The Richmond upon Thames School, a mainstream school outside of the Auriga Academy Trust, which will be co-located on a Clarendon site. We are keen to build on our current work in this regard.

We know from our experiences at Strathmore and Clarendon Schools that the local therapies offer for children and young people with SEND does not function as effectively as it could. We have struggled to manage high staff turn-over and inconsistency in quality of provision. Effective therapy provision is crucial to enabling pupils to successfully engage in learning and to develop the personal skills they will need throughout their lives. Without effective therapy provision, we cannot give our learners the support they need to succeed. We are exploring how we can marshal the resources and freedoms of our new multi-academy trust (MAT) status, along with the scale we will build through Maaz and [REDACTED] Free Schools to develop an outstanding therapies offer for all the schools in the Auriga family. For example, it has recently been agreed with Achieving for Children and Richmond Council that the Auriga Academy Trust will take on responsibility for delivering occupational therapy across the four schools in the next calendar year and will directly employ occupational therapists. Looking forward, there is potential for this model to be replicated in relation to other therapies.

This demonstrates our commitment to putting therapies at the heart of our new organisation, making sure we find the right mechanism to recruit and retain excellent therapists whose support really make a difference to our pupils' ability to learn, and to their quality of life. Local families have challenged us to become a centre of excellence for therapies; we share this ambition to be a valuable resource for our wider community, and further afield, helping to drive improvements in therapy provision for as many children and young people as possible.

Parents want our school

We have been grateful for the early support and initial input of local families and SEND campaigners to the design of our proposal for Maaz Free School.

We have carried out a range of consultation and engagement in partnership with local parent representative group SEND Family Voices, both face to face and through online surveys which has demonstrated a strong demand amongst local parents and families for the proposed new schools.

Our consultation has confirmed our belief that there will be significant parental support for the proposals. Parents' feedback has demonstrated a specific demand for a school for Maaz's proposed cohort. This is demonstrated by the letter of support from SEND Family Voices. Further details of the level of demand from parents, and of the consultation and engagement we have carried out, can be found in section E1.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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 2018, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024
Reception		3	3	3	3	3	3	3	3
Year 1		3	3	3	3	3	3	3	3
Year 2		4	3	3	3	3	3	3	3
Year 3		4	4	4	4	4	4	4	4
Year 4		0	4	4	4	4	4	4	4
Year 5		0	4	4	4	4	4	4	4
Year 6		0	7	7	7	7	7	7	7
Year 7		7	7	7	7	7	7	7	7
Year 8		0	7	7	7	7	7	7	7
Year 9		0	0	7	7	7	7	7	7
Year 10		0	0	0	7	7	7	7	7
Year 11		0	0	0	0	7	7	7	7
Year 12		0	0	0	0	0	3	3	3
Year 13		0	0	0	0	0	0	3	3
Year 14		0	0	0	0	0	0	0	3

Totals		21	42	49	56	63	66	69	72
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Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5 lessons of 45 minutes each	Mandatory	
Maths	5 lessons of 45 minutes each	Mandatory	
Physical Education	3 lessons of 45 minutes each	Mandatory	
Science	2 lessons of 45 minutes each	Mandatory	
Art	2 lessons of 45 minutes each	Mandatory	
Design and Technology	2 lessons of 45	Mandatory	

	minutes each		
Computing	2 lessons of 45 minutes each	Mandatory	
Humanities	2 lessons of 45 minutes each	Mandatory	
Religious Education	1 lesson of 45 minutes each	Mandatory	
Personal, Social, Health, Citizenship and Economics	1 lesson of 45 minutes each	Mandatory	
Drama	1 lesson of 45 minutes each	Mandatory	
Music	1 lesson of 45 minutes each	Mandatory	
Circle Time	1 lesson of 45 minutes each	Mandatory	This is not statutory but will be mandatory in the new free school. The purpose of Circle Time is to develop the spoken word and language, and social interaction of the pupils, in a structured way.
Enrichment	2 lessons of 45 minutes each	Mandatory	This is not statutory but will be mandatory in the new free school. Pupils will be given choice as to what enrichment activity they would like to undertake. Where appropriate, staff will encourage and challenge pupils to try new activities where they may be reluctant at first.
Therapy	In all	Mandatory	There will be a speech and language therapist in each class

	lessons		and all classroom staff will be trained in occupational therapy by the occupational therapist who will be employed by the school. Additional therapy provision will be provided as part of lessons with pupils' being withdrawn only where it is unavoidable.
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All applicants will need to complete this section you will give us different information depending on which type of group you are.

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

The Auriga Academy Trust believe that our pupils will learn best, make the most progress and achieve the highest standards in schools that are nurturing, encouraging and supportive. Our highly specialised provision will be shaped around our learners to give them the best possible school experience, it will be a place of learning for everyone.

Maaz Free School will create an all-inclusive, creative learning environment to optimise the opportunities for each and every child to achieve their potential. Our focus will firmly be on child-led learning, rather than adult-led learning.

Maaz Free School will be a lively, friendly and caring community, where innovative teaching will be underpinned by strong, shared values and pastoral care. The school will work in partnership to ensure the very best for every pupil. Maaz will be a centre of excellence where all pupils are supported and challenged to:

- Achieve their full potential in their academic, social, creative, personal, physical and moral development.
- Grow in confidence and become as independent as possible.
- Make a positive contribution to the school and the wider community, in which they are valued as individuals.

The philosophy of the new school will be to enable pupils to flourish and achieve their full potential when they are taught:

- In a nurturing, safe and engaging environment.
- With consistently excellent, engaging and progressive teaching and learning opportunities for all.
- A broad and innovative curriculum which enriches the experience of our pupils.
- And provided with opportunities for life-long learning, growing independence and to be valued members of society.

Our team of experienced and specialist staff will provide each learner with a broad and innovative curriculum, with opportunities to develop a love of learning and support to

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

develop independence and become valued members of society. All teaching staff will have training in TEACCH and will be Team Teach trained.

We will ensure and encourage independence for all learners. The more able and independent will relish the challenges as well as be aware that support is available when they run into difficulty. The less able and less independent will make better progress and gain in confidence with the active assistance of the staff. Staff will know pupils really well and will know when they are resilient enough to be challenged and when they need to be on hand to provide additional support. Staff will be trained and skilled in preventing a dependency culture. All staff, including teaching assistants, will be supported to feel confident in stepping back and, if necessary, allowing uncomfortable silences, and acting as a prompt for pupils, rather than leading them.

The Curriculum

The Maaz curriculum is based on the curriculum at Clarendon. The higher cognitive ability in the Maaz cohort compared to their Clarendon peers will demand that we deliver the curriculum in greater depth. In line with Clarendon, Maaz will:

- pride ourselves on our experienced and specialist staff including teaching, care and health staff and on the fact that we will offer a full and broad range of curriculum subjects and other out of school hours experiences in a caring and supportive environment;
- recognise the importance that parents and carers rightly place on the need for their child to develop, grow in confidence and skills so that they are fully prepared for adult life and are as independent and successful as possible;
- strive for their overall improvement and achievement in academic studies and also in the wider and vocational curriculum particularly sport and the performing and creative arts; and
- always regard each student as an individual with their own specific strengths, qualities and needs and we will endeavour to ensure that all are given opportunities and support to achieve their full potential.

To ensure the specific needs of our pupils will be met we will be calling on the expertise of existing staff across Clarendon to support staff at Maaz. For example:

- One of Clarendon's senior staff is a dyslexia specialist, and will be able to provide any additional support in this area, and can also assess pupils for examination access arrangements as required.
- Another member of staff is a Makaton trainer, and all staff will also have regular training in Makaton to help reinforce verbal communication.
- Any pupils with specific sensory issues would be supported by the Achieving for Children's sensory impairment team.

As at Clarendon, Maaz will offer the full breadth of the National Curriculum. The communication and social needs of the Maaz cohort will require both smaller class sizes (seven at Maaz, 12 at Clarendon) and a greater level of therapy provision.

Effective therapy provision is crucial to enabling pupils to successfully engage in

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

learning and to develop the personal skills they will need throughout their lives. The majority of therapies will be delivered in the classroom as part of the curriculum. A speech and language therapist in each class and all classroom staff will be trained by the occupational therapist employed by the school to deliver occupational therapy in lessons. Physiotherapy will be offered as required but the cohort are unlikely to have a high need for this type of therapy. Other additional therapies will be offered to pupils, on a referral basis, such as art, music, drama, family and psychotherapy. An Additional Needs Coordinator will be identified from the senior teaching staff to take the lead on therapies and will ensure no duplication and that caseloads are managed effectively.

Enrichment and the broader curriculum

The National Curriculum this will not make up the entirety of the curriculum. This will allow the school to provide a balanced and appropriately challenging education for all pupils. We will also offer a range of tailored courses and activities personalised around the interests of pupils and their strengths, aiming to provide them with life skills and opportunities for adult life. This will take place as part of the curriculum but also as part of the enrichment and out of school activities. This will again, reflect the approach taken by Clarendon. For example, in recent years at Clarendon, pupils were offered targeted construction and bike maintenance courses and all Year 11 pupils go to college on Fridays.

This approach has been recognised and praised in the School Improvement Partner report to Clarendon Governors in the summer term of 2016:

“The curriculum is rich and balanced and carefully matched to the differing needs types as well as delivered in a highly personalised way matched to pupils’ interests. Enormous care is taken to ensure pupils are engaged and motivated to learn.”

Similarly, the Ofsted inspection in June 2014 noted that:

“All pupils follow pathways appropriate to their learning needs. Year 11 pupils are able to achieve accreditation in a range of academic subjects including English, mathematics, PE, information and communication technology (ICT), science, design and technology and the creative arts. In addition, pupils can gain work-related qualifications in bicycle maintenance, catering, construction, horticulture and life skills.”

In addition, learners at Maaz will access an enrichment programme to provide them with opportunities to develop their social interaction and skills for independent living. We envisage that activities will be similar to those offered at Clarendon, for example, swimming, horse-riding, climbing, sports coaching, board games and cooking. Horticulture will also be on offer in the new free school. Given that the pupil cohort at Maaz will be more cognitively able and have a lower level of need to those at Clarendon, additional enrichment activities will also be on offer, such as the Duke of Edinburgh’s award.

Pupils will have regular opportunities to plan and cook meals, both as part of the taught life skills curriculum and through clubs. A new life skills curriculum is currently being

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

developed at Clarendon. This is being designed in such a way that it can be adopted, then adapted by different provisions to meet the needs of the pupil cohort. This will be adapted so that it is bespoke for the pupils at Maaz School.

After school activities will be offered every afternoon from 3.30pm until 4.45pm. These will include additional physical activities (for example, team games, trampolining, and kayaking), opportunities to further develop independence (nail and beauty club, cooking and growing fruit and vegetables) and others to further develop the arts (art, drama, yoga and musical theatre). There will be no expectation for pupils to participate but they will be encouraged to do so and will be given the opportunity to access clubs for all ages and abilities where possible.

Performing arts are a strength of Clarendon and are considered of particular importance for pupils with speech, language and communication disorders. The experience of staff at Clarendon shows that opportunities to perform can help to develop self-confidence and self-esteem and that pupils regularly remember school performances as a key element of their school career. The pupils at Maaz will all be able to share in the Clarendon offer and will have access to yoga, drama and music weekly, and can do accredited courses in these subjects. At Clarendon we do a main school production or a talent show in alternate years. On opening, Maaz pupils will be encouraged to join in with this, though as the school grows they will then have sufficient pupils to do independent productions, using the secondary school auditorium.

The intention is for sensory rooms to be provided at both the primary and secondary element of Maaz. The sensory rooms will be used as a teaching facility, rather than for pupils in crisis. These will be accessible to the co-located mainstream schools. In addition, the pupils at the new school will have regular timetabled access to specialist sensory rooms as required, either within Clarendon or at the Gateway Centre (also managed by Clarendon). A member of staff at Maaz will be given responsibility for overseeing the sensory provision and will be expected to develop a plan to manage this.

Providing pastoral care will also be central to the life and work of the school. We aim to deliver our broad and innovative curriculum in a way that will promote the moral, cultural, mental and physical development of the children, in order to prepare them for the opportunities, responsibilities and experiences they are likely to face in the wider world. This reflects the approach taken by Clarendon, which was highly praised in the last inspection, and has been praised by parents:

“This school has been the best possible provision for my daughter. They particularly value the attention given to the pupils’ pastoral care and well being”
Ofsted 2014, parent quote.

The school day

Up to and including Year 8, the curriculum will largely be delivered on a primary model with most subjects taught by the class teacher. This model is commonly used in mainstream schools up until Year 7 but has been extended to Year 8 at Clarendon and will be replicated at Maaz. This is because our learners struggle with social skills and the additional year together in single class group provides vital extra time for them to develop the skills they need to flourish in a model where they move from class to class.

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

Of the 30 lessons weekly, the following subjects will be taught: English, Maths, Physical Education, Science, Art, Design and Technology, Computing, Humanities, Religious Education, PSHCE, Drama, Music, Circle Time with sessions built in for enrichment.

