



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

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

SOUTH BANK PRIMARY ACADEMY

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The application form explained

Before completing your application, please ensure that you have read both the relevant [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 document* 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.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

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).

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability <i>*Supporting letter attached</i>	N/A*	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	N/A	<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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	<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?	N/A	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	N/A	<input type="checkbox"/>
9. Re-applications only : Have you changed your 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?	N/A	<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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	N/A	<input type="checkbox"/>
12. 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	<input checked="" type="checkbox"/>	<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)	<input checked="" type="checkbox"/>	<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
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: 

Position: 

Print name: 

Date: 27 September 2016

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 South Bank Primary Academy will enjoy the same central mission as its partner secondary school The Ruth Gorse Academy. Currently families and young people living in the inner south of Leeds city centre do not enjoy access to education which is of the highest standard. The GORSE Academies Trust has already shown through the success of its work at The Ruth Gorse Academy that where a compelling vision is combined with exceptional partnerships and the highest of professional standards then real transformation of educational opportunity can be achieved. The Ruth Gorse Academy has now moved into its permanent premises in Leeds city centre and all indications, including the external monitoring visits of our DfE external adviser, show that the academy has every chance of securing an Outstanding judgement in its first inspection which is due to take place this academic year. The academy is already oversubscribed and significantly so and is now acting as a catalyst for change in Leeds city centre. For all too long families in Leeds have drifted out of the city centre in search of better education for their children. Of the small number of schools which are rated as Outstanding by Ofsted most are in areas of relative affluence. The Ruth Gorse Academy and, should we be successful in this application, the South Bank Primary Academy will bring that exceptional standard of education to a part of the city which has been neglected and lacking in investment for decades.

The need for the South Bank Primary Academy emerges largely from the success of The Ruth Gorse Academy; because families are so keen to have their children attend the latter property developers are now keen to build new homes in the inner south part of the city. Consequently this application seeks support in developing and building a new primary academy to facilitate the need for places emerging from a significant new home building initiative being undertaken by Citu. In total the

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

development will see 510 new homes being built in an area known as a Climate Innovation District. 86% of those homes will be targeted at families.

Attached (*Annexes 1a, 1b and 1c*) to this application are details of the building plan and it is the intention of the developer Citu to meet the full costs of the building programme for a 2 form entry primary academy. The developer in consultation with The GORSE Academies Trust has drawn up exciting architectural plans for the new academy through a Swedish partner. This is in keeping with a philosophy for this new academy which places a focus on the creation of a truly stimulating learning environment. There is a passionate belief from the developer that school buildings are at the heart of communities because they develop the opportunity for learning and informal meetings which develop communities.

We are determined to show through the establishment of this free school that poverty and deprivation should in no way limit either the quality of a young person's educational experience or the levels of achievement to which those students are able to rise. As a strategic partner in The Leeds Teaching School Alliance South Bank Primary Academy will establish professional standards and expectations which are exemplary. It will also benefit from a recruitment profile which has a national reputation. As an example The LTSA has within it a School Centred Initial Teacher Training partnership which is significantly oversubscribed and which from September 2017 will have over 100 participants, including primary trainees.

As a city Leeds continues to struggle regarding the educational achievement of communities in areas of greatest socio-economic challenge. It is our determination to continue to use the Free Schools initiative to change this unacceptable situation and to ensure that we establish in an area of extreme poverty an exceptionally effective primary academy.

The GORSE Academies Trust has grown slowly but with an increasingly formidable reputation over the last seven years. It is seen as groundbreaking in having transformed an Inadequate secondary to the status of Outstanding in only three years. As a trust we are also now establishing within the Free School Programme a new model of excellence in Post-16 education at Elliott Hudson College. As exciting an any area of the trust's work is its development of excellence in the primary phase. Led by [REDACTED] we now oversee three primary academies of which two were inadequate before joining the trust. The third, though previously judged to be Good, was acknowledged to be a school which was likely to be placed in an underperformance category had it been subject to an inspection. Hillcrest Academy in Chapeltown serves an area of significant deprivation. At its most recent inspections it has been graded repeatedly as an Inadequate school; in 2012 the Daily Mail described it as the country's worst primary

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

school. Hillcrest Primary Academy should be inspected before the end of its third year as a new school and that inspection should therefore take place before January 2017. It is our view that Hillcrest Primary Academy will receive an Outstanding judgement at that inspection.

Quite simply it is our intention to replicate the outstanding features of Hillcrest Primary Academy in South Bank Primary Academy, ensuring as we do that the quality of teaching, the curriculum, the quality of leadership, standards of behaviour and levels of achievement and progress are truly exceptional. We do not believe that there should be any limiting link between a child's background and the quality of their educational experience. On the contrary, we believe that far too many excuses are made regarding the performance of children from the most challenging backgrounds in our country and that this results in them being failed through low expectations and low levels of professional effectiveness.

We believe that the establishment of a primary Free School in the southern part of Leeds city centre will offer great opportunity to families currently living in communities in and around that area. We also believe that it will challenge the exceptionally low performance rates of other inner city primary age providers, hopefully resulting in an increase in the quality of their performance. DfE performance tables for 2015 show that primary schools in the centre of Leeds underperform significantly against national averages, including the progress that children make between Key Stages 1 and 2. As an example, the 50 primary schools in Leeds which are closest to Leeds city centre are in Reading 8% behind the national average, in Writing 6% behind the national average and in Mathematics 10% behind the national figure. We believe that this is unacceptable and that the Free Schools Programme represents a key lever in changing and challenging the work of primary schools in Leeds. Furthermore, we see this initiative as being of great importance regarding the demographic challenges that Leeds as a city faces over the coming years.

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)	2018	2019	2020	2021	2022	2023	2024
Reception		60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60	60
Year 2		60	60	60	60	60	60	60
Year 3		60	60	60	60	60	60	60
Year 4		60	60	60	60	60	60	60
Year 5		60	60	60	60	60	60	60
Year 6		60	60	60	60	60	60	60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals		420	420	420	420	420	420	420

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	Mandatory	Includes Speaking & Listening, Reading and Writing. Opportunities will also be planned into other curriculum areas
Mathematics	5	Mandatory	Opportunities will also be planned into other curriculum areas
Science	2	Mandatory	Discrete session
Computing	1	Mandatory	Discrete session
Handwriting	1	Mandatory	Discrete session although planned into other curriculum areas
Phonics (EY, Key Stage 1 and any other pupils in Key Stage 2)	2	Mandatory	Predominantly for EY and Key Stage 1 pupils
History	1	Mandatory	Theme based
Geography	1	Mandatory	Theme based
Art	1	Mandatory	Theme based
Design Technology	1	Mandatory	Theme based
Music	1	Mandatory	Discrete session

PE (Including cycling)	3	Mandatory	Discrete sessions (including 1 session using the planned velodrome for Key Stage 2 pupils)
PHSE	1	Mandatory	Discrete session to include SRE
RE	1	Mandatory	Discrete session
Enhancement	2	Voluntary	A range of activities will be offered to pupils of all ages

[Add more lines as appropriate]

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.

