

Special free school application form

Published: July 2017

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

BLACKPOOL FREE SCHOOL

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The application form explained

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

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

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

Section C asks you for detailed information on the vision for your special 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 of appropriate engagement with parents, LA's and the community

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

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

Section 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 G

The completed Word and Excel templates and the budget plans need to be submitted by email to the local authority and to the department by the application deadline to: FreeSchool.SPECIAL@education.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

The Word template should be between 50 and 100 pages long; 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 three hard copies (of Sections A-G and the budget plans) by a guaranteed method such as 'Recorded Signed For'

Post two hard copies to: Special Free Schools Team, Department for Education,
Piccadilly Gate
Store Street
Manchester
M1 2WD

And one hard copy to the local authority.

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.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 and the local authority are the data controllers for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The data controllers 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 appropriate)?		
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 consultation and demand	<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	<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?	<input checked="" type="checkbox"/>	<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"/>
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 both the department and the local authority before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the department and one hard copy to the local authority?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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** If your application is larger than 9MB please split the documents and send two emails.

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate 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 <p>by emailing scanned copies of Section I forms to due.diligence@education.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?</p> <p>(See guidance for dates and deadlines)</p> <p>See letter attached from [REDACTED]</p>	<input type="checkbox"/>	<input checked="" 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 [application guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit pupils without an EHCP with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

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

Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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 [application guidance and the criteria for assessment](#) for what should be included in this section.

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

The proposal

Our proposal is to establish a Special Free School in Blackpool for 48 age 10 to 16 years' children/young people who have an EHC plan for social, emotional and mental health (SEMH) needs and possible secondary needs including Speech and Language Communication and Autism. Opening in September 2019 in Blackpool a brand new and innovative school for the young people of Blackpool. Where they will have access to an education which will support their development and growth; socially, emotionally, physically and academically. A school with a structured and innovative curriculum which enables the young people to grow into confident, resilient young people ready for life in modern Britain. A school where all the young people will experience successes, develop aspirations and grow to become successful role models for their families and communities

Rationale

Blackpool Free School responds directly to a need identified by the government, the local authority, parents and pupil.

Current situation

Blackpool is the most deprived local authority in England and has a greater proportion of children in need and looked after children in England. LAC in Blackpool is significantly higher than the national average, 164 per 10 000 children compared to n.a. of 60 per 10 000 (2015/16 statistics). These numbers of vulnerable children create challenges for school which have to balance academic progress with pastoral care. Currently Blackpool doesn't have a SEMH specialist school and the children who need specialist provision are transported to out of Borough independent schools.

Blackpool Local Authority

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

The local authority has acknowledged the desperate need for this school. Currently the majority of students need special provision for SEMH needs are transported out of borough to independent special schools. There are currently 68 students in a variety of age ranges placed out of area. These schools do not provide links to Blackpool community and, as a result the LA say that transition back in to the area of Blackpool can be turbulent and often unsuccessful because they have been missing from their local community. In addition, the Pupil Referral Unit (PRU) in the area is over capacity. Mainstream schools are struggling to engage these learners because they do not have the capacity, knowledge or resources to provide the specialist provision. For these reasons transition back into mainstream is often unsuccessful.

Data provided by Blackpool authority shows that there are more than enough students with an appropriate profile in the borough to exceed the number of places.

Parents and Carers

The authority has met with parents who are supportive of the provision and acknowledge that reducing time to travel to school will have a positive impact on behaviour. If we become the successful sponsor, we will be holding further parent and carer forums to consider positive and seamless transition to the new school. This would be a collaboration with Blackpool SEND, AISS.

Students

If appointed as the successful sponsor, we would ensure that student voice is reflected in the design and development of the new school. A student voice panel will be formed with the support of Blackpool SEND AISS.

Community

The authority has engaged with a number of partners and community groups including Lancashire County Council and Witherslack Group who support the idea, recognise the need and have no concerns for the opening of the opening of the school. LCC have indicated they would utilise this provision for primary places. If appointed as the successful sponsor, we would engage all stakeholders in partnerships with the new free school.