From Year 9, pupils will start their GCSE courses in some subjects and will therefore have some curriculum choices. For pupils able to access a modern foreign language, they will have one lesson each week of French rather than Circle Time. In Year 11, we envisage that the majority of pupils will access a college link course all day on Fridays. Year 11 pupils will therefore have one fewer lesson in English and Maths, no enrichment activities in the school day and will choose between the Humanities and Drama/Music (a total of 24 lessons each week plus college link course).

Maaz will have a similar day to that at Clarendon, since this would give efficiencies with school transport for those pupils that need it and also for after school clubs and activities for both sets of pupils.

The school day will start at 8.50am and finish at 3.15pm. The intention is to have a daily act of collective worship in school, with pupils choosing not to join in, as long as they are respectful of those that do.

The following timetable would be followed:

Table 2: Maaz timetable

Time	Activity
8.50am to 9.15am	Tutor time, registration and assembly
9.15am to 10am	Period 1
10am to 10.45am	Period 2
10.45am to 11am	Morning break
11am to 11.45am	Period 3
11.45am to 12.30pm	Period 4
12.30pm to 1.30pm	Lunch
1.30pm to 2.15pm	Period 5
2.15pm to 3pm	Period 6
3pm to 3.15pm	Afternoon registration and tutor time

This gives 30 lessons of 45 minutes each week (22.5 hours) plus more than three hours each week of tutor time, when pupils will be heard to read and go through their personal targets with staff. There will be a speech and language therapist in every class, with other classroom staff and therapists carrying out therapy within the classroom setting as far as is possible.

Pupils with a particular strength in subjects not offered at Maaz will have the

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

opportunity to join with mainstream peers or to have small group specialist teaching when appropriate. At Clarendon, for example, whilst the majority of pupils do not complete a qualification in French, three pupils who speak French at home are completing an accredited course in this subject. This will be the same at the new school. Our preferred primary site is adjacent to a mainstream primary school while our preferred secondary site is adjacent to mainstream secondary school. We have been exploring with senior management at the school about the potential for inclusion opportunities and these are currently going through formal ratification processes. We envisage that this could mean shared play times and lunchtimes and sharing of facilities, and could potentially lead to sharing specialist teachers across both provisions.

Class Groups

In the primary department there will be four classes of seven pupils. The classes will be chronologically grouped with some mixed ages classes. The classes at Maaz will be smaller than those at Clarendon at both the primary and secondary level. This is due to the social communication difficulties of the pupils as they may be unable to cope in larger settings. The intention will be to help the pupils to develop the skills to be comfortable in larger groups.

Table 3: Maaz primary class groups

Class	Year groups
Class 1	Reception, Year 1 and Year 2
Class 2	Year 3 and Year 4
Class 3	Year 4 and Year 5
Class 4	Year 5 and Year 6

In the secondary part of the school pupils will be in five year groups classes of seven pupils, with a further class of up to nine pupils post 16:

Table 4: Maaz secondary class groups

Class	Year groups
Class 5	Year 7
Class 6	Year 8
Class 7	Year 9
Class 8	Year 10
Class 9	Year 11
Class 10	Year 12 x 3, Year 13 x 3 and Year 14 x 3

Employability and destinations

Throughout the school, but particularly in the secondary element, there will be a strong focus on employability and destinations, which will build on the excellent practice at Clarendon that was highlighted in the Ofsted inspection in June 2014:

“The interesting range of subjects enables all year 11 pupils to leave with relevant qualifications that prepare them well for the world of work, training and

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

further education.”

As at Clarendon, the majority of Maaz learners will be likely to access link courses at Richmond Upon Thames College, who have a strong existing relationship with the Auriga Academy Trust. Of the two current Year 11 classes at Clarendon, 20 pupils are attending courses at Richmond upon Thames College and just four are attending courses elsewhere. The Maaz Free School will develop a Service Level Agreement with Richmond upon Thames College, as is the case currently at Clarendon, to develop bespoke courses that meet the needs of the pupils. The link courses developed between Richmond upon Thames College and Maaz will be designed to reflect the higher cognitive abilities of the learners at Maaz compared to their peers at Clarendon. The Chief Executive Officer and Principal of the Richmond upon Thames College, Robin Ghurbhurun, has written a letter of support for the Auriga Academy Trust in which he writes:

“I believe that if these two free school applications were to be approved there would be a fantastic opportunity to build upon the post-16 transition work which already happens with Clarendon and Strathmore to enable even more young people with learning difficulties and disabilities to develop further skills needed to live independent, happy and fulfilled lives.”

Should pupils at Maaz identify other link courses that they would be interested in attending at other colleges, the school will work with the pupil and their parents to enable this. For example, Clarendon pupils have previously accessed courses at Brooklands College, Kingston College and West Thames College.

Given the potential future employment opportunities available to the pupils which, based on experience, are likely to include roles in childcare, catering or maintenance, there will be focus on achieving employment through practical activities. For example, former pupils from Clarendon have found employment in local bike shops following participation in the cycle scheme that is on offer. Clarendon also offer limited paid opportunities for former pupils which can be added to CVs and enable us to provide a reference to support their future applications.

Given that some of the pupils at Maaz Free School will have slightly higher cognitive ability than those at Clarendon, there may also be employment opportunities in administrative roles. Furthermore, there will be some pupils who may have a level of ability that enables them to aim for college or university. These pupils, and their families, will be supported by the school to enable them to achieve their further education goals.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete the table below but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Pupils at Maaz Free School will have learning difficulties in the lower average range and have average or lower average cognitive abilities. They will struggle to engage in learning and social interaction due to their needs.

Our vision is that by the time the pupils leave Maaz Free School, they will have developed their communication, self-confidence and social skills and will have achieved five GCSEs including English and maths, BTECs, vocational apprenticeships or Level 2 qualifications.

Principles

Maaz Free School will base the measurement of pupil performance and the setting of challenging targets on the existing Clarendon School Assessment Policy, which was formulated through consultation with all staff, parents and Governors. As at Clarendon, both Classroom Monitor and SLEUTH will be used. Classroom Monitor will provide more and better information to enable teachers to effectively track progress, monitor achievement, set targets or target specific interventions in order to raise standards. SLEUTH, an online behavioural reporting tool, will enable negative behaviours to be collated, analysed and reported on, and for targeted interventions to be provided.

The Clarendon approach is being replicated as it demonstrates excellent practice, as evidenced by the following statement from the Ofsted inspection in June 2014:

“pupils’ performance is tracked very carefully to ensure equality of opportunity for all. Across the school, the least and most able pupils are stimulated and engaged extremely well in their learning.”

The Clarendon School Assessment Policy will be reviewed and adapted to meet the needs of the pupils at Maaz.

The assessment process will be overseen by the [REDACTED], who will be responsible for providing oversight of teaching and learning across both Maaz and Clarendon. The senior leadership team at both schools will be responsible for ensuring the assessment processes and procedures across both schools are applied consistently and appropriately.

The approach taken by the school to measuring pupil performance and setting challenging targets is underpinned by the recognition that learning for pupils of our proposed cohort can never be guaranteed to be either linear or in line with expected developmental milestones. Many of the pupils who will attend the school will have complex circumstances which can result in uneven progress within areas of the curriculum. As such we have identified a number of principles that we will follow:

D2 – measuring pupil performance effectively and setting challenging targets

- We recognise that assessment and record keeping are integral to the teaching and learning process.
- We will ensure that a 'basket' of assessment is completed to give a full picture of each pupil which will include for example, annual assessments in maths, spelling, reading and for pupils with a higher level of need within the cohort, word recognition and phonics tests.
- We will recognise the achievement of our pupils and understand that achievement has many facets, each to be celebrated.
- We will set appropriately challenging targets for each pupil in English (reading, writing, spelling, spoken language) and maths each year.
- We will ensure continuity and progression in learning, through the provision of information, the identification of strengths and weaknesses and an overall record of achievement.
- We will enhance the learning process, not impede or replace it, providing a clear picture of the child's attainments.
- We will inform the planning of future work, to identify where specific help is needed, and to ensure that outcomes and targets match the pupil's needs.
- We will indicate the effectiveness of teaching and learning.

Types of Assessment

There are three main strands of assessment that we will use to create a more holistic pupil profile:

1. Formative

On-going accurate assessment carried out by teachers and support staff both formally and informally during the lessons of a school day.

Currently Classroom Monitor is used in both a formative and summative way to record pupil attainment in core subjects. Teachers make assessments based on the following:

- P scales;
- Wakefield Progression Steps (bridging the gap between P8 and Year 1 expectations)
- Kingston and Richmond special school small steps for English and maths years 1-3;
- Rising Stars Years 4-6;
- Clarendon science and spoken language; and
- Early Years Foundation Stage (EYFS) profile

2. Summative

These will occur at defined periods of the academic year. They are:

- WRAPs or DRA standardised reading assessments (Prior to a pupil's annual review);
- MaLT maths standardised assessment (March of each year);
- HAST-2 diagnostic spelling test (March of each year);
- First 300 words reading and spelling (3 times per year);
- Phonic assessment as appropriate;

D2 – measuring pupil performance effectively and setting challenging targets

- PASS assessment (July of each year);
- Qualifications: A range of accredited courses including (but not limited to) GCSEs, ELCs, BTEC, ASDAN etc.; and
- Early years profile.

Pupils are also assessed on the Life Skills Curriculum Checklist introduced in 2016.

3. Diagnostic

All staff at some level have access to individuals, class and whole school assessment data and so can be involved in identifying anomalies, trends and planning of appropriate interventions.

Benchmarking

Assessment of skills, knowledge, behaviour and attitudes will be vital if we are to identify pupil's individual needs and plan their future learning. There is very little national benchmarking data available that allows comparison between cohorts. To overcome this, Clarendon work with three other good or outstanding special schools from Kensington and Chelsea, and Hammersmith and Fulham and Westminster with a similar pupil cohort, to create baseline data against which pupil performance can be assessed. We intend to replicate this model at Maaz and to identify three other schools with similar pupil cohorts that could work together to enable comparison. The target setting approach will be the same at Maaz as at Clarendon- for 75% of pupils to achieve upper quartile progress based on the benchmark of performance across three good or outstanding schools. As at Clarendon, all schools with which Maaz works to benchmark performance will also take part in moderated observations. This approach was praised by the School Improvement Partners in the Summer Term 2016 report to governors at Clarendon:

“The accuracy and reliability of assessments are significantly strengthened by very effective processes for moderation within the school and between Clarendon and three other similar special schools.”

At time of writing, the use of P scales is subject to national review, and National Progression Guidance for Special Schools is based on five year old data. As set out above, the senior leadership team at Maaz Free School will work with other similar schools to moderate judgements, strengthen data and provide meaningful comparison of progress. The school will buy in to the Achieving for Children School Performance Alliance- Richmond and Kingston (SPARK) school improvement partner support service. [REDACTED] a trustee of the Auriga Academy Trust and a Lead Advisor for School Improvement working with the Royal Borough of Kensington and Chelsea and London Borough of Westminster, will also provide strategic school improvement scrutiny and challenge across all four schools.

Baselines

At the beginning of the year (or on entry for mid-year starters) the class teacher will establish a baseline for new pupils. Documents from the previous school outlining the child's achievement will be used as a guide. Standardised tests and other small tasks will be administered to confirm the pupil's attainment at this time.

D2 – measuring pupil performance effectively and setting challenging targets

Target setting

Each year targets will be set by the Head of School for every pupil for English, reading ages, maths and MaLT ages. Teacher assessments, standardised assessments and Progression guidance will be used to set these targets. They will be reported to and agreed by Governors. Progress will be monitored throughout the year by the class teacher, Key Stage Team Leader and the Assistant Head for curriculum and data. Analysis by gender, presenting need, Pupil Premium Grant (PPG), LAC (Looked After Children), ethnicity and teaching groups ensures that any underperforming cohorts can be identified and interventions planned accordingly.

We will set two key targets for the school:

- 75% of pupils to achieve five GCSEs including English and maths or a BTEC qualification.
- 75% of pupils to achieve upper quartile performance compared to similar pupil cohorts at good or outstanding schools.

Moderation, Monitoring and Review

Assessment will be robustly monitored. The moderation process will be incorporated as part of the whole assessment system. This will ensure there are consistent and agreed expectations of what is required for a pupil to achieve a specific level. Specifically:

- Curriculum coordinators will have an overview of assessment and data for their particular curriculum area.
- The senior leadership team will also moderate pupils' work and progress each term.
- All teaching staff will moderate a selection of writing and maths work. Examples of moderated work will then be challenged or agreed at a meeting with other local special schools.
- Every class teacher will have an annual progress review meeting with the Head teacher to account for levels of pupil's progress and evaluations on any intervention strategies deployed.

Annual Reviews

Annual Reviews consider the progress each child has made against the education objectives/outcomes in the statement or EHCP and also against the teaching and learning targets set the previous year. The Annual Review looks at all areas of the curriculum and reviews the appropriateness of the SEN statement/EHCP in the light of each child's individual achievements and progress. Outcomes and targets are set and can include, as appropriate, speech and language therapy, occupational therapy, sensory and behaviour targets. Parents and pupils are a vital part of the annual review process. Pupils will be given an opportunity to join the meeting for a time appropriate to their needs and understanding to share examples of their work and to offer their views.