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

The pupil population at Hillcrest Primary Academy and The Ruth Gorse Academy is diverse; pupils come from a wide range of minority ethnic backgrounds; a significant majority are of Pakistani heritage. An increasing number of pupils are from Eastern European countries, many of whom have had little or no previous schooling. On beginning Nursery at Hillcrest, a very high proportion of children speak little or no English. Throughout the rest of the school, a significant minority of pupils are at an early stage of learning English. The proportion of disadvantaged pupils for whom the pupil premium provides support is high. The South Bank Primary Academy community is a similar community to the one served by Hillcrest Primary Academy and The Ruth Gorse Academy. We are also aware however that many of our pupils will come from higher income households and will consequently ensure that our curriculum and teaching meets the needs of all pupils, including the most able. The school will be based in the centre of the Climate Innovation District of Leeds, and so environmental education and sustainability will focus highly within the curriculum.

EARLY YEARS

We will work with colleagues at Hillcrest Primary Academy and across the Trust to ensure a world class education for our youngest children and provide them with exceptional opportunities. We will meet the needs of our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Ensuring provision is both purposeful and authentic to the children's personal interests.

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

- Enabling self-initiated and self-selected learning to be a central component of the learning activities.
- Using a wide range of teaching strategies based on children's learning needs;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring and evaluating children's progress and taking action to provide support as necessary.

CURRICULUM

It is our intention to replicate most elements of the curriculum of Hillcrest Primary Academy and offer a rich and broad curriculum. There will be a strong focus on developing high quality literacy, numeracy and science skills but the curriculum will be balanced and enriched by arts and sports lessons and after school enrichment activities. The curriculum will be firmly based on the National Curriculum, but will range well beyond this with activities that excite pupils' interest and strongly support pupils' positive attitudes to learning. The curriculum will be based on themes for learning; subjects will be linked together to give pupils a cohesive learning experience.

The drivers which will underpin the curriculum aim to ensure that pupils will know how to:

- **Be life ready:** We will ensure that pupils are ready for the next stage of their education and their life, develop crucial life-skills, and positive personality traits to ensure that they make a valuable contribution to society. Opportunities for pupils to develop skills such as: problem-solving, enterprise, resilience, confidence, independence, responsibility, initiative, drive, teamwork and co-operation will be evident in all aspects of the curriculum.
- **British Values and SMSC:** We want all of our pupils to understand what it means to be a British citizen or, someone from another country who lives in Britain. Pupils will be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to be living in a democracy and to have individual liberty. In addition we will promote spiritual, moral, social and cultural development through all aspects of our work. Opportunities for pupils to develop skills and

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

discuss issues centred on respect, tolerance, democracy, law, personal values and multiculturalism will be planned.

- **Community and Environment:** We want all of our pupils to develop knowledge and understanding of the world around them and their place within it, understanding and respecting similarities and differences between themselves and others. Pupils should understand the importance of community cohesion and the need to respect the local, national and global environment. Opportunities for pupils to develop skills and discuss issues centred around: sustainability, enterprise, mutual respect, cohesion, sharing and kindness will be evident.

Themes will be taught over a term, starting and ending with days that 'hook' pupils' interest. After the initial 'hook', pupils will be immersed within this theme for the remainder of the term; on occasions pupils may well be asked to research aspects of the theme independently. This allows pupils to have ownership over their curriculum and lead their own learning. Each theme will have a visit or a visitor to provide first-hand experiences for the pupils to support and develop their learning.

English, mathematics and computing skills will be taught during discrete lessons but revisited in the curriculum so that pupils can apply and embed the skills they have learnt in a purposeful context..

Our **Mathematics** curriculum and teaching will follow a 'mastery approach'. We believe that all pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach.

Concrete: pupils should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial: pupils should then build on this concrete approach by using pictorial representations. These representations will then be used to reason and solve problems.

Abstract: with the foundations firmly laid, pupils will be able to move to an abstract approach using numbers and key concepts with confidence.

We will work with colleagues across the wider Trust (Primary and Secondary) as well as local Mathematics Hubs to ensure that teacher subject knowledge and our approaches lead to excellent achievement for all pupils.

Our **English** curriculum will aim to develop language skills in four different areas: reading, writing, speaking and listening. Our aim is that each child should achieve the highest level of performance of which he or she is capable in every aspect of English.

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

We will provide our pupils with a wide experience of literature throughout their time at South Bank Primary Academy and value and celebrate diversity in culture and language.

We will use a range of strategies to teach reading; systematic, synthetic phonics will be taught consistently throughout Early Years and Key Stage 1 to ensure that all pupils are able to decode and encode successfully. Shared, individual and guided reading will provide opportunities for pupils to develop further and extend their reading fluency, use of expression and comprehension skills. Regular opportunities for pupils to read across the curriculum will ensure that they apply their skills in context.

Hillcrest Primary Academy has successfully implemented Talk for Writing and this will be used as a model to ensure the highest achievement in writing at South Bank Primary Academy. Spelling, grammar and punctuation will be taught discreetly as well as within the given context of each 'Talk for Writing' unit. Opportunities for pupils to apply their writing skills in context, and write for sustained periods of time will be planned into Creative Themes.

Many pupils at South Bank Primary Academy will have English as an additional language; we will also ensure that teaching meets their needs and develops their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- displaying key vocabulary;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- encouraging pupils to transfer their knowledge, skills and understanding of one language to another;
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;

Any pupils completely new to English will receive additional support to acquire basic language in their early days at school. We do however believe that full immersion and contact with peers is the most effective way to support these pupils. We will use the NASSEA Steps, to measure English language competence for New to English children. These children will be targeted on a half termly basis. Ongoing recording of

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

attainment and progress in line with agreed school procedures will monitor the progress made at least half termly, highlighting pupils in need of targeting for focus support.

At South Bank Primary Academy we will recognise that within each year group there will be pupils who have a general all round ability or more specific abilities which are greater than those of the majority of their peers; these are our **more able pupils**. We accept that they should be identified as early as possible and their need to achieve to their full potential should be met by a suitably challenging curriculum.

DIFFERENCES TO THE CURRICULUM

As South Bank Primary Academy will be situated within the Climate Innovation Area teaching pupils about **sustainable development** will feature highly across school. We will ensure that the whole school community becomes increasingly aware of their responsibility to promote and practise sustainable development. We will prepare pupils for a lifetime of sustainable living built upon the core principles of care:

- Care for ourselves.
- Care for each other.
- Care for the environment.

The school will be situated close to a newly built velodrome. Cycling will therefore feature as part of the PE curriculum for all pupils and links with local cycling groups will be made to provide specialist teaching and learning opportunities. Bikeability training will be offered as part of the curriculum which will build pupils confidence as cyclists and prepare them for cycling on the road.

TEACHING AND LEARNING

Hillcrest Primary Academy has clear rigorous processes to ensure that teaching is of the highest quality; these processes will be replicated at South Bank Primary Academy. Regular joint CPD, peer observations, lesson studies and joint monitoring activities will take place. The partnership with other Trust academies (Primary and Secondary) and links with The Morley and Farnley Teaching Schools as well as the leadership of the Director of Primary Education and Executive Principal will be the main drivers for ensuring that South Bank Primary Academy is consistent in its approach to teaching and learning.