Evidence

One piece of writing and one piece of maths work will be collected for each pupil every half term. This work will be marked and levelled then placed in 'Golden books'. These books provide a learning log, are evidence of assessment and moderation, will be used to check progress and will be given to pupils at the end of Year 11 as a celebration of

D2 – measuring pupil performance effectively and setting challenging targets

their time at the free school.

Consistency across the Auriga Trust

Responsibility for ensuring consistency in relation to assessing performance and setting targets will lie with the Board of Trustees at the strategic level. The Board of Trustees is responsible for ensuring the quality and education provision, setting the strategic direction of the Trust, and challenging and monitoring the performance of each school within the Trust.

At a more operational level, the Local Governing Body (LGB) for the school once established will be responsible for leading on pupil achievement, curriculum and wellbeing through a Committee sitting underneath the LGB. This is set out in detail in Section F2. The purpose of the Committee will be to ensure the provision of a broad and balanced social and academic curriculum that is individually tailored to meet the needs of each pupil. The Committee will hold the Head of School and the Senior Leadership Team at Maaz Free School to account for pupil progress, achievement and wellbeing. In the interim, this function will be undertaken by the Clarendon LGB.

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

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

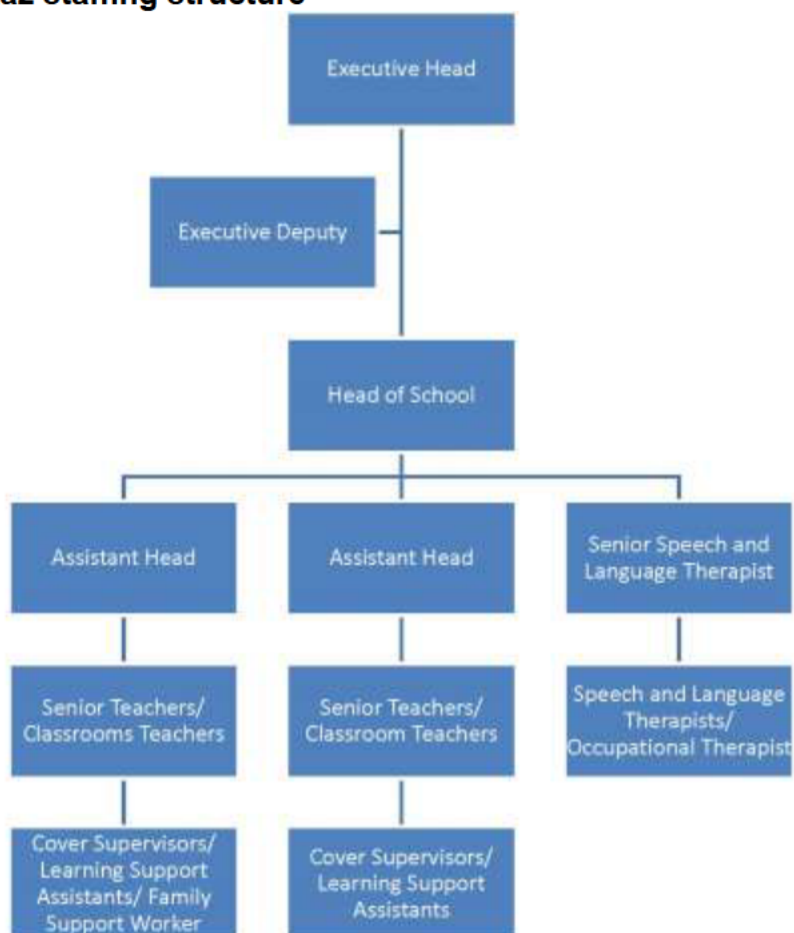
- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The organogram below, Diagram 1, sets out the staffing structure for the Maaz Free School that will ensure the planned curriculum can be delivered within the expected income levels:

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

Diagram 1: Maaz staffing structure



As shown in the organogram, the Executive Head and Executive Deputy Head will provide oversight across both Maaz Free School and Clarendon. This equates to 0.2 FTE each at Maaz. The family support worker will work across both schools, equating to 0.4 FTE for the new school. We intend to increase the capacity of the family support workers as the pupils numbers at Maaz increase.

In the future, it may be appropriate to employ specialist teachers to be shared across all schools in the Auriga Academy Trust where the schools lack the capacity to employ a specialist teacher full-time individually. For example, it may be necessary to employ a specialist drama or design and technology teacher. Potentially, this could be expanded externally with specialist teachers being employed by the Trust alongside mainstream schools.

In addition, where staff have specific skills and expertise that could be of benefit to all the schools in the Trust, informal arrangements may be put in place to enable these skills to be shared. For example, the principal designate for Maaz Free School is trained in de-escalation and restorative justice. If necessary, training could be delivered to staff from other schools in the Trust to share this knowledge.

The table belows sets out the build up of staff from opening until the school is at full

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

capacity. Therapy staff have been included as there will be a speech and language therapist based in each classroom. An occupational therapist will also be employed to lead on occupational therapy and to train staff to enable them to deliver it as part of lessons.

Table 5: Maaz staff build up

Staff Member	Year							
	2017	2018	2019	2020	2021	2022	2023	2024
Senior Leadership Team								
Executive Head	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE
Executive Deputy	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE	0.2 FTE
Head of School	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Assistant Head	-	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Teaching								
Senior Teacher	-	2.2 FTE	3.2 FTE	3.2 FTE	4.2 FTE	4.2 FTE	4.2 FTE	4.2 FTE
Class Teacher	3.0 FTE	5.0 FTE	5.3 FTE	5.3 FTE	7.0 FTE	7.6 FTE	8.3 FTE	8.5 FTE
Pupil Support								
Cover Supervisor	1.0 FTE	1.2 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Learning Support Assistant	4.7 FTE	7.0 FTE	8.0 FTE	9.2 FTE	10.4 FTE	11.4 FTE	11.4 FTE	11.4 FTE
Other (Therapy)								
Senior Speech and Language (S&L) Therapist	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
S&L Therapist	3.0 FTE	5.0 FTE	7.0 FTE	7.0 FTE	8.0 FTE	10.0 FTE	10.0 FTE	10.0 FTE
Occupational Therapist	0.3 FTE	0.5 FTE	0.7 FTE	0.8 FTE	0.9 FTE	1.0 FTE	1.0 FTE	1.0 FTE

The staffing model for Maaz Free School is scalable as it is based around a basic structure of classroom teacher, learning support assistant (teaching assistant) and speech and language therapist in each class. Should income be less than expected, the number of classes can be reduced and the number of staff reduced accordingly. However, given the level of need and the scale of demand, as demonstrated in section C1 and section D5 of this application, we believe Maaz will always be at capacity.

Both the Principal Designate (to become Head of School) and School Business Manager Designate have been identified by the Auriga Academy Trust. They have

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

been included in the pre-opening team.

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Our approach

The approach to inclusivity at Maaz Free School will share that of Clarendon. The ethos will be to actively promote an interest in, and acceptance of, each other's differences. Pupils will be encouraged to be respectful of each other and supported to understand why they might be different from their peers and friends in school. This approach was praised during the Ofsted inspection in June 2014:

“leaders promote pupils’ spiritual, moral, social and cultural awareness extremely well. Numerous opportunities are provided for pupils to consider other cultures, faiths and religions through assemblies, tutor group time and participation in musical productions.”

At a strategic level, the Executive Deputy will take the lead on ensuring both Clarendon and Maaz are welcoming to pupils of all faiths/ world views and none, and will be the Designated Safeguarding lead across the two schools. Operationally, it will be the Head of School who leads in this area and who will be the Designated Safeguarding Lead.

Our expected community

As at Clarendon, learners at Maaz are expected to be significantly more diverse in terms of ethnicity, religion, mother tongue and ability than those of other schools in the London borough of Richmond upon Thames. At Clarendon currently, of the 128 pupils currently on role, 46.4% are from ethnicities other than White British, with their families identifying themselves as being from more than 15 distinct ethnic groups. More than 30% of pupils have a mother tongue other than English, and 24 different languages are spoken by pupils at home. Our staff body is equally diverse, and this, as a result of shared languages, has allowed pupils from migrant families to quickly settle and to make excellent progress in English and the broader curriculum.

Although the population of Richmond upon Thames continues to grow, with a further 25% growth expected by 2037, the demographics of the borough are expected to remain largely similar with only minor changes to protected characteristics groups (Source: Richmond Council- DataRich). For example, it is predicted that there will be a proportional fall in the White ethnic group from 85% to 82% with a 1% increase in the

D4 – the school will be welcoming to pupils of all faiths/world views and none

Other: Asian and Bangladeshi groups. This equates to just 0.14% change each year. Similarly, people aged 65+ make up 14% of the total population of Richmond. This is predicted to rise to 18% by 2035, equal to 0.2% change each year. As such, it is expected that the cohort that will attend Maaz are likely to demonstrate the same characteristics as the existing Clarendon cohort.

Staffing

Given that the pupil cohort at Maaz is likely to be similar to that at Clarendon, we will adopt the same approach in terms of developing a diverse staff body. There is also likely to be a higher number of pupils from families experiencing deprivation or requiring additional support from other services including social care. Families of pupils attending Maaz will be able to access services offered by the two family support workers who work at and are employed by Clarendon. As set out in section D3, the family support worker provision will increase as Maaz Free School grows to ensure there is sufficient capacity. In addition, it will be possible to deploy family support workers across the Trust should extra need arise. The family support workers assist parents and carers with information and advice on a range of issues such as benefits, leisure ideas, grants and support groups. They hold regular coffee mornings for parents and carers to meet up and socialise together.

Collective worship

A large number of families with children who attend Clarendon declined to provide information on their religious affiliation, but those who have responded were from nine faiths or of no faith. This is expected to be similar in Maaz Free School due to the little changing demographics in the borough as set out above. The intention is to have a daily act of collective worship in school, with pupils choosing not to join in, as long as they are respectful of those that do.

Curriculum

The Religious Education, Geography, History and Personal, Social, Health and Citizenship Education curricula will reflect that of Clarendon, as set out in section D1 and will be well-developed and comprehensive, using the diverse school population as a strength to support learning. Each subject area will have a separate curriculum offer. The pupils will have regular visits to a variety of places of worship, including churches and cathedrals, Gurdwaras, mosques, synagogues and Buddhist temples. They will be supported to prepare for the trips and during the trips to ensure they can engage with the experience.

Celebrations

We will acknowledge and promote a rich spiritual life for each individual within the multiple cultures of our community, celebrating themes and festivals of the year in our assemblies, in our local participation and in our curriculum. As at Clarendon, Maaz will celebrate a broad range of significant religious and cultural events across the school. This will include, but will not be limited to: Epiphany; Shrove Tuesday, Ash Wednesday and Lent; Easter; Christmas; Ramandan; Diwali; Holi; Makar Sankranti; Nirvana Day; Vesak/ Buddah Day; Hanukkah; Rosh Hashanah; Tu B'Shevat; and Chinese New Year. We will also celebrate The International Day of Peace; International Day of Persons with Disabilities; Refugee Week; World Religion Day; and Inter Faith Week.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Respect and friendship

Whilst the majority of pupils at Maaz will be able-bodied, we anticipate the cohort could include a large minority of pupils with significant physical disabilities, syndromes, genetic disorders, sensory impairments, facial disfigurements and other disorders. Pupils are exceptionally accepting of such differences, and those who have been isolated or excluded from friendships or activities in other settings will play a full and active role in our fully inclusive environment.

Given the enquiring and uninhibited nature of the proposed cohort of pupils that will attend the free school, transitions into school for pupils with disabilities, facial disfigurements or a specific syndrome or condition will be particularly important, and will be dealt with sensitively. Following the Clarendon model, this will on occasion involve input from other agencies or organisations (for example, Clarendon recently worked with Changing Faces, a charity providing specific advice and support for young people with significant facial disfigurement). This approach has been successful in Clarendon and has allowed the smooth transition of pupils into the school at times when they have a growing understanding of their own differences, with all the additional anxieties that can cause the child and their family.

Personal, Social and Health Education (PSHE) including Citizenship

Should the application be successful, a Personal, Social and Health Education (PSHE) including Citizenship Policy will be developed, based upon the policy in existence in Clarendon. This will be adapted to meet the needs of the cohort.

As at Clarendon, the PSHE Co-ordinator, who will be one of the senior teaching staff, will be responsible for reviewing the policy and curriculum overview, liaising with the Headship Team and arranging training and updates to all staff. The PSHE Co-ordinator will also liaise with other link co-ordinators in the school to ensure there will be cohesion and consistency – the Designated Safeguarding Lead is an important link to ensure curriculum content reflects statutory guidance given within the Keeping Children Safe in Education policy. The safeguarding content of the policy and related practice would be the same at Maaz as at Clarendon as this is in line with local and national expectations. The Head of School, who will be the Designated Safeguarding Lead at an operational level, will have overall responsibility for co-ordinating the policy and practice across the school.

The policy will reference a range of topics including:

- **Prevent:** at Maaz Free School we will aim to build pupils' resilience to extremism and radicalisation by supporting inclusion and a sense of belonging in the community and by providing a safe environment for debating emotive issues. As part of this whole school approach, PSHE education lessons will develop knowledge and understanding of some of the factors that lead to extremism, and skills such as critically evaluating the media and the messages of charismatic speakers and groups, as well as developing attributes such as resilience, empathy and respect for others. This will be adapted depending on the needs of the pupils.
- **British Values:** Maaz Free School will promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Actively promoting the values will mean

D4 – the school will be welcoming to pupils of all faiths/world views and none

challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values are completely at odds with schools' duty to provide Spiritual, Moral, Social and Cultural (SMSC) education.

- SMSC development- through the provision of SMSC, the Maaz Free School will:
 - enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
 - enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people; and
 - encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Healthy living: Clarendon currently hold the Bronze Award for Healthy Schools and are working towards achieving the Silver Award. The new school will also aim to achieve a Healthy Schools Award and will encourage and promote healthy living through the curriculum.

Safeguarding and welfare

The Designated Safeguarding Lead (trained at Level 3) is the Executive Deputy. The Head of School will be the Designated Safeguarding Lead at an operational level at Maaz and will report to the Executive Deputy. Training is every two years with relevant training at least annually on specific areas to ensure knowledge is updated across the team.

Maaz will develop a Safeguarding and Child Protection Policy which will be reviewed annually or sooner if necessary by the Executive Deputy and the Head of School who will present it to the Senior Leadership Team and Governors. All staff and Governors must read it and part 1 of the Keeping Children Safe in Education (KCSIE) – Statutory guidance for schools and colleges (September 2016).

The Safeguarding and Child Protection Policy will outline the procedures to be followed within the school – procedures which follow the guidance administered by the Local Safeguarding Children Board (LSCB) – “The purpose of the Kingston and Richmond Local Safeguarding Children Board (LSCB) is to ensure that everyone is working together for the safety and wellbeing of children and young people.”

The Safeguarding and Child Protection Policy will also include or link to a portfolio of policies to ensure cohesion and consistency. This will include:

- Physical intervention and the use of reasonable force;

D4 – the school will be welcoming to pupils of all faiths/world views and none

- Personal and intimate care;
- Complaints procedure;
- Anti-bullying;
- Appropriate physical contact;
- Whistle blowing;
- Special Educational Needs;
- Behaviour;
- E-Safety;
- Missing children;
- Safer recruitment;
- Managing allegations; and
- Grievance and disciplinary.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

This section covers how your school will address the particular needs of children at the school.

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

Learners at Maaz will have speech, language and communication or communication difficulties or social, emotional and mental health issues, including autism. Our pupils will have learning difficulties in the lower average range and have average or lower average cognitive abilities. They struggle to engage in learning and social interaction due to their needs. We will ensure their particular needs have been carefully considered and will be met appropriately through:

- enquiries and placements process
- assessing the needs of pupils when they first arrive
- pastoral care
- staffing
- therapy provision
- support for families
- transitions
- inclusion opportunities
- respect and friendship.

Enquiries and placements process

The local authority's Special Needs panel, taking into account a child's Statement of

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

SEN, the Code of Practice, parental preference and the views of the Headteacher and governors, will be responsible for making decisions regarding the placement of pupils to Maaz Free School.

Should a pupil be placed at the school and be due to start in September, they will be invited to attend an afternoon at the school in June to meet their new classmates and teachers. In some cases a more in-depth transition process may be required, which could include temporary part time placements prior to transfer, home or school visits by staff and attendance by Maaz staff at EHCP reviews prior to transfer.

Assessing the needs of pupils when they first arrive

As set out in detail in section D2, once a pupil begins at Maaz Free School, they will be assessed at regular intervals to ensure the school is fully meeting their needs both from a learning and social perspective. This will begin with a baseline assessment at the start of the school year (or on entry for mid-year starters) by the class teacher, with reference to documentation from previous schools and some testing.

The Head of School will be responsible for setting attainment targets for all pupils for English, reading and maths, based on teacher assessment, standardised assessments and Progression guidance, which will be agreed by the Governors. These will then be monitored throughout the year and analysed by different cohorts to identify any areas of underperformance.

Annual Reviews will also be used to assess progress against the education objectives/ outcomes in Statements or EHCPs. This will also enable any therapy needs to be identified and will fully involve both parents and carers and pupils themselves.

Meeting the needs of pupils through pastoral care

The provision of effective pastoral care will be central to the life and work of Maaz Free School. Through a combination of personal example, detailed attention paid to the needs of each individual pupil, and through the existence of a nurturing ethos in which respect and concern for every individual are paramount, we will aim to create an environment in which pupils feel secure and their behaviour is respectful of others. This will be achieved by all staff having knowledge of pupils and their behaviours, by targeting interventions when necessary, by working with parents, and by utilising therapies as and when they are needed.

This will reflect the approach taken by Clarendon which received the following praise in the Ofsted inspection in June 2014:

“staff have created a very safe environment for pupils to thrive. Parents and carers agree that their children are cared for extremely well.”

Staffing

We will establish an experienced and specialist staff team including teaching, care and health staff and will offer a full and broad range of curriculum subjects and other out of school hours experiences in a caring and supportive environment. As noted previously in section C1, all teaching staff will be trained in TEACCH and will be Team Teach trained. We recognise the importance that parents and carers place on the need for

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

their child to develop, grow in confidence and skills so that they are fully prepared for adult life and are as independent and successful as possible. We will strive for the overall improvement and achievement in pupils' studies but also in lots of other sports, music, drama and arts activities that we will have on offer. We also know that our pupils will all be individual with their own specific strengths, qualities and interests as well as individual needs and we will endeavour to ensure that these are specifically well catered for. Most of all, we know just how precious and individual each and every child is, and we recognise the importance of nurturing and supporting them when they are entrusted to our care. We will take the safeguarding and care of all of our pupils, and working in partnership with parents and carers, very seriously.

To ensure the specific needs of our pupils will be met we will be calling on the expertise of existing staff across Clarendon School to assist staff at Maaz. For example:

- One of Clarendon's senior staff is a dyslexia specialist, and will be able to provide any additional support in this area, and can also assess pupils for examination access arrangements as required.
- Another member of staff is a Makaton trainer, and all staff will also have regular training in Makaton to help reinforce verbal communication.
- Any pupils with specific sensory issues would be supported by the Achieving for Children's sensory impairment team.

The Head of School will be the Designated Lead for Safeguarding and Looked After Children at an operational level. However, the Executive Deputy Headteacher will oversee Safeguarding matters across all settings. Referrals, support and guidance will be via the Richmond Single Point of Access (SPA).

At the Maaz secondary site, learners will share a medical room with Clarendon as this will be permanently staffed. Qualified first aiders will be present on all sites at all times.

Therapy provision

The free school will have exceptional therapy provision. There will be a qualified Speech and language therapist working full time in every class, and Maaz Free School will employ an occupational therapist to train staff to carry out occupational therapy in class. In addition, pupils will have access to full time occupational therapy staff through the Auriga Academy Trust. This is intended to meet the main therapy needs of the expected cohort. Physiotherapy will be provided as required by the EHCPs of individual pupils but the level of need for this type of therapy is expected to be relatively low.

In time, the Auriga Academy Trust are planning to appoint a Director of Therapies to oversee, monitor and supervise the work of all therapists across our settings, including the free school. As a very significant employer of therapists, we also plan to forge links with regional training colleges to provide placements for additional trainee therapists. [REDACTED], will provide oversight of the therapy offer at all the schools within the Auriga Trust.

Clarendon currently provide additional music therapy, art therapy and counselling to individual pupils and small groups, based on need. We envisage that these additional

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

therapies will also be made available to our free school pupils as required. Referrals for these therapies will be made by staff, parents or the pupils themselves. Referrals will be considered based on the additional therapies that have already been accessed, or are currently being accessed by pupils. Pupils will not access multiple additional therapies at one time, and each pupil will have a provision map detailing interventions. This will ensure that the impact of each of the therapies is known. As noted previously, the school will identify an Additional Needs Coordinator at the school who will be responsible for leading on the provision of additional support.

As at Clarendon, the free school would buy an additional day each week from the Educational Psychology Service, phased in as the school grows. As at Clarendon, the free school would purchase a day each week from the Educational Psychology Service (equivalent to 78 3-hour sessions per year). This will be 'phased in' as the school and demand grows. In year one and year two of the free school, we would ensure that there is sufficient capacity from the Clarendon Educational Psychologist to provide any necessary support. The Educational Psychologist will meet with the Assistant Head and the Additional Needs Coordinator to plan the support needs for the term ahead. This will be reviewed regularly and additional support can be purchased from the Educational Psychology Service if necessary.

Clarendon currently purchase just over the equivalent of one-day per week (83 3-hour sessions, term time only), thus providing additional contingency support that can be re-allocated to the new free school if necessary (5 3-hour sessions). Maaz will be open and flexible regarding the accommodation of Trainee Educational Psychologists who are in years two or three of their training and placed in Richmond/ Kingston, which can also be utilised to create additional capacity as and when the need arises.

Support for families

Clarendon also runs an intensive Family Therapy Group one day each week, following the Marlborough Family therapy model. This involves six or seven selected pupils and their parents attending over a prolonged period (often more than a year) to work alongside a school based partner (a senior member of staff) and a trained psychotherapist from the School and Family Works. Pupils will be selected based on referrals. Referrals could come from staff, parents or pupils themselves. Outcomes from attendees and graduates of this group have been very significant, with pupils making and sustaining improved progress in attendance, behaviour and academic attainment, and parents reporting improved relationships at home and better engagement with school. The intention is to make Family Therapy available to our free school pupils from year 3 when the cohort is of a sufficient size.

Transitions

Clarendon has an effective relationship with the Richmond Council Transitions Officer and this support would be extended to free school pupils approaching transitions to other settings, either at 16 for those able to access college at that point, or older for those that will be attending our post 16 provision.

Inclusion opportunities

Since the possible site for the secondary element of Maaz will be co-located with Clarendon, the Richmond upon Thames School and Richmond upon Thames College,

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately

inclusion and transition arrangements would be exceptional. The Executive Head will be managing the SEN department of the new mainstream secondary school, and will therefore be able to ensure excellent and appropriate inclusion opportunities for free school pupils able to work or socialise with their mainstream peers, or who need more specialised support in Clarendon. We have identified a primary site adjacent to a mainstream school, allowing strong and close links to be developed between the two, in addition to the relationship with the Clarendon primary centre. Maaz learners will be able to access Achieving for Children's Education Business Partnership (EBP). EBP engage with the local business community to form and sustain links that provide young people with an insight into the workplace, helping them make informed choices about their future. Through the EBP team, Maaz learners will be able to access a range of inspiring work related learning and employability programmes that will introduce them to a varied group of business volunteers and provide them with up to date, relevant and realistic overviews of career and industry sectors.

Respect and friendship

Whilst the majority of pupils at the new school will be able-bodied, we will have a large minority of pupils with significant physical disabilities, syndromes, genetic disorders, sensory impairments, facial disfigurements and other disorders, including autism. Pupils are exceptionally accepting of such differences, and those who have been isolated or excluded from friendships or activities in other settings will play a full and active role in our fully inclusive environment.

Given the enquiring and uninhibited nature of the proposed cohort of pupils that will attend the free school, transitions into school for pupils with disabilities, facial disfigurements or a specific syndrome or condition will be particularly important, and will be dealt with sensitively. Following the Clarendon model, this will on occasion involve input from other agencies or organisations (for example, Clarendon recently worked with Changing Faces, a charity providing specific advice and support for young people with significant facial disfigurement). This approach has been successful in Clarendon and has allowed the smooth transition of pupils into the school at times when they have a growing understanding of their own differences, with the all the additional anxieties that can cause the child and their family.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete this section in full for each school they wish to open.

E1 - provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Our assessment of the needs of our local community and current and planned provision show a clear need for the Maaz School to be established in our community due to:

- Rising numbers of children with EHCP
- Rising demand for special school places
- Current reliance on out of borough and non-maintained provision
- Clear demand for local placements for Maaz's proposed cohort
- Local authority and commissioner demand
- Local community and parental demand.

Rising numbers of children with EHCPs

Table 6 below uses statistics provided by Richmond and Kingston Councils and Achieving for Children, and the Department for Education to show recent and forecast levels of Statements of Special Educational Needs and Education, Health and Care Plans in Kingston and Richmond compared to total mainstream school population to provide a baseline. The figures show a significant rise in numbers of children with Statements and EHCPs from 2012 to 2016, and a rise in the proportion of the total school populations with SEN and EHCPs in Kingston and Richmond over the same period. Both these trends are forecast to continue.