The importance of agreed and consistent approaches to teaching and learning will be reflected in job descriptions and monitored as part of performance management arrangements. Support and guidance will be offered to all staff as they strive to achieve

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

the highest standards in pedagogy. Teachers are the leaders of learning and they will be encouraged and supported to work in the vanguard of good practice.

Positive attitudes, a strong sense of self, a clear sense of purpose and importantly, a sense of belonging, are prerequisites to effective learning. At Hillcrest Primary Academy we are already committed to establishing environments for learning that not only stimulate and engage, but engender a sense of purpose and identity; this will be replicated at South Bank Primary Academy.

Modelling and scaffolding are crucial for effective progress. Teachers will ensure that modelling and scaffolding are precise and effective at showing what good looks like whilst allowing pupils sufficient space to adapt and learn from this.

Every lesson will have a buzz and inspire pupils as a result of careful and perceptive planning. At South Bank Primary Academy, planning will ensure that teaching sequences:

- Have clear Learning Objectives
- Focus on learning needs and next steps
- Continually use assessment outcomes to design new learning
- Build skills sequentially so that new learning is connected with prior learning
- Ensure rich and meaningful learning experiences which are engaging and purposeful
- Contain quality modelling that scaffolds pupil's independent learning
- Ensures multiple opportunities for pupil reflection, feedback with response time
- Promote richly dialogic contexts that enable collaborative learning
- Create and build on meaningful cross curricular themes
- Ensure learning is challenging and provides quality opportunities for investigation and problem solving
- Personalise learning experiences through carefully planned precision differentiation

Teaching and learning will....

- Be inspired and inspiring, delivering and encouraging *creative* learning experiences.
- Embrace and celebrate the differences of pupils in our classes.
- Provide opportunities for discussion and debate.
- Celebrate every culture and faith.
- Provide opportunities for learning experiences outside the classroom, in the school environment, the local community and beyond where appropriate.

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

- Provide pupils with as many life experiences as possible

Partnership is central to the work of all academies within The GORSE Academies Trust. Consistent and shared policies and practices are evident, and along with very close collaboration, lead to exceptional outcomes for all pupils. Furthermore, the structure of the Central Team ensures that policies and practice are fully embedded within all academies. The Director of Primary, alongside the Director of Teaching will ensure that the curriculum, provision and teaching at South Bank Primary Academy will be similar in style and content to Hillcrest Primary Academy and other schools within the Trust. Regular Quality Assurance activities will provide feedback and validate judgements. Our team of Primary Advanced Skills Teachers will also be pivotal in ensuring exceptional teaching in all schools including South Bank Primary Academy.

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 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.

D2 – measuring pupil performance effectively and setting challenging targets

The Director of Primary Education along with the Director of Teaching, Director of Assessment and Executive Principal will ensure consistency of practice and policy across all schools, including South Bank Primary Academy. Regular Partnership Meetings including Core Binding Meetings, Assessment Rubric Meetings and Collaborative SLT Meetings will ensure that best practice is shared and that colleagues receive equal challenge and support. External consultant support will further ensure that pupil targets set are aspirational, challenging and lead to exceptional achievement for all pupils.

The GORSE Academies Trust have welcomed the changes in the National Curriculum and see it as an exciting opportunity to develop assessment and reporting systems to create a more holistic approach that makes sense to pupils, staff and parents. We are very clear that our assessment processes will be robust and track pupils' progress

D2 – measuring pupil performance effectively and setting challenging targets

across the school and not just at the end of a Key Stage. Most importantly however, we expect teachers to use their assessment information to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

The principles that underpin our assessment system are:

- Every pupil can achieve
- The National Curriculum objectives will be used as the expectations for all pupils.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all pupils achieve.

South Bank Primary Academy will be fully committed to achieving the highest standards in attainment by the end of Early Years, Key Stage 1 and Key Stage 2 and consequently preparing pupils for the next stage in their education. High attainment will only be possible if all pupils make strong and sustained progress from, possibly, very low starting points. Rates of progress at Hillcrest Primary Academy are high and are leading to rises in attainment at a faster rate than found nationally. Processes and systems for assessment, tracking and target setting will therefore be fully replicated; this will be led and managed by the Director of Primary Education in consultation with the Executive Principal and Director of Assessment.

Our assessment and reporting system will replicate Hillcrest's system and include:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Pupils knowing what they are being asked to learn and more importantly, why
- Three-way feedback: pupil, peer, teacher with clearly identified next steps – this can be written or verbal feedback.
- Regular pupils' work scrutiny
- Formal testing each term. Question level analysis will take place following this to identify what pupil can do and need to do next per class.
- Termly completion of APP (Assessing Pupil Progress) grids. Our APP grids show progressive statements leading to the 'expected' standard at the end of each year group; teachers will use evidence in pupils work to highlight these statements and provide a picture of each pupil's attainment.

Formal assessment (more structured tests) will be used alongside day to day assessment strategies to provide a clear picture of pupils' strengths and next steps in learning. We will use effective whole school tracking systems to monitor pupils' progress at individual, group, cohort and whole school level. Early identification of pupils 'not on track' to reach age related expectations will be followed by immediate action / intervention which will support pupils to get 'back on track' immediately.

D2 – measuring pupil performance effectively and setting challenging targets

Half termly moderation activities between teachers across all primary academies will take place to ensure accuracy in assessment; specialist subject leaders from Secondary academies will also support this process to offer further challenge and support. Termly trust wide analysis of assessment information, led by the Director of Assessment, will then ensure that patterns or trends within subjects, groups, cohorts or schools are identified and appropriate action taken to address these

In Early Years we will ensure the children have been assessed within 6 weeks of arriving at the school, this assessment will act as a baseline. Further progress reviews will be held three times during the year. The progress and 'learning journals'; will be shared with parents at each stage as they will contribute their knowledge of their child and next steps will be discussed with the parent to support the child's learning. Links with local Early Years settings as well as with other academies within the Trust will ensure accuracy of baseline assessment judgements.

Targets will be set for all pupils in reading, writing and mathematics initially, followed by other subject areas. National attainment and progress information for individual starting points, groups and cohorts will be used to ensure that targets are aspirational.

Regular meetings between the [REDACTED] will provide opportunities to closely monitor progress towards targets and will validate judgements of the quality of teaching, learning and assessment, leadership and management, personal development, behaviour and welfare and outcomes.

All schools within The GORSE Academies Trust share a consistent Positive Discipline Policy which outlines strategies to manage pupil's behaviour through a system of rewards and sanctions; this policy will be adopted by the South Bank Primary Academy. Positive Discipline within The GORSE Academy Trust primary academies is centred on three very simple concepts:

- That pupils enjoy being effectively rewarded for their effort;
- That pupils need clear guidelines in terms of what constitutes acceptable behaviour; and
- That effective communication between teachers, parents/carers and pupils is essential for effective schools.