School populations in state funded mainstream schools in Kingston and Richmond have risen significantly in recent years – in Kingston by 6.4% between 2012 and 2016 and in Richmond by 20.5% over the same period. The disproportionately high rise in Richmond was due to a period of very high birth rates and the subsequent expansion in school places through bulge classes, school expansions and new schools. Although birth rates are now levelling off, school populations are forecasted by Achieving for Children, Kingston and Richmond Councils' children's services service provider, to continue to rise significantly over the next five years – by 11.21% in Kingston and 13.3% in Richmond between 2017 and 2021.

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

Numbers of Statements and EHCPs in Kingston and Richmond have risen at a greater rate than the total mainstream population – 32.35% in Kingston and 34.76% in Richmond. Achieving for Children also forecast this trend to continue, expecting a growth of 19.39% in Kingston and 20.17% in Richmond between 2017 and 2021. The number of Statements and EHCPs as a proportion of the total local state-funded maintained school population has also risen in both Kingston and Richmond – from 3.2% to 3.9% in Kingston between 2012 and 2016 and from 4 to 4.5% in Richmond over the same period. Achieving for Children also forecast that this proportion will continue to increase between 2017 and 2021, from 4.2% to 4.5% in Kingston and from 4.6% to 4.9% in Richmond.

Table 6: Recent and forecast levels of Special Educational Needs/ Education Health and Care Plans in Kingston and Richmond

		Actual			Forecast		
		2012	2014	2016	2017	2019	2021
Royal Borough of Kingston							
School population	Primary	11512	12478	13102	13336	13938	14438
	Secondary	10028	9870	9813	10053	10702	11574
	Total	21540	22348	22915	23389	24640	26012
Number of SENs / EHCPs		680	770	900	980	1070	1170
SENs / EHCPs as % of total school population		3.2	3.4	3.9	4.2	4.3	4.5
London Borough of Richmond							
School population	Primary	13766	15045	16169	16687	17428	17875
	Secondary	6701	7118	8497	9036	10119	11278
	Total	20467	22163	24666	25723	27547	29153
Number of SENs / EHCPs		820	940	1105	1195	1300	1436
SENs/ EHCPs as % of total school population		4	4.2	4.5	4.6	4.7	4.9

Sources: Kingston Council and Richmond Council School Census data; Forecasts provided by Associate Director, School Place Planning, Achieving for Children, and DfE Statements of SEN and EHC Plans: England, 2016

Whilst all our surrounding local authority areas have also seen a significant increase numbers of Statements and EHCPs, Kingston and Richmond have seen the greatest percentage increase. Table 7 below shows Department for Education data on numbers of Statements and EHCPs in our surrounding local authority areas. With the exception of Hounslow and Hammersmith and Fulham, our other near-by local authority areas have an average increase of just 14.63% from 2012 to 2016.

Table 7: Local comparison of increase in Statements and EHCPs 2012 to 2016

Local authority	Children with Statements and EHCPs						
	2012	2013	2014	2015	2016	5y > no.	5y > %
Kingston	680	730	770	805	900	220	32%
Richmond	820	860	940	1040	1105	285	35%

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

Hounslow	1210	1295	1395	1505	1565	355	29%
Hammersmith and Fulham	600	630	645	725	785	185	31%
Wandsworth	1245	1290	1265	1295	1400	155	12%
Merton	925	985	1030	1050	1080	155	17%
Sutton	1080	1070	1070	1100	1215	135	13%
Surrey	5345	5385	5445	5630	5750	405	7.5%

Source: DfE Statements of SEN and EHC plans: England, 2016

Rising demand for special school places

The rise in numbers of children with Statements or EHCPs puts increasing pressure on local special school places. Table 8 below shows that all state-funded special schools in Kingston and Richmond have recently expanded and have further growth planned and agreed to 2018.

Table 8: Recent and agreed growth in Kingston and Richmond state-funded special schools (2012 to 2018)

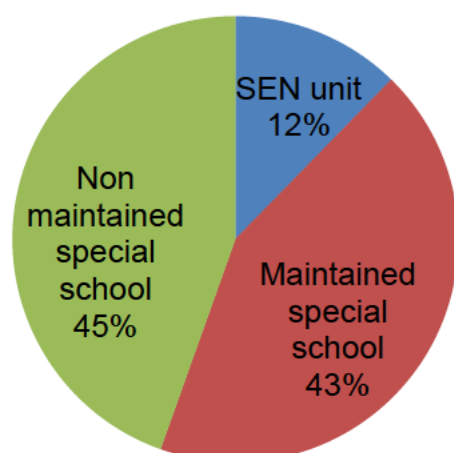
School	Number of places by year					
	2012	2013	2014	2015	2016	2018
St Philips	138	143	138	140	145	145
Dysart	70	69	70	72	81	81
Bedelsford	54	59	58	62	74	74
Total RBK	260	265	260	268	300	300
Clarendon	100	115	117	135	135	172
Strathmore	37	44	56	57	73	96
Total LBR	135	160	175	192	208	268
Total RBK and LBR	395	425	435	460	508	568

Source: *Achieving for Children, Head of SEND*

Department for Education figures show that currently, of the 2005 children that have Statements and EHCPs in Kingston and Richmond, 862 (43%) attend special schools, see Graph 1 below.

Graph 1: Current placement of children and young people in Kingston and Richmond with Statements and EHCPs by setting

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



Source: DfE Statements of SEN and EHC plans: England, 2011 to 2016

Achieving for Children forecast the number of children with EHCPs to rise to 2606 by 2021. Based on the current proportion of special school places required for the Statement/EHCP cohort (43%), local children will require 259 additional special school places. Planned expansion in existing provision will provide an additional 76 places (detailed in Table 8 above), leaving a shortfall on forecasted required special school places of 183 places. As Achieving for Children have stated their expectation that the current number of independent/ non-maintained placements (370) will not grow, but also that they are not intending to compel families to change provision and move back in- borough where the current placement is working well for the child or young person, our calculations are based on independent and non-maintained places remaining constant at 370. This is set out in Table 9 below.

Table 9: Current and forecast supply and demand of special school places

	Provision	Year		
		2015	2018	2021
Supply of places	St Philips	145	145	145
	Dysart	81	81	81
	Bedelsford	74	74	74
	Clarendon	135	172	172
	Strathmore	57	96	96
	Independent and non maintained	370	370	370
	Total places available	862	938	938
Demand for special school places (basis 43% of total EHCPs)	EHCPs (<i>forecasted</i>)	2005	(2270)	(2606)
	Total places required	862	976	1121
	Surplus / (shortage)	0	(37)	(182)

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

Sources: Kingston and Richmond School Census data; DfE 'Placement of children and young people for whom local authorities maintain a statement or EHC plan by region and Local Authority area in England' (Table 5, Main tables SFT 17/2016) in Statements of SEN and EHC Plans: England 2016. 2018 planned places and 2021 forecasted places provided by [REDACTED]

Forecasted EHCPs data provided by [REDACTED].

Local data also suggests an increase in demand for special school places as children get older. Table 10 below shows the current key stages of children and young people with EHCPs in Kingston and Richmond, with a significant jump between Key Stages 2 and 3 in both areas.

Table 10: Distribution of EHCPs across Key Stages in amongst current children with EHCPs in Kingston and Richmond attending state-funded special schools (%)

Local authority	Key Stage					
	EY	KS1	KS2	KS3	KS4	KS5
Kingston	36	25	19	51	57	67
Richmond	0	4	15	31	38	50

Source: Achieving for Children, Head of SEND

This data has informed our proposal to provide additional capacity in years 3 to 11 at the Maaz School.

Current reliance on out of borough and non-maintained provision

370 pupils resident in Kingston and Richmond are currently placed in independent and non-maintained special schools out of borough. This represents a higher proportion of children placed out of borough in independent and non-maintained special schools than any of our partner local authorities in the South London Joint SEN Commissioning Programme, see Table 11 below.

Table 11: Percentage of children and young people with Statements and EHCPs placed out of borough by South London Joint SEN Commissioning Programme partners in 2015

Local authority	Total children and young people for whom the authority maintains a statement of SEN, or EHC plan	% placed at non-maintained special schools, independent special schools and other independent schools (2015)
Richmond	1,040	22.2
Kingston	805	17.4
Sutton	1,100	16.3
Bromley	1,825	11.9
Merton	1,050	11.3
Croydon	2,075	11.1
Wandsworth	1,295	10.0

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

Bexley	1,290	8.1
Lewisham	1,410	7.3
Greenwich	1,180	4.7

Source: South London Joint SEN Commissioning programme, 2015

Apart from a relatively small number of cases where highly specialised provision is needed, the reason a child or young person attends a special school outside the borough is because of an excess in demand over supply of places in local maintained schools. This is despite significant recent expansions in local maintained special schools. For many, the only way to access appropriate provision is to travel further.

The use of independent and non-maintained schools outside the local area has a number of disadvantages for pupils compared to using local maintained schools:

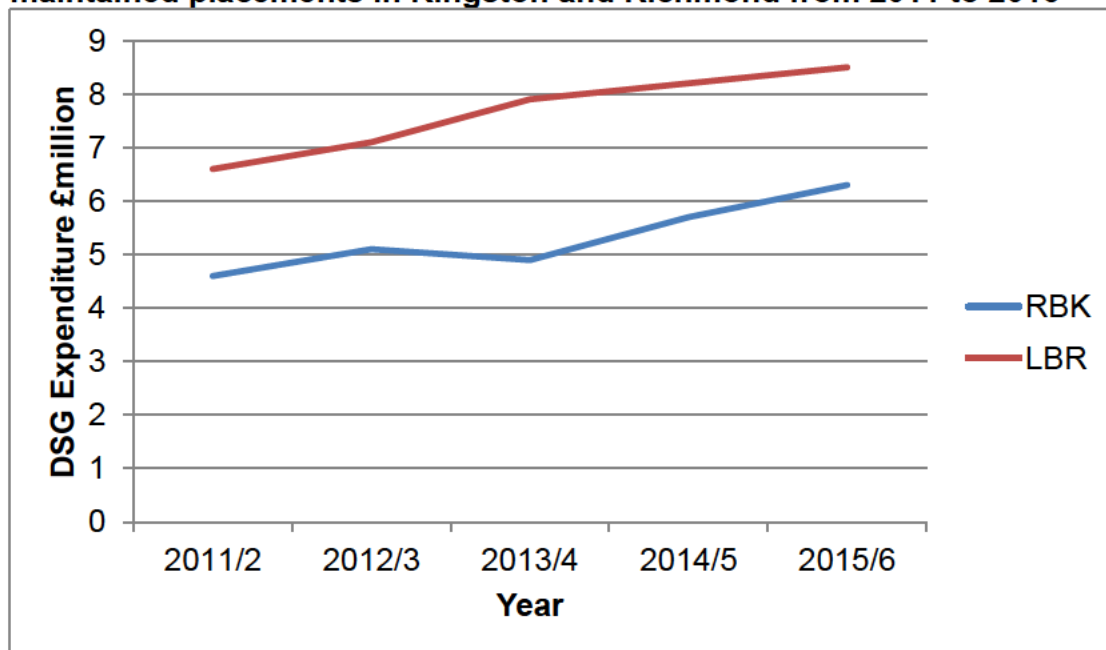
- Journeys to and from school are longer (frequently 90 minutes or more each way). Some children find such journey length untenable on a daily basis, and therefore have no choice but to attend a residential provision. According to local Dedicated Schools Grant expenditure reports, there are currently 30 children resident in Kingston and Richmond in residential placements for this reason.
- Support from other multi-agency services, including health, is less accessible, including when transitioning to adult services.
- Maintaining links with the child's local community or social network is harder, a particular disadvantage when transitioning to post-school provision back home in Kingston or Richmond.
- The use of over 100 different independent and non-maintained schools in locations as disparate as the Isle of Wight, Kent and Suffolk make it difficult to monitor the quality of provision. Significant issues with the quality of provision have been identified in several of these schools over recent years. Achieving for Children report concerns with several independent special schools where Kingston and Richmond children are currently placed, including:
 - One with 16 children is judged to be failing to provide care as specified in EHCPs including relating to therapy provision, to have an unacceptably high staff turnover, failing to meet its safeguarding obligations, to be charging for provision that is not being delivered, and to have weak leadership and management; and
 - Another with 15 children from Kingston and Richmond is judged to be delivering unacceptably low levels of student progress due to its lack of specialism and overly generalist teaching approach for a cohort of students with a wide range of different needs (Source: Achieving for Children).

For our commissioners, the use of independent and non-maintained provision brings significant additional costs.

Local information from Kingston and Richmond School Forum reports on recent Dedicated Schools Grant expenditure, shows a significant increase in expenditure on independent and non-maintained special schools for Kingston and Richmond children and young people. In Kingston, expenditure has risen from ██████████ in 2011/12 to ██████████ in 2015/16, and in Richmond from ██████████ to ██████████ over the same period. This is shown in Graph 2 below.

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

Graph 2: Dedicated Schools Grant expenditure on independent and non-maintained placements in Kingston and Richmond from 2011 to 2016



Source: Kingston and Richmond Schools Forum reports, 2011 to 2016.