The six main rules within our primary academies were generated by pupils for everybody. The academy rules are displayed prominently in each classroom in each academy as follows:

- We always do our best
- We follow instructions straight away

D2 – measuring pupil performance effectively and setting challenging targets

- We are kind
 - We keep hands feet and objects to ourselves
 - We look after our school and environment
- We move sensibly around our school

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 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 attached (*Annex 2*) organogram outlines the proposed staffing structure at the point that The South Bank Primary Academy will be at full capacity (Reception to Year 6) and replicates that of Hillcrest Primary Academy. The Senior Leadership Team will include Principal, Vice Principal and Assistant Principal. The Principal and Vice Principal will be responsible for all aspects of the school's work; the Assistant Principal will take a lead on all aspects of 'inclusion' including being responsible for EAL provision and acting as SENCO (with line management of SEN Teaching Assistants.) Phase Leaders will be responsible for teaching, learning, assessment and the curriculum within their key year groups/phases; they will line manage teachers and Higher Level Teaching Assistants within their phases.

The staffing profile at The South Bank Academy will grow incrementally year on year as pupil numbers increase. Due to the close proximity of Hillcrest Primary Academy and The Ruth Gorse Academy, close links will be made with both during the school's growth to ensure that the curriculum outlined is successfully implemented and other responsibilities are sufficiently discharged; for example the leadership of Special Educational Needs will be the responsibility of the current Inclusion Leader at Hillcrest Primary Academy up until the point of the appointment of an Assistant Principal supported by the Trust Director of Inclusion.

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

Safeguarding and Child Protection will be high priority from opening and will be initially the responsibility of the Principal who will act as Designated Teacher for Safeguarding with the Assistant Principal acting as Deputy Designated Teacher. The Learning Mentor will also be part of the Safeguarding/Child Protection Team and will be involved in all aspects of Child Protection.

Class teachers will be supported by Higher Level Teaching Assistants (1 per year group) HLTAs will provide highly tailored intervention and support for pupils across both classes in a year group. Pupils with a Special Educational Need will be supported by SEN Teaching Assistants who will be appointed as necessary based on pupil needs and Funding for Inclusion.

Due to the close proximity of Hillcrest Primary Academy and The Ruth Gorse Academy, support for all aspects of leadership will be offered by colleagues of these schools if needed. Central Trust colleagues would also offer support if needed.

PLAN FOR STAFFING

	STRUCTURE
Leadership	Principal Vice Principal Assistant Principal
Teachers	14 x Teachers 1 is EY Lead / 1 is KS1 Lead / 1 is Lower KS2 Lead / 1 is Upper KS2 Lead)
Teaching Support	2 EY TAs 6 HLTAs (Year 1 to Year 6) <i>SEN TAs appointed based on need (Funding for Inclusion)</i> <i>EAL TAs appointed based on need</i>
Admin and Premises	School Business Manager Office Manager Site Manager 3 x Cleaners Catering provision will be outsourced.

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

South Bank Academy will pride itself on its diversity and inclusivity. Our motto '*diversity is the one thing we all have in common, let's celebrate it*' sums up our attitude to ensuring that every pupil, regardless of gender, ethnicity, religion or ability is valued equally and cherished as a young person who will go on to make a valuable contribution to society.

One of South Bank Academy's curriculum key drivers will be British Values and Spiritual Moral Social and Cultural development; these will underpin all that we do. We want all of our pupils to understand what it means to be a British Citizen or, someone from another country who lives in Britain. Pupils will be made aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to be living in a democracy and to have individual liberty. In addition we will promote spiritual, moral, social and cultural development through all aspects of our work. Opportunities for pupils to develop skills and discuss issues centred on respect, tolerance, democracy, law, personal values and multiculturalism will be planned seamlessly into the curriculum.

We value PSHE delivery at all key stages as an experience that supports pupils for their present and future. The school will use the Islington/Leeds Scheme of Work which includes all aspects of the curriculum including Sex and Relationship Education. Our approach to SMSC, PSHE, the Prevent Duty and the development of British Values will be delivered appropriately within each key stage. It will also be tailored to the academic ability of pupils and be sensitive to the lives that they have led so far.

Through the delivery of a strong and well planned PSHE curriculum, as well as through other areas of the curriculum, the academy intends to meet the spiritual, moral, social and cultural (SMSC) development of all pupils.

The Trust's values that the academy will demonstrate through all aspects of its work, are in line with individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, for example staff recruitment and pupil admissions.

As part of the academy's general routines, in and out of the classroom, and the way in which individuals relate to each other, pupils will be encouraged to form their own attitudes and values. By building positive working relationships between pupils and staff, all members of our academy community will be valued as individuals. Pupils will learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

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

The South Bank Academy aims to ensure that by the time pupils leave, they have further developed their knowledge understanding and feelings about themselves and others, are able to increasingly say and do, and understand their responsibilities to lead productive, independent, fulfilling and safe lives.

Through a variety of learning experiences the academy will help each pupil:

- to think and act for him/her self
- acquire personal qualities and values
- take his/her place in a wide range of roles in preparation for adult life
- develop confidence/independence and personal responsibility
- value and respect him/her self
- respect and value others (Equality Act 2010)
- to know him/her self better and think well of him/her self
- to develop social skills
- prepare students for the challenges, choices and responsibilities of work and employment and lifelong learning
- value and respect belongings/living things/environment
- be able to share/co-operate
- empower students to participate in their communities as active citizens
- develop a global perspective.

Pupils will be encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their academy. In doing so they will learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural (SMSC) issues that are part of growing up.

The academy recognises the importance and value of parents/carers and families in helping pupils to develop and make responsible decisions for themselves, based on informed choices.

Citizenship and enterprise education will be delivered as part of assemblies as well as through the curriculum. The academy will provide opportunities for personal and social development through a variety of strategies that include:

- Individual, peer groups, collaborative group work
- Discussion and role-play
- Involvement in a range of problem solving activities
- Preparation and presentation of tasks for different audiences

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

- Positive self-assessment
- Positive marking, with verbal or written comments
- Enrichment activities

The South Bank Academy will be fully committed to safeguarding and promoting both the welfare of all its pupils and fundamental British Values. Every member of staff will recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. The Tackling Extremism and Radicalisation Policy will set out our beliefs, strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views, by identifying who they are and promptly providing them with support.

Our work in this area links closely to our policies on:

- Child Protection
- Anti-bullying and Hate Incidents/Crimes Reporting
- Behaviour Management
- E-Safety and Online

The following national guidelines will also be used in conjunction with this policy:

- PREVENT Strategy HM Government
- Keeping Children Safe in Education DfE September 2016
- Working Together to Safeguard Children HM Government 2013
- Learning Together to be Safe: A Toolkit to help Schools contribute to the Prevention of Violent Extremism

The Office for Security and Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy content. This strategy is based on four areas of work and staff at The South Bank Academy will fully adhere to this approach:

- **Pursue** - To stop terrorist attacks
- **Prevent** – To stop people becoming terrorists or supporting terrorism
- **Protect** – To strengthen our protection against a terrorist attack
- **Prepare** – To mitigate the impact of a terrorist attack.

The main aim of our approach is to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils/students are safe from harm.