It is clear that the fees charged by independent and non-maintained schools are significantly higher than the costs of maintained schools. It is estimated that independent and non-maintained places are between [redacted] (complex/ ASD) and [redacted] (severe/ ASD) per head per year more expensive than the equivalent maintained provision. (Source: [redacted]). This reflects the fact that demand for special school places outstrips supply, which in turn enables many independent and non-maintained providers to maximise their profits and include shareholder dividend payments into their fee structure. For example, information provided by Achieving for Children shows that one independent provider with whom over 50 children from Kingston and Richmond are placed is proposing a 5.8% increase in fees for academic year 2016/7. Accounts submitted to Companies House by this provider in 2015 reported a [redacted] dividend to shareholders on a turnover of [redacted] (Source: Companies House).

The cost of transporting a child or young person with SEND to and from a school outside the boroughs is also significantly more expensive than the cost of doing so within the boroughs. Information provided by [redacted] shows that the difference is at least [redacted] per head per year, and with over 200 Kingston and Richmond children using SEND transport to travel outside of the boroughs, transport costs for Achieving for Children are higher than they need to be.

The establishment of Maaz and [redacted] Free Schools will deliver savings to the Dedicated Schools Grant (DSG) and for Richmond and Kingston Councils, which can be reinvested in children and young people's education and local provision.

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

Clear demand for local provision for Maaz’s proposed cohort

Pupils at Maaz School will have speech, language and communication or communication difficulties or social, emotional and mental health issues, including autism. Our pupils will have learning difficulties in the lower average range and have average cognitive abilities. They struggle to engage in learning and social interaction due to their needs.

Department for Education figures show a significant growth in autism spectrum disorder (ASD) as the main presenting need in Statements and EHCPs in recent years. Figures in Table 12 below, represent a rise of 86% in Kingston between 2012 and 2016, from 51 children to 95 children, and a rise of 70% in Richmond over the same period from 27 children to 46 children. Achieving for Children forecasted the number of children and young people with a disorder on the autism spectrum as the main presenting need in their EHCP to rise to 166 in Kingston and 81 in Richmond by 2021.

Table 12: Numbers of children with ASD as main presenting need in Kingston and Richmond 2012 to 2016 and forecast for 2021

Local authority	Children with ASD as main presenting need by year							
	2012	2013	2014	2015	2016	5y > no.	5y > %	*2021
Kingston	51	60	72	78	95	44	86	166
Richmond	27	39	44	48	46	19	70	81

*Source: DfE Special Educational Needs in England, January 2012 – 2016. *Forecast, Kingston Council, Richmond Council, Achieving for Children, 2016*

There is also significant regional demand for places for children with disorders on the autism spectrum. Figures provided by the South London Joint SEN Commissioning Programme show ASD was the main presenting need in more independent and non-maintained placements made by consortium partners in 2015 than any other need, accounting for 36% of placements.

The same data show main presenting needs of Social, Emotional and Mental Health, and Speech, Language and Communication Needs were ranked second and third respectively, accounting for 17% and 16% of all placements made by the South London Joint SEN Commissioning Programme partners in independent and non-maintained provision. This organisation forecasts ASD and Speech, Language and Communication Needs as the two biggest growth areas.

Local authority and commissioner demand

The Auriga Academy Trust have been working closely with Richmond Council, Kingston Council and Achieving for Children (a community interest company created by the Royal Borough of Kingston and the London Borough of Richmond to provide their children’s services) to develop our proposals for Maaz and [REDACTED]. There is a clear commitment from both Councils and Achieving for Children to support our application for Maaz to enable us to establish high-quality provision within Richmond that bring numerous benefits including: a reduction in travel time; greater access to multi-agency services that children and young people with SEND need to access such as health; and to enables a strong link with the local community to be retained. This commitment is demonstrated in the letters of support from the [REDACTED],

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

disability specific support groups and specialist schools, and takes responsibility for representing the views of a wider group of parents.

Four initial sessions have been organised between the Auriga Academy Trust, Achieving for Children and SEND Family Voices to develop an understanding of what the [REDACTED] and Maaz Free Schools should look like, to which 51 parents attended. The letter that was sent out to publicise the event, the presentation that was delivered jointly by the [REDACTED] at Clarendon and Strathmore, and the Auriga Trust response to the key points raised at the consultation events, are included in Appendix 5. Our discussions have been broad, informative and very helpful.

As noted in the letter of support from SEND Family Voices which can be found in Appendix 2, the majority of parents in attendance at the four events expressed their support for the proposals and highlighted the “evident capability” of the [REDACTED]. The letter of support stated:

“The proposal to create the new schools within the framework of the Auriga Trust and integrating provision with local mainstream schools will have a wider benefit for the community; both through allowing young people to develop at a pace suited to them (i.e. allowing a personalised differentiated educational pathway) and by sharing educational and therapeutic expertise.”

Other comments, in response to the presentations, were received from parents in attendance:

“Overall I think this is a good initiative. It makes sense for both Kingston and Richmond Councils and parents in those boroughs for children with SEND to be educated in-borough in the right facilities, with the right staff to suit their needs.”

“I’m very happy indeed at the prospect of new SEN schools.”

“I certainly support the proposals and would be interested in any developments”.

In addition to the facilitated events, we distributed a short survey to families with a child who would be eligible to attend the new free school in its first year of opening. 100% of the 29 respondents stated that they would be interested in attending the new free school as proposed. The letter that was sent out to publicise the survey, the questions asked in the survey, and the responses received are attached in Appendix 6. The letter was distributed to approximately 228 parents of children and young people who may be eligible to attend the free school when it opens in September 2019.

Parents have also contacted us directly to give their views and express their support. As well as the anecdotal evidence that has been given by parents of pupils to the head teachers, staff or governors at Clarendon and Strathmore, we have included four letters of support for the proposals from parents of children with SEND that we have received. These can be found in Appendix 2. Each letter states the clear need for expanded provision that the Auriga Trust is proposing to better meet the needs of pupils locally and to reduce the reliance on out of borough placements. One of the parents has written:

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

“We are very much in favour of the Auriga Academy Trust’s proposals to open a local free school with the stated specialism and hope that it will be approved at the earliest opportunity so that our son, and the significant number of other children with similar needs, can start receiving the quality of schooling to which they are entitled at a reasonable distance from where they live.”

Another parent has written:

“A big gap is evidently missing from the existing provisions that are available in the area... This is such an opportunity for parents and pupils to be part of our community and develop bonds around the borough. I hope our son will have the chance to re-join our family home and community.”

Finally, a parent has stated:

“It is essential that a range of settings are available to meet their (individual children’s) needs and to support their strength and potential. For this reason I fully support the creation of the Auriga MAT and their desire to establish new specialist schools in the local area.”

All the feedback parents gave to us through the consultation has been used to shape this proposal. For example, local parents have made a compelling case for high quality therapies provision. Parents made particularly ardent representations that the new schools should focus both on developing a high quality therapy offer and on retention of therapists. In their experience, having consistency of therapist enables staff to build a strong and trusting relationship with their child, providing a better platform on which progress can be made. We agree. This is why, as stated in section C1, we have already sought to directly employ occupational therapists and may be looking to directly employ other therapists going forward. We aim to become a centre of excellence for therapies and be an employer of choice for therapists in Richmond and Kingston and the surrounding areas.

Our strong involvement of parents and carers in the shaping of the detailed design of the proposals is recognised in the letter of support from both [REDACTED].

We are planning further consultation and engagement activity with our local community and parents to shape the next stages of Maaz’s development. Our draft action plan for consultation and engagement is summarised in Table 13 below.

Table 13: Summary of planned consultation for the next phase

Action	Deadline
Hold the first event of the Family Advisory Board, facilitated by the SEND Family Voices, to share details of application with parents and carers and to gather feedback on key elements of the applications: curriculum, therapy provision and sites.	November 2016
Direct mailing to parents and carers of children and young people who may be eligible to attend the school	November 2016

E1 – provide valid evidence that there is a need for this school in the area	
once open in September 2017 to inform them of the more defined proposals for the school and to assess levels of interest.	
Hold a range of events with the Family Advisory Board, facilitated by SEND Family Voices to review and comment on the latest proposals for the new school as they are developed.	November 2016- May 2017
Publicise the school through Achieving for Children's Schools E-News and through the local media via a press release	December 2016
Maaz website launched and brochure published	January 2017
Achieving for Children discusses Maaz Free School as an option for children and young people as part of the annual review of the EHCP.	February 2017
Maaz Free School opens to first pupils	September 2017
Official launch event and open day held with the school staff and governors, parents, carers, Councillors, local authority officers, Achieving for Children officers	October 2017
Parent governor recruited from Maaz Free School to be part of the Auriga Trust Board of Trustees	November 2017
Maaz Local Governing Body established	By September 2020
As noted in section F1 skills gap analysis, should the application be successful, the intention is to procure marketing and consultation consultancy support on an ad hoc basis. This support will be used to further develop the consultation and engagement plan and to identify groups of hard-to-reach parents of children who may be eligible to attend the school but who are not engaged with any of the parent representative groups in the area.	
Please tick to confirm that you have provided evidence as annexes:	x

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan
Not applicable.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	10 hours

		[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	12 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2 hours

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>12 hours</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>12 hours</p>

F1 (a) Skills and experience of your team

The immediate responsibility for the pre-opening project will fall to the [REDACTED] of the Maaz Free School, supported by the Principal Designate. The [REDACTED] will also provide assistance. A plan to manage the project once the application has been submitted has been drafted, identifying key actions, milestones and deadlines, and will guide the work of the pre-opening team.

All Members and Trustees of the Auriga Trust will be part of the pre-opening team which will draw on a range of knowledge, skills and experience as set out in detail in the table above including: special school education, managing school finances, leadership, Human Resources, safeguarding, and health and safety. The pre-opening team will also include a Trustee who is a parent on pupils who attend both Clarendon and Strathmore to obtain the perspective of a parent. The team members will be invited to contribute to areas of work depending on their skills, knowledge and experience. The [REDACTED] on the Board of Trustees will act as the liaison between the Auriga Trust in relation to commissioning of places and securing preferred sites for the school.

We intend to recruit a dedicated project manager to oversee the pre-opening phase. The [REDACTED], [REDACTED] and [REDACTED] will work closely with the project manager to ensure the success of the project.

In addition, the skills gap has identified a need to strengthen in relation to marketing and consultation expertise. Consultancy support will be procured by the Auriga Trust on an ad hoc basis should the application be successful.

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project management	Pre-opening team	A project manager will be recruited to lead on the pre-opening phase. The job description and person specification for this role will be drawn up by the Auriga Trust once the application has been submitted in anticipation.
Capital project client role within EFA processes	Pre-opening team	The [REDACTED] at both Clarendon and Strathmore, and the [REDACTED], as [REDACTED] at Strathmore, have experience of significant capital works at the existing schools as they have moved to new sites to enable provision to be reconfigured. An induction into EFA processes will be needed to enable them to effectively manage the capital project client role.
Marketing	Pre-opening team	The pre-opening team has experience of marketing, for example, the [REDACTED] was the [REDACTED] and the [REDACTED] of both the existing schools have both been responsible for externally marketing their schools. However, it is considered that this is an area that could be strengthened to ensure the two new schools are effectively marketed to parents both pre and post opening. To address this need, consultancy support will be procured by the Auriga Trust to lead on the development of a marketing plan

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		should the application be approved. In the meantime, the Chair of the Auriga Trust will lead on marketing and draft an initial marketing plan for both proposed schools.
Consultation	Pre-opening team	The pre-opening team has experience of consultation, for example, the [REDACTED] at the two existing schools regularly consult and engage with parents and pupils. However, it is considered that this is an area that could be strengthened to ensure that effective engagement is carried out with all parents of pupils with SEND and not just those represented by the main parent representative bodies in the borough. To address this need, consultancy support will be procured by the Auriga Trust to lead on the development of a consultation plan should the application be approved. In the meantime, the [REDACTED] will lead on consultation and draft an initial consultation plan for both proposed schools.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The Auriga Trust has established a governance structure with clear roles and responsibilities that will ensure accountability and effective decision making and drive improvement in both the two existing schools and the two new free schools. The approach builds on the excellent practice of both Local Governing Bodies (LGB) at Clarendon and Strathmore. The Ofsted inspection of Clarendon in June 2014 noted that:

“Members of the governing body are very proud of the school and its achievements and are deeply committed to making further improvements. They are very positive about all aspects of the school’s work, particularly the leadership and management. Governors receive training on many aspects of governance, including understanding data relating to special schools, child protection, safer recruitment and financial management. As a result, they meet all their statutory duties, including those for safeguarding.”

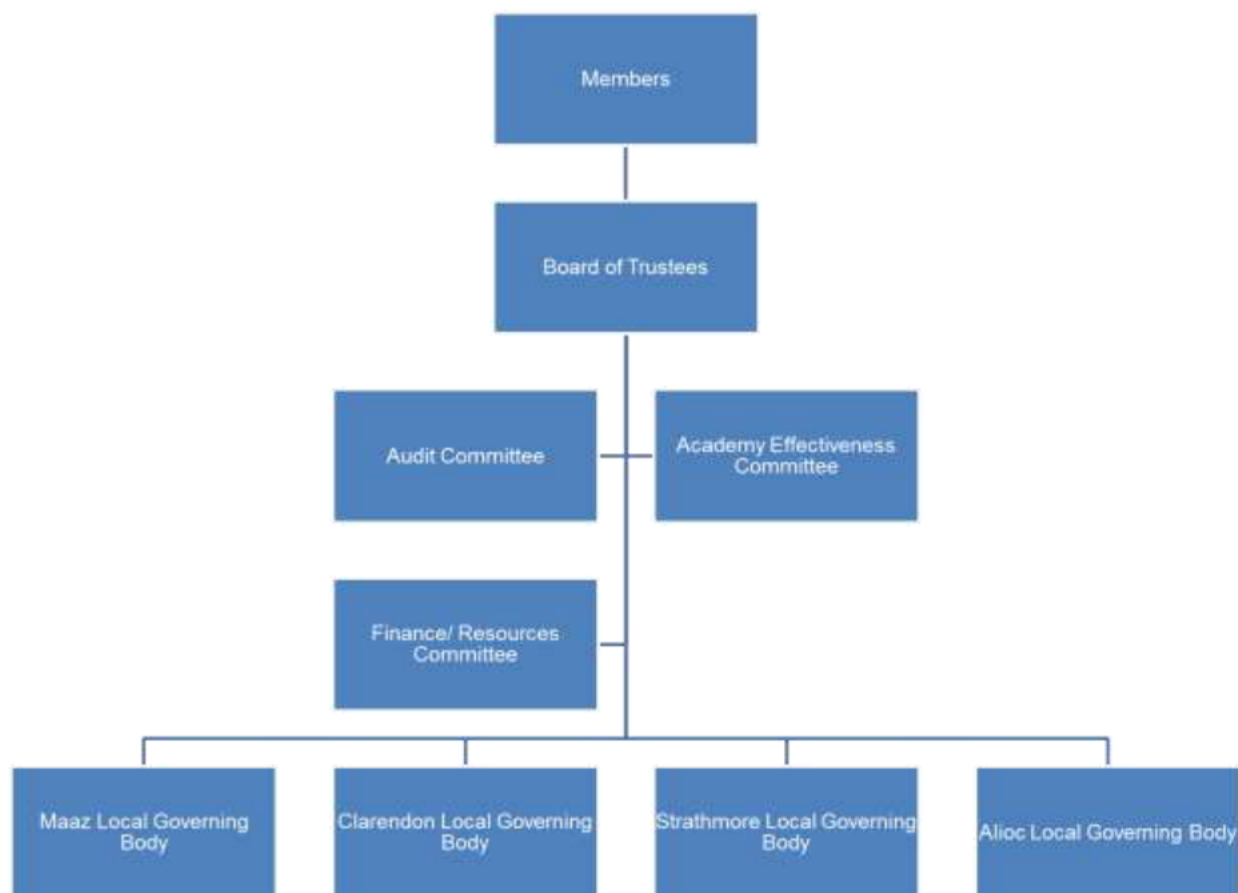
The Ofsted inspection of Strathmore in November 2014 noted:

“The governing body is extremely effective. Led by a very astute chair, it maintains very close oversight of the school. Governors routinely challenge and seek clarification about the reports they receive.”

The overall governance structure is set out in Diagram 2 below.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Diagram 2: Auriga Academy Trust Governance Structure



Members

Five Members have been appointed, who are akin to shareholders, and who are responsible for holding the Trust to account. The members have a range of skills, knowledge and experience in areas including Human Resources (HR), finance, school improvement and Special Educational Needs and Disabilities. The [redacted] will be a non-voting Member to ensure a link between the two layers. The Members have the ability to appoint or remove Trustees, will meet once a year and will receive an annual report from Trustees on the performance of the Trust.

Board of Trustees

Ten Trustees have been appointed to the Board of Trustees. As with the Members, the Trustees have a range of skills, knowledge and experience in HR, finance, legal matters, school improvement and Special Educational Needs and Disabilities. Currently there is one Parent Trustee representing Strathmore. In time, we intend to recruit Parent Trustees from each of the schools. The Board of Trustees is responsible for ensuring the quality and education provision, setting the strategic direction of the Trust, challenging and monitoring the performance of each school within the Trust, and managing the Trust's resources effectively. The Board of Trustees is also responsible for appointing the headteacher of each school within the Trust. The Board of Trustees will be chaired by [redacted], who is a [redacted], selected in the first cohort six years ago.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The purpose of the Board of Trustees and the reserved decisions are set out below:

Purpose

The Board of Trustees is responsible for:

- ensuring the quality of educational provision within The Auriga Academy Trust;
- challenging and monitoring the performance of each academy within the Trust;
- managing the Trust's resources effectively;
- appointing the Headteacher of each academy within the Trust;
- ensuring that the Trust complies with charity and company law;
- operating the Trust and each academy in accordance with the Funding Agreements that have been signed with the Secretary of State; and
- exercising reasonable skill and care in carrying out their duties.

Reserved Decisions

The following are Reserved Decisions whereby the Board of Trustees will make the final decision and authority is not delegated to any Committee or individual:

- Approval of the overall Academy Trust Annual Plan, based upon the proposals from each school (i.e. the educational, financial, operational objectives for the forthcoming academic year), including any proposed spending of individual academy reserves.
- Approval of the accounts for the previous financial year and Annual Report.
- Formal response to any external inspection of the Trust or any academy within it that makes recommendations (which could be Ofsted, audit, EFA etc.).
- Approval of any changes to staff terms and conditions, and any significant restructuring proposals.
- Approval of any revenue funded contracts worth more than the lesser of £100k or 3% of the General Annual Grant for the school, or where the LGB considers that there are particular implications (such as TUPE, termination clauses etc.) that should receive Board approval.
- Approval of any change to the nature of provision at any academy (i.e. size, age-range, SEN), including Free School applications.
- Headteacher appointments.
- Scheme of Delegation and Financial Procedures.
- Policies relating to health and safety, child protection / safeguarding, and staffing.

The Board of Trustees has a number of Committees sitting underneath it to ensure greater scrutiny in key areas across the Trust. This includes: Academy Effectiveness Committee, Audit Committee, and Finance/ Resources Committee. Details of each of these Committees is set out below.

Academy Effectiveness Committee of the Board of Trustees

Purpose

The role of the Academy Effectiveness Committee is to monitor the performance of the Auriga Trust.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Terms of Reference- Governance

- To monitor the performance of the Local Governing Bodies (LGBs), confirming that a process for LGB self-review is in place ensure that the LGB is making sufficient impact and is fit for purpose.
- To oversee the identification of development needs and organisation of governor development.

Terms of Reference- Community / Membership

- Oversee the development of any stakeholder forums and their membership.
- Encourage and facilitate community involvement and engagement in the Trust.

Terms of Reference - Strategic direction

- To set strategic direction and priorities for the Trust and all member academies.
- To set the vision, mission and ethos of the Trust and ensure these are embedded in each academy in the Trust.
- To oversee and ratify a strategic three-year plan for the Trust.
- To ratify the appointment and focus of an external SEP for each academy in the Trust and the overall performance of the Trust.
- To develop and monitor the implementation of a Trust-wide School Improvement Plan, taking into account recommendations from the Leadership Teams and the SEPs, with targets which will feed in to the performance review of the Executive Head and the Headteachers.
- To monitor the performance of the Academies in the Trust against the School Improvement Plan.
- To ensure collaboration between academies and support for school improvement across the Trust:

Audit Committee of the Board of Trustees

Purpose

The role of the Audit Committee is to maintain an oversight of the Auriga Trust's governance, risk management, internal control and value for money framework. It will report its findings annually to the Board of Trustees and the Accounting Officer as part of the Trust's annual reporting requirements. The Audit Committee has no executive powers or operational responsibilities.

Terms of Reference

The duties of the Audit Committee are to:

- Advise the Board of Trustees and Accounting Officer on the adequacy and effectiveness of the Trust's governance, risk management, internal control and value for money systems and frameworks.
- Advise the Board of Trustees on the appointment, re-appointment, dismissal and remuneration of the external and regularity auditor.
- Advise the Board of Trustees on the need for and, where appropriate, the appointment, re-appointment, dismissal and remuneration of, an internal auditor or other assurance provider to ensure that the Trust meets its legal and contractual requirements.

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- Advise the Board of Trustees on an appropriate programme of work to be undertaken through the audit and assurance processes. This programme of work will be derived from the Audit Committee's regard of the key risks faced by the Trust, the assurance framework in place and the committee's duty to report to the Board of Trustees.
- Review the external auditor's annual planning document and approve the planned audit approach.
- Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the EFA and NAO, and to consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committees for information and action.
- Monitor outstanding audit recommendations from whatever source and ensure any delays to implementation dates are reasonable.
- Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.
- Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained.
- Meet with the external auditor, without management present, at least annually.
- Ensure that the audited accounts are filed with Companies House ahead of the statutory deadline.
- Ensure that appropriate accounting records are maintained and provide publicly accessible accounts in line with the relevant Statement of Recommended Practice (SORP) for Charities
- Ensure that the MAT's accounts are published on the web site and are available to anyone who requests a copy.

Finance/ Resources Committee of the Board of Trustees

Purpose

The role of the Finance/ Resources Committee will be to propose budgets and recommend them to the Board for approval and ensure sound financial management. The Auriga Academy Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline. The Finance/Resources Committee has delegated HR responsibilities.

The Auriga Academy Trust Board is responsible for the estate strategy for all schools within the Trust. The Finance/Resources Committee has delegated Premises and Health and Safety responsibilities.

Terms of Reference - Finance

- To ensure compliance with the Education Funding Authority's (EFA) Academies Financial Handbook and the schools funding agreement with EFA.
- To consider the MAT's indicative funding, notified annually by the EFA and assess implications for the academy in advance of the financial year, drawing any matters of significance or concern to the attention of the local governing bodies.
- To determine the level of any contingency fund or balances to be held by the Trust and its academies, ensuring the compatibility of all such proposals with the development priorities set out in the Trust Development Plan.
- To consider and monitor regularly the MAT's short term and long term revenue and

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capital budget and financial planning to ensure the MAT's long term sustainability.

- To contribute to the formulation of the Trust's development plan, through consideration of financial priorities and proposals.
- To receive and scrutinise the annual academy budgets and forecasts. Approval/non-approval of the academy's budget will be determined by the Trust Board.
- To monitor and review income and expenditure against budgets on a regular basis and ensure compliance with the overall financial plan for each academy.
- To review and approve any virements (changes of allocations between budget headings) and other transactions in accordance with the Trust's Financial Regulations and Scheme of Delegation.
- To oversee the procurement of contracts for services to the academies e.g. cleaning, catering.
- To annually review and update all financial policies in accordance with the policy review schedule.
- To ensure the timely preparation of the Trustees' report and financial statements to form part of the annual report and financial statements of the Trust for filing in accordance with Companies Act and Charity Commission requirements.
- To explore and agree income generation for the academies in the Trust, including lettings income, grants, fund raising and sponsorship opportunities, and support the work of local PTAs/Parents Associations/Friends in their fundraising activities.
- To prepare the disaster recovery/business continuity plan for the Trust and ensuring local plans exist in each academy in the Trust.

Terms of Reference - HR

- To approve the academy staffing structures within the academy's budget.
- To approve any restructuring of the staff.
- To set procedures for the appointment of senior staff, including head teachers, at the academies and middle leaders.
- To determine the Pay Policy for the Trust.
- To advise each local governing body / finance committee on current and future pay levels
- To ratify appropriate salary ranges and starting salaries for lead practitioners, and members of the leadership group.
- To ratify annual pay progress for teachers (by 31 October at the latest) as set out in the Pay Policy, taking account of any recommendations made by the local governing bodies and in accordance with the approved pay policy.
- To approve applications to be paid on the Upper Pay Range.
- To approve annual pay progression for the Executive Head Teacher (by 31 December at the latest), taking account of the recommendation made by the Performance Review Panel, following the annual review.
- To monitor and report to the local governing bodies on the annual pattern of performance pay progression at each level within the MAT and the correlation between pay progression, quality of teaching and outcomes for pupils.
- To oversee the work of the Pay and Personnel Committees at Local governing body level with respect to staff disciplinary/dismissals and staff appeals (including pay appeals. The Auriga Academy Trust Board is the employer of all staff and therefore is the final appeal body in matters of pay and staff discipline.
- To monitor and review the performance and pay of all Headteachers in the Trust.
- To oversee the implementation of all the Trust's HR strategies, policies and

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procedures within each school that is part of the Trust.

- To ratify all HR policies for the Trust.