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

Our curriculum will promote the fundamental British Values of respect, tolerance and diversity. Pupils will be encouraged to express themselves through discussions with staff and each other. Pupils will learn about other faiths and will be taught about how to stay safe when using the internet.

Our objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will swiftly follow the policy guidance when issues arise.
- All pupils (as appropriate to their age) will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure that they are appropriate and effective.
- Pupils will be helped to understand the importance of democracy and freedom of speech, through SEAL (Social and Emotional Aspects of Learning) assemblies and through carefully planned teaching.
- Pupils are taught how to keep themselves safe, in school and when using the internet.
- Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.
- Pupils are supported in making good choices, so they understand the impact and consequences of their actions on others.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

The Governing Body will have a **zero tolerance** approach to extremist behaviour for all members of the school community. We rely on our strong values to steer our work and ensure the pastoral care of our children protects them from exposure to negative influences.

Although serious incidents involving radicalisation have not occurred within The GORSE Academies Trust to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region and society in which we

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

teach. Staff are reminded to suspend any ‘professional disbelief’ that instances of radicalisation ‘could not happen here’ and to be ‘professionally inquisitive’ where concerns arise, referring any concerns through the appropriate channels, currently via the Designated Safeguarding Leads

Upon arriving at the academy, all visitors including contractors, will read the Child Protection and Safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience. Visitors will sign that they have read and will comply with the guidance.

Through our website and through our relationships with other schools, local authorities and other groups we will seek to ensure that we communicate a clearly inclusive message regarding our determination to work with children from all backgrounds and communities. We are fortunate that our Trust is almost entirely based in this part of the city so our links to religious and community leaders within those groups are already well established. Our website will set out to engage with all groups and this will be reflected in, for example, the opportunity to read text in a range of languages.

The GORSE Academies Trust has an excellent track record of encouraging children from different faiths, backgrounds and communities to work and learn together with great success; we will seek to further develop that success at The South Bank Academy.

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 both sections 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

As explained earlier in the application the need for the South Bank Primary Academy is based largely on two key points of criteria. As evidenced by the supporting letters (*Annexes 3a and 3b*) from the local authority there is a desperate shortage of primary age places in the Leeds city region, particularly in the inner south of the city. This is an area which is a major recipient of families fleeing persecution and seeking to secure refugee and asylum status. In addition many other families who are new to the country but who are not fleeing persecution settle in the inner south area of the city.

In order to help cater for many of those families and in order to provide housing which is attractive but priced at a level which offers opportunities for those on lower incomes to begin to build a life for themselves Citu have successfully applied for approval to build 510 new homes in inner south Leeds. The specific location of that development is set out in the attached information (*Annex 4*).

We know that the development will see the building of 510 new homes of which 439 will be family homes. It is not yet possible to speak to more than a handful of the families concerned but what we have done is to engage with the wider Leeds inner city community in order to establish evidence of extensive interest in a new primary academy. (Please see section E2)

We have provided the letter (*Annex 5*) that we sent out to local families with information about the marketing events that we held in partnership with Citu. In total 571 families attended one of the two sessions. 372 families attended the Saturday morning information session which was by far the most popular.

Of the 571 families who attended one of the two information sessions, 462 answered positively to the three questions set out for them. The first to those questions was

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

whether they had children who would be of primary school age in September 2018. The second question asked them to tell us the number of primary age children that they would have at that point. Finally we asked them to tell us clearly whether they would commit to sending their child/children to South Bank Primary Academy if it was a part of The GORSE Academies Trust. 34 families told us that they would definitely not wish to send their child to the new academy. 75 families were undecided. 462 families gave a very clear commitment to wishing to send their child/children to the academy. In total this represented 915 children who would be broadly spread evenly across EYFS, Key Stage 1 and Key Stage 2.

The second key criteria with regards to evidence of need for South Bank Primary Academy relates to low standards in inner city primary schools in the Leeds city region. In order to examine this carefully we analysed the performance of the 50 primary schools which will be closest to the location of South Bank Primary Academy. Taken on average the 50 schools fall well short of national expectations regarding the progress that children make from Key Stage 1 to Key Stage 2 as well as their actual attainment as reflected in the 2015 performance tables.

With regards to progress children in the 50 primary schools closest to South Bank Primary Academy make less progress in reading, writing and Mathematics and significantly so. In reading the national rate of expected progress is 91%, for that group of 50 schools the average is 83%. The same figures in writing progress are 94% and 88% respectively and in Mathematics 90% and 80% respectively.

This shows that children from less affluent backgrounds in the city fall further behind their peers nationally and those in the more affluent parts of the city region as they progress through primary school. Inevitably this produces outcomes on attainment for the 50 primary schools closest to South Bank Primary Academy which are well below what would be seen nationally. As an example in 2015 the percentage of pupils achieving Level 4 or higher in reading, Mathematics and writing was 80%. The figure for the group of 50 schools was only 57%.

It is interesting to note that there are actually very few primary schools in the Leeds local authority which are not Good or Outstanding. In total there are only 11 primary schools in Leeds which are Inadequate or have been judged to Require Improvement. What is noteworthy is that of those 11 primary schools which are operating at less than Good with regard to their Ofsted judgement, 9 of those are to be found amongst the 50 primary schools closest to the location of South Bank Primary Academy.

In conclusion we are confident that should this application be successful South Bank Primary Academy will play a key part in providing significant additional places for primary age children which are desperately needed whilst at the same time making a

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

major contribution to raising standards of achievement in the inner south area of the Leeds city region.

Please tick to confirm that you have provided evidence as annexes:

X

E2 – successful engagement with parents and the local community

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 – successful engagement with parents and the local community

Using the formula set out for the development of new homes and the creation of primary school places it is our estimation that the new homes alone will create a need for approximately 170 children. Importantly this will leave approximately 280 places available from homes outside the new building development.

In order to establish an accurate picture of demand and interest we wrote to families living in the inner south of the Leeds city region, inviting them to a series of presentations which were done in partnership with the developer Citu. From those presentations we then provided families with the opportunity to respond to the following questions.

1. Do you have children within your family group who in September 2018 will be seeking a place in primary education?
2. How many children in your family will be potentially seeking a place in primary provision from September 2018?
3. If South Bank Primary Academy opens successfully as part of The GORSE Academies Trust in September 2018 will it be your intention to have your child/children attending the academy?

It can be noted from the attached spreadsheet (*Annex 6*) that, in total, we received 462 clear commitments to wishing to take up a place at the South Bank Primary Academy from September 2018. In total this amounted to commitment from the

E2 – successful engagement with parents and the local community

wider community of 915 pupils. We were delighted with and most encouraged to receive this level of support and vote of confidence from our wider community.

In our discussions with families it also became clear that the age profile of the children concerned was evenly split across EYFS, Key Stage 1 and Key Stage 2. We recognise that some pupils will leave the provision in some inner city primary schools in order to attend the South Bank Primary Academy. Our information suggests that these numbers will be broadly balanced across a range of schools to the point where they will have little detrimental impact on any individual organisation.

We believe that the information provided shows compelling evidence that South Bank Primary Academy will be popular with parents in the inner part of the Leeds city region, that this is supported by the local authority and that the academy will also facilitate education for children taking up residence with their families in new homes provided within the Citu development.