Terms of Reference – Premises and Health and Safety

- To make and review recommendations for the future premises provision and develop an Estate Strategy.
- To develop and maintain an asset management plan to ensure the development, maintenance and replacement of all physical assets, equipment and facilities of all academies in the Trust. This will include equipment, land and depreciating assets in line with the Vision Statement and School Improvement Plan, having regard to the Asset Register maintained by the academy.
- To oversee the appointment of architects, builders, grounds maintenance teams, surveyors etc. and monitor all aspects of their work.
- To ensure support for local site teams.
- To ensure compatibility and integration of computer systems across all academies in the Trust to facilitate maximum efficiency and cohesiveness.
- To develop an ICT strategy for the Trust that ensures the efficient use of appropriate technology in both administrative and academic settings.
- To ensure the effective provision of ICT support to all academies within the Trust

Local Governing Body (LGB) for each school

Underneath the Board of Trustees, each school will have a Local Governing Body. The purpose of the LGB is to develop aims and objectives for the school; manage resources including staff, finance and premises; and comply with statutory obligations. At it is unrealistic to establish a LGB for the two free schools immediately following their opening, the Clarendon and Strathmore LGBs will oversee the two free schools at first- Clarendon LGB to oversee Maaz and Strathmore LGB to oversee [REDACTED]. Once it is considered appropriate the Clarendon and Strathmore LGBs will introduce and develop LGBs for the two new schools. This will be expected to be up and running for both schools three years after opening. In the meantime, the Head of school from Maaz will serve on the Clarendon LGB and the Head of School from [REDACTED] will serve on the Strathmore LGB.

The details of the LGBs, which will all follow the same structure, are set out below:

Purpose

Subject to provisions of these Terms of Reference, the Companies Act 2006, the Articles, the Scheme of Delegation and to any directions given by the Trustees, the business of the Academy shall be managed by the LGB who may exercise all the powers of the Company within their remit.

Terms of Reference

The Trustees delegate the running of the academy to the LGB who will make all decisions necessary to provide high quality education within the academy subject to the provisions of the Articles, this Scheme of Delegation and the Reserved Decisions.

Specifically, the LGB is to:

- develop the aims and objectives of the academy;

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- determine the educational vision of the academy, including, but without limitation, determination of the school development plan;
- manage the resources of the academy, including staff, finance, and premises in accordance with the its own school development plan, legislation and relevant guidance, and the Trust's overall objectives;
- oversee admissions arrangements for the academy in accordance with admissions law and DfE codes of practice;
- implement actions required to comply with statutory regulations and the Funding Agreements.

In addition, the LGBs will all have a number of Committees sitting underneath which will focus on the detailed work that is required for each school.

Diagram 3: Auriga Academy Trust Local Governing Body Committees



The details of each of these Committees is set out below:

Finance Committee of the LGB

Purpose

To ensure that the school conducts its financial affairs in an organised and efficient manner and observes good standards of financial stewardship to avoid corruption, mismanagement or maladministration.

Terms of Reference - Finance

- To ensure that all available funding is used to meet the academy's aims, including educational priorities, as identified in the School Development Plan.
- In consultation with the SBM and the Head Teacher to establish a 3-year budget plan annually, which will include benchmarking spend against other schools.
- To undertake the monitoring, evaluating and reviewing of actual expenditure against the agreed budget, including investigating and reporting all material variances to budget.
- To review all financial reports / statements ensuring they are accurate and timely.
- To oversee:
 - the purchase of services through Service Level Agreements and other material contracts entered into;
 - decisions on expenditure following recommendations from other committees;
 - to budget for and implement all pay increments;
 - the approval of any virements and other transactions in accordance with the

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Trust's Financial Regulations and Scheme of Delegation;

- to monitor the academy's financial procedures determined by the Trust, including the Best Value Statement and Controls Assurance Statement and compliance with FMSIS (Financial Management Standard in Schools);
- any other matter that may impact upon the academy's finances or funding.
- To ensure that adequate insurance for all considerable risks is maintained.

Pay and Personnel Committee of the LGB

Purpose

To ensure that a safe and inclusive environment is provided for the whole school community. To oversee effective staffing structures at each provision and that staff are appointed with appropriate skills and experience to fulfil their roles and supported to grow and develop in their professional lives.

Terms of Reference- Staffing

- To draft and keep under review the staffing structure in consultation with the Headteacher.
- On behalf of the Board of Trustees and LGB to monitor and keep under review policies relating to pay, performance management, staff absence, staff discipline, grievance, capability and other employee related matters.
- To oversee the recruitment and appointment procedure for all academy staff.
- To oversee any review and subsequent process leading to re-structuring, staff reductions or redundancy.
- To keep under review staff work/life balance, working conditions and well-being, including the monitoring of staff absence.
- To consider any appeal against a decision on pay grading or pay awards. The Auriga Academy Trust Board is the employer of all staff and therefore is the final appeal Board in matters of pay and staff discipline but it will consider any recommendations made by the Personnel, Safeguarding and Health & Safety committee.

Premises, Health and Safety Committee of the LGB

Purpose

To ensure that academy premises are maintained to meet all health and safety requirements.

Terms of Reference

- To provide support and guidance to the Headteacher on all matters relating to the academy premises, grounds, security and health and safety.
- To carry out regular inspections of the premises and grounds and approve the annual statement of priorities for maintenance and development. To inform the LGB of the results of the inspection and the priorities.
- On behalf of the Board of Trustees and LGB to monitor and keep under review policies relating to Health & Safety, Lettings and Charging.
- To assist the LGB, Board of Trustees and Headteacher to discharge their responsibilities under the Health and Safety at Work Act and other relevant legislation.
- To make periodic inspections of buildings, plant and equipment and report to the

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LGB. Copies of risk assessments will be circulated with the minutes of the committee.

Pupil Achievement, Curriculum and Wellbeing Committee of the LGB

Purpose

To ensure the provision of a broad and balanced social and academic curriculum that meets the need of each pupil cohort and that is individually tailored to meet the needs of each pupil. To hold the Headteacher and SLT to account for pupil progress, achievement and wellbeing.

Terms of Reference - Curriculum focused

- To review and advise the LGB and Board of Trustees on academy standards, achievement data and statutory target setting.
- To consider and advise on other matters relating to the academy's curriculum, including statutory curriculum requirements and the school's Curriculum Policy.
- To consider curricular issues which have financial and staffing implications and to make recommendations to the relevant committees or the LGB.
- To make arrangements for the LGB or Board of Trustees as appropriate to be represented at School Improvement discussions with the LA and for resulting reports to be received by the LGB.
- To make arrangements for individual governors to take a leading role in specific areas of provision, e.g. additional educational needs or personalisation. To receive resulting reports and advise the LGB.
- To oversee arrangements for educational visits, including the appointment of a named coordinator.

Terms of Reference - Student focused

- **School Policies:** To ensure that all statutory and other appropriate academy policies relating to the students are in place including those on behaviour, exclusions and uniform.
- **Safeguarding:** To monitor issues relating to the safeguarding of students and oversight of child protection issues. Note: Health and Safety is covered by the Finance and Resources Committee.
- **Attendance:** To monitor the academy roll, attendance (including persistent absence and lateness) and to help formulate the school's view on admissions in relation to the borough policy and the following year's entry.
- **School Council:** To be the link between the School Council and the LGB in order to have a two-way line of communication of ideas, strengths and weaknesses.
- **Sixth Form Provision:** Monitor post-16 provision to ensure it is meeting the needs of all learners and that information and guidance concerning provision is fair and impartial.
- **Discipline Committee:** To monitor student exclusions, and to establish a committee of 3 members as necessary to review the Head's decisions regarding exclusions over 5 days, permanent exclusions and to hear parental appeals against the Head's decisions.
- **Academy Self Evaluation:** To have an awareness of the current legislation requirements relating directly to students and provide input into the SEF.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

Special Projects Committee of the LGB

Purpose

To focus on one off projects that fall outside the scope of the committee structure specified above.

Terms of Reference

- The purpose of the Special Project will be clearly defined, with expected measurable outcomes stated and agreed at LGB and / or Trustee level.
- The Special Project team will determine the most appropriate way of fulfilling their responsibilities and will provide feedback to the LGB and / or Trustees prior to each scheduled LGB / Trustee meeting.

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector

Not applicable.

F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F4 – Independent schools, including alternative provision institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector

Not applicable.

F5 – Independent schools only: an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – Independent schools only: an appropriate, well-maintained, and secure site
--

Not applicable.

Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure

All applicants will need to complete this section but you will give us less different information depending on which type of group you are.

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section G – budget planning and affordability
No additional commentary is required.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- 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, i.e. as one Word document.
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

CVs of key individuals are included below. Letters of support are attached in Appendix 2.

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your</p>	

CV template		
	<p>school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	<p>[Redacted content]</p>

CV template

		<p>[Redacted]</p>
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p>

CV template		
1	Name	██████████
2	Area of expertise (i.e. education or finance)	██ ██
3	<p>Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	Name: ████████████████████
		Position: ████████████████████
		Dates: ████████████████████
		Name: ████████████████████
		Position: ████████████████████
		Dates: ████████████████████
		Name: n/a
		Position:
		Dates:
4	For finance only:	n/a
5a	For education only:	n/a
5b	For education only:	n/a
6	Brief comments on why your	██ ██

CV template		
1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	[Redacted]
		[Redacted]
		[Redacted]
		[Redacted]

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	
5b	<p>For education only: if you are in a teaching or head of</p>	

CV template	
	<p>department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>
6	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8	<p>Reference names(s) and contact details</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	██████████
2	Area of expertise (i.e. education or finance)	██████████
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	Name: ██████████ Position: ██████████ Dates: █ ██████████
		Name: ██████████ Position: ████████████████████ ██████████ Dates: █ ██████████ █ ██████████
		Name: ██████████ Position ████████████████████ ████████████████████ ████████████████████
		Name: ██████████ Position ████████████████████ ████████████████████ ████████████████████

CV template		
		<p>[Redacted] [Redacted] Dates: [Redacted] [Redacted] [Redacted]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	<p>[Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]</p>

CV template

		<p>[Redacted]</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	<p>[Redacted]</p>
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>

CV template

		<p>[Redacted text block]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted text block]</p>

CV template

		<p>[Redacted content]</p>
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8	Reference names(s) and contact details	<p>[Redacted content]</p>
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CV template		
1	Name	████████████████████
2	Area of expertise (i.e. education or finance)	████████████████████
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	Name: ██████████ Position: ████████████████████ Dates: ██████████
		Name: ██████████ Position: ████████████████████ Dates: ██████████
		Name: ██████████ Position: ████████████████████ Dates: ██████████

CV template		
	for later life	
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
	<p>point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped</p>	<p>[Redacted]</p> <p>[Redacted]</p>

CV template	
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per</p>

See Appendix 7.

CV template		
	<p>student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	<p>Reference names(s) and contact details</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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

CV template		
	<p>you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	Brief comments on why your previous experience is relevant to the new school	<p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p>

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four</p>	<p>Name: [Redacted]</p> <p>Position: [Redacted]</p> <p>Dates: [Redacted]</p> <hr/> <p>Name: [Redacted]</p> <p>Position: [Redacted]</p> <p>Dates: [Redacted]</p>

CV template	
	<p>years. If not, please include additional roles</p> <p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key</p>

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p> <p>[REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>[REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p> <p>[REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p>	

CV template	
	<p>how your qualifications are maintained</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications</p>

CV template		
	achieved and preparing pupils for later life	
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
1	Name	[Redacted]
2	Area of expertise (i.e. education or finance)	[Redacted]
3	Details of your last three roles including: name of school/ organisation	Name: [Redacted] Position: [Redacted] Dates: [Redacted]

CV template		
		<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	N/A
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
		[Redacted]
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	[Redacted]
8	Reference names(s) and contact details	[Redacted]

CV template		
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>	N/A
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per</p>	N/A

CV template		
	<p>student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	Brief comments on why your previous experience is relevant to the new school	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education)	[REDACTED]

CV template		
	or finance)	
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>[REDACTED]</p> <p>Dates: [REDACTED]</p>
		<p>Name: [REDACTED]</p> <p>Position: [REDACTED]</p> <p>Dates: [REDACTED]</p>
4	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
	preparing pupils for later life	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</p>	
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	Name: [REDACTED] [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] [REDACTED] Position: [REDACTED] Dates: [REDACTED]
		Name: [REDACTED] [REDACTED] Position: [REDACTED] Dates: [REDACTED]
4	For finance only: details of professional qualifications,	[REDACTED] [REDACTED] [REDACTED]

CV template	
	<p>including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available,</p>

CV template		
1	Name	██████████
2	Area of expertise (i.e. education or finance)	██ ██
3	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	Name: ████████████████████ Position: ████████████████████████████████████ Dates: ████████████████████
		Name: ████████████████████ Position: ██ Dates: ████████████████████
		Name: ████████████████████ Position: ██ ████████████████████ Dates: ████████████████████
4	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications If these results are not available, set out the track record of your school in terms of developing	

CV template		
1	Name	██████████
2	Area of expertise (i.e. education or finance)	██████████
3	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	Name: ██████████ Position: ████████████████████ Dates: ████████████████████
		Name: ██████████ Position: ████████████████████ Dates: ████████████████████
		Name: ████████████████████ Position: ████████████████████████████████ Dates: ████████████████████
4	For finance only: details of professional qualifications, including:	████████████████████ ████████████████████████████████ ████████████████████████████████

CV template	
	<p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p>
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If these results are not available, set out the track record of your subject/department/ school in</p>

CV template		
	terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>



Department
for Education

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