Section F – capacity and capability

Please note:

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

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

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)	Member of core group	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)
N/A					

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The named person who is in charge of this project during pre-opening is [REDACTED]

[REDACTED]

The proposed timeline for the appointment of a Principal Designate will be as follows:

- Position advertised April 2017;
- Interviews and selection process May/June 2017;
- Successful candidate confirmed and approved by the Board June 2017;
- Principal Designate takes up position January 2018;
- Becomes Principal of the South Bank Primary Academy September 2018.

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
Ensuring that we successfully recruit exceptional teachers including an appropriate number of newly qualified teachers.	Needing to ensure that we produce a financially sustainable staffing model through combining highly experienced but more expensive professionals with the very best new entrants to the profession who are much more cost effective.	Our School Centred Initial Teacher Training partnership is one of the most successful in the country. From September 2017 we will be recruiting primary phase trainees for the first time. This has been planned carefully in order to deliberately support the recruitment of professionals to the South Bank Primary Academy as it opens in September 2018.

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

[Add more lines as appropriate]

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 to [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

We will need to make no changes to our schemes or delegation in order to ensure that our Trust continues to exercise strong accountability. We will, however, be establishing a new governing body for the South Bank Primary Academy. As has been the case with other academies in the Trust including free schools we will utilise the expertise and excellence of our governors in order to ensure that we maintain very high standards. Two of our governing bodies have been rated as Outstanding and we will be asking two colleagues from each of those to join us on the governing body of this new primary academy. Additionally our National Leader of Governance will act as the Chair of the governing body for its first year thus ensuring the effectiveness of the body's work.

We have already confirmed that our key partner to the Trust the University of Leeds will be represented. We have also agreed to have a representative from the local authority on our governing body in order to ensure that our partnership with them is highly successful.

We intend to ensure that our governing body is small in number but significant in strategic impact. It will be our intention to have a least one representative of the governing body on the Board of The GORSE Academies Trust.

Having looked very carefully at the position of potential conflicts of interest I can confirm that we are confident that there are no specific conflicts of interest. There will be no financial transactions that will take place between any member/trustee and the academy at any point.

F3 – independent schools have 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 have a good educational track record and credible plans for meeting the standards of the state sector
N/A

F4 – Independent schools have 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 have a good financial track record and credible plans for meeting the standards of the state sector
N/A

F5 – Independent schools have 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 have an appropriate, well-maintained, and secure site
N/A

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us 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, please only include particular areas you want to highlight); 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.

G1 – budget planning and affordability
N/A
<i>Letter from RSC (Annex 7)</i>

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 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.

Annexes


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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are 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 [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

Supporting CV's for South Bank Primary Academy Free School Bid – September 2016

Board/ Governors CV's

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]
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>	
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-</p>	

	<p>integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on</p>	

	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	[REDACTED]
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>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Name: Position: Time Period:</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>	
5.a	<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</p>	

	<p>qualifications</p> <p>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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.	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

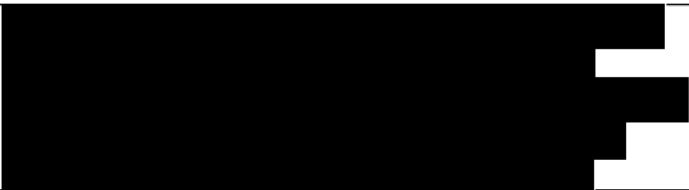

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted],
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional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

	<p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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</p>	

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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.	
8.	Reference names(s) and contact details	[REDACTED]

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>	<div style="background-color: black; width: 100%; height: 100%; min-height: 150px;"></div> <p>Name: Position: Time period:</p> <p>Name: Position: Time Period:</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>	
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	

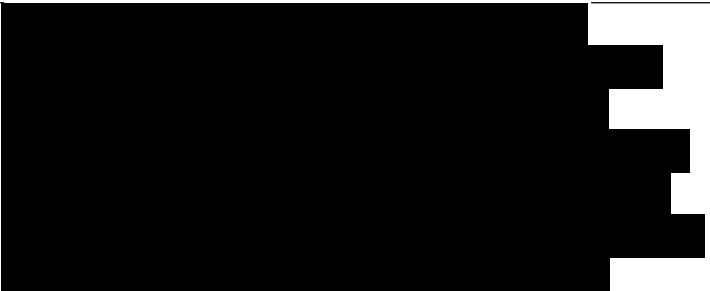
	school's best 8 value added scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's 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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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	

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 position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
		[Redacted]
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	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	

	<p>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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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.	
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 position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	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	N/A

	<p>and per student for level 3 qualifications</p> <p>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	N/A
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] [REDACTED] [REDACTED] [REDACTED]

Additional Key Staff CV's

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]
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>	[REDACTED]
5.a	<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 the above are not available,</p>	

	<p>the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

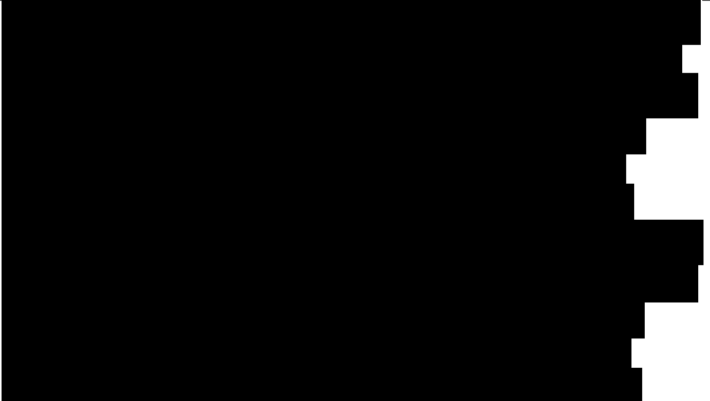
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are	

	maintained	
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in</p>	

	terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)	
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.	
8.	Reference names(s) and contact details	[Redacted]

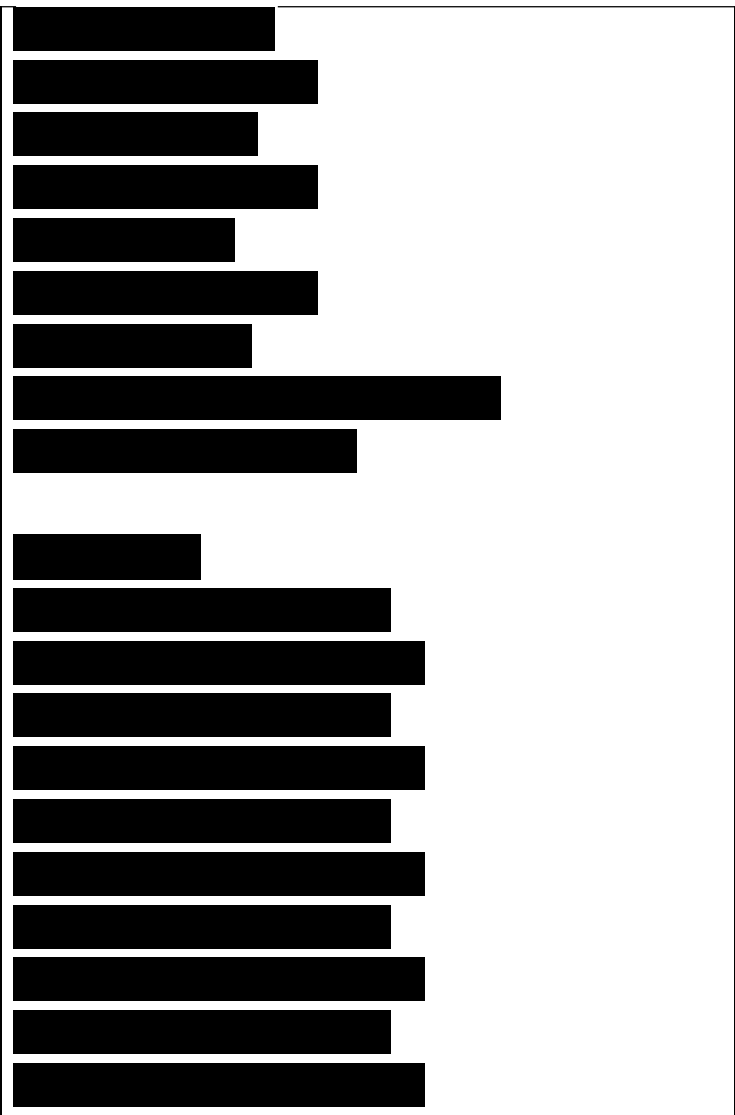
CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional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

	<p>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	N/A
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

		[Redacted]
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	[Redacted] [Redacted] [Redacted] [Redacted] [Redacted]

Support Staff CV's


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 position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[Redacted]
		[Redacted]
		[Redacted]
		[Redacted]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in	[Redacted] [Redacted]

	<p>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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive</p>	

	destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)	
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]

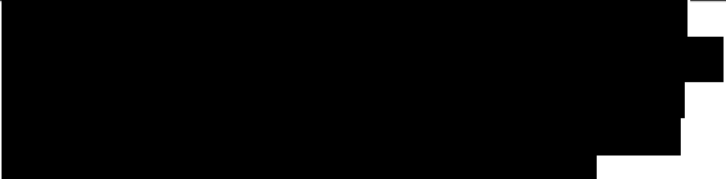
CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held	[Redacted]
	length of time in position (This should cover the last	[Redacted]

	<p>four years. If not, please include additional roles)</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>4.</p>	<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>	
<p>5.a</p>	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of</p>	

	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</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	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 150px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 250px; height: 15px;"></div>
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CV template		
1.	Name	<div style="background-color: black; width: 100%; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100%; height: 15px;"></div>
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)	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100%; height: 15px;"></div>
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	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	

	<p>and per student for level 3 qualifications</p> <p>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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




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] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
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
5.a	For education only: if you are in a leadership position in your latest school (where	N/A

	<p>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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e.</p>	N/A

	successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)	
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	[Redacted]

	<p>position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)</p>	<p>[REDACTED]</p>
<p>4.</p>	<p>For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained</p>	<p>[REDACTED]</p>
<p>5.a</p>	<p>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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) school's best 8 value added scores for the years you were in post, if applicable</p>	<p>[REDACTED]</p>



		
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available): 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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</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>	

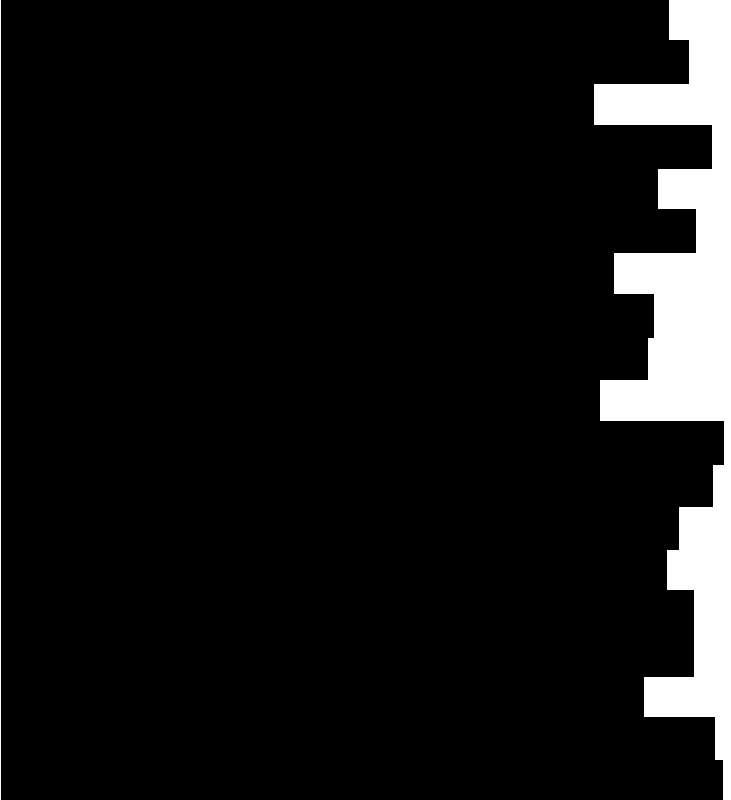
		[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

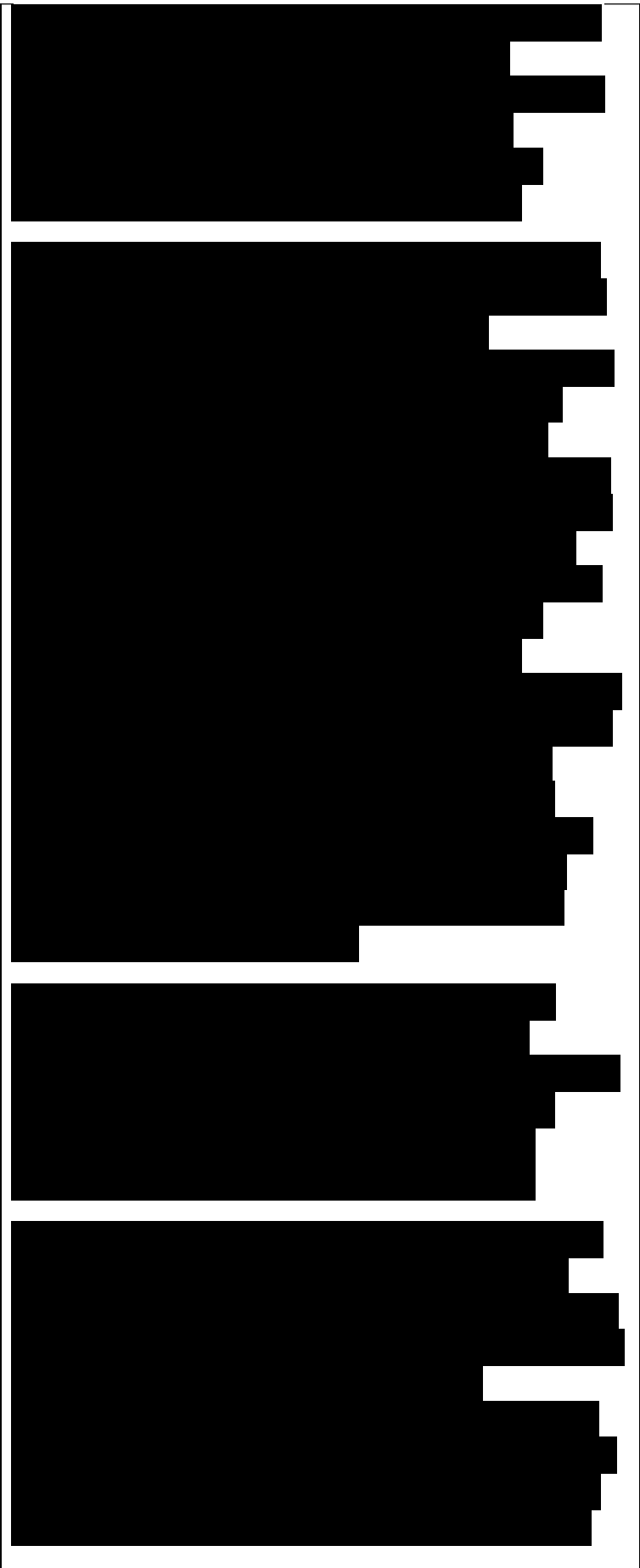

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]

<p>3.</p>	<p>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)</p>	<p>[Redacted content]</p>
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		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]

		
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>	

5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive</p>	



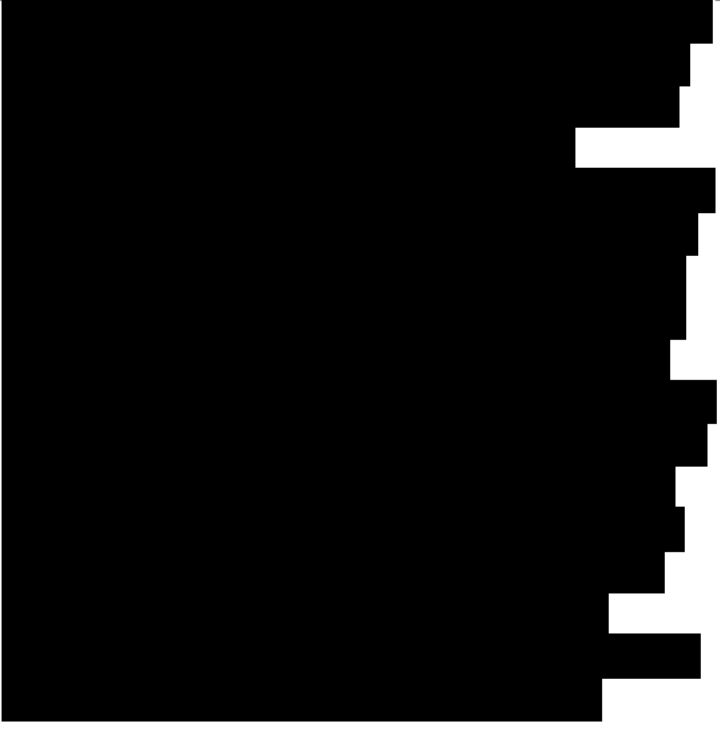
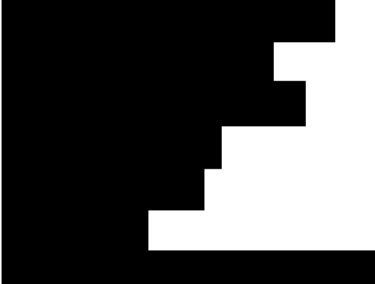
	<p>destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	Brief comments on why your previous experience is	

relevant to the new school



[REDACTED]

[REDACTED]

[REDACTED]

		 
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	

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>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>Name:</p> <p>Position:</p> <p>Dates:</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>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where</p>	

	<p>appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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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</p>	





	contact details	[REDACTED]	
		[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 position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment) school's best 8 value added scores for the years you were in post, if applicable	



5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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.	
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	[REDACTED]

	<p>position and responsibilities held</p> <p>length of time in position (This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <p>Name:</p> <p>Position:</p> <p>Dates:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Dates:</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>	
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were</p>	

	in post, if applicable	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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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	  

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 position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional roles)	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	
5.a	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 the above are not available, the track record of your school in terms of both	

	<p>qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played</p>	

	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: 150px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 180px; height: 15px;"></div>

CV template		
1.	Name	<div style="background-color: black; width: 150px; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 150px; height: 15px;"></div>
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>	<div style="background-color: black; width: 250px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 220px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 190px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 180px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 300px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 170px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 230px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 170px; height: 15px;"></div>
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>	
5.a	<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</p>	

	<p>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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<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 the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression</p>	

	e.g. to employment)	
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.	
8.	Reference names(s) and contact details	[REDACTED]

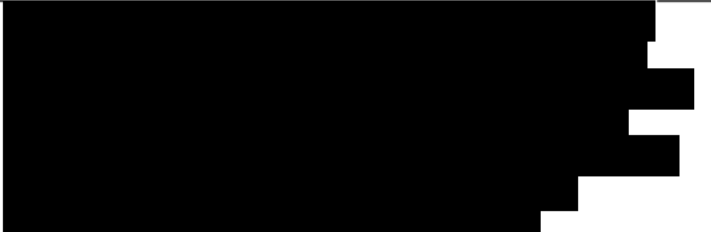

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position (This should cover the last four years. If not, please include additional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

	<p>including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
5.a	<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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	Not Applicable
5.b	<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</p>	Not Applicable

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression e.g. to employment)</p>	
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 (ie education or finance)	[REDACTED]
3	Details of your last three roles including: <ul style="list-style-type: none"> • name of school/ organisation 	[REDACTED]
	<ul style="list-style-type: none"> • position and responsibilities held 	[REDACTED]
	<ul style="list-style-type: none"> • length of time in position 	[REDACTED]

CV template	
	<p>This should cover the last four years. If not, please include additional roles</p> <p>██</p> <p>██</p> <p>██</p>
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • 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 the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) • school's best 8 value added scores for the years you were in post, if applicable
5b	<p>For education only: if you are in a teaching or head of department role</p>




CV template		
	<p>in your latest school (where available):</p> <ul style="list-style-type: none"> 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 If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
6	<p>Brief comments on why your previous experience is relevant to the new school</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>	

CV template		
		[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	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</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> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	N/A
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in 	N/A

CV template		
	<p>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>	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> 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 	N/A
6	<p>Brief comments on why your previous experience is relevant to the new school</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>	

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> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</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> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • 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 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template		
	point score per entry and per student for level 3 qualifications.	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> 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 	
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.	

CV template

		
8	Reference names(s) and contact details	

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		

<p>Quality of teaching in your school</p>	<p>[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
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<p>Behaviour and safety of pupils</p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p>Quality of leadership in, and management of, your school</p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
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<p>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>	<p>[pupil recruitment and how the education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]</p>		
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account	
2. Structure of the board	Accountability system Structure of decision making	

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: <ul style="list-style-type: none"> • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover 		



Department
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