Vision for the Blackpool Free School

The Blackpool Free School will be a provision of excellence that serves the young people of Blackpool who have a specialist need for SEMH. It will be a school of high expectations and aspirations housed in a brand building furnished with state of the art learning resources and staffed by dynamic teachers and support staff. The curriculum will be innovative and personalised in order to re-engage students who

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

have very often had very negative experiences of education. There will be flexible curriculum pathways that lead to various recognised qualifications which will include functional skills for all. Strategies to promote resilience will be embedded throughout a growth mind set curriculum and throughout the wider ethos of the school. Equally as important as the curriculum offer will be therapeutic interventions which will develop the whole young person. The school will prepare the students for post 16 and life beyond. A bespoke transition programme will be provided for each individual as a gateway to further education or employment. We will work closely with health and care professionals to ensure that there is a successful coordinated response to fully meet the needs of the individual. This will also include working to meet the needs of the whole family. We aim for all our staff to become part of a child's extended family. This family feel will be the ethos of our school with in a culture of high expectation, aspiration and progress for all.

It is our aim that we will establish strong partnerships with local community groups to enable our students to have a sense of belonging in the wider community that they live. We will also forge links with local businesses to allow students to gain first-hand experience of the world of work.

Our vision is to become a hub within the community to support schools with developing the knowledge skills and expertise to develop provision within mainstream schools to support vulnerable students with SEMH needs.

The key features of our school will be:

Personalisation At the Blackpool Free School the students are at the heart of everything we do and it is our mission to meet the needs of the individual, through providing a highly bespoke package. In section D, we explain this in more detail.

We believe that our personalised approach to each individual student will enable them to feel and be successful and make exceptional progress in a supported, therapeutic environment, ultimately preparing them for life.

Passionate and dynamic teachers and support staff will provide world class teaching which will re-engage some hard to reach students. Helping them to re-discover the enjoyment of learning. Staff will be coached and developed from the expertise that is currently in both the mainstream and the special schools within the existing Trust.

Partnership and collaboration - multi agency partnerships will be critical to develop the whole young person. Partnerships with businesses and community groups will help to support and enrich the delivery of the curriculum as well as provide the invaluable experience with the world of work. Where our students will contribute to

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

life in their communities through links with community groups and internships and work placements. Strong partnerships with mainstream school the pupil referral unit and further education will enable the curriculum pathways to be highly personalised according to the ability of the individual student.

High expectations and aspiration will be established from the outset as the culture of the school. This will start with the uniform, the positive behaviour code and the presentation of work the quality of relationships with other people and the encouragement and support to dream big and become the person you aspire to be.

Our Trust

The mission of our Trust is to provide every student with a caring, inclusive, safe and secure learning environment which encourages and promotes a culture of academic excellence and outstanding achievement in all aspects of school life. Our mission is that we develop the whole young person: emotionally, socially, behaviourally and academically. All students will demonstrate mutual respect and tolerance for all, promoting fundamental British values.

Vision of Trust

All students will achieve highly and go beyond what others thought possible, regardless of background, need or prior attainment in a culture of high expectations and support. Through providing a first-class education through partnership and innovation; world class teaching, unique in school therapy solutions, inspiring environment and innovative curriculum.

In our Trust, all staff are supported to develop and share their expertise knowledge and skills through a culture of collaboration, high expectations, and continual improvement led by a School Improvement Coach

We believe passionately that the strength of partnership between all stakeholders is critical success. Working with, learning from and together with all partners in the pursuit of excellence for all our children is a must.

We believe that all our schools should be at the heart of their communities where they work in partnerships and collaborations to raise aspirations, expectations and ultimately life chances for the people in their communities.

The Trust currently has two schools.

- Blackburn Central High School, mainstream 11 -16 school.
- Crosshill School a special school for students aged 11-16 with an EHC plan regarding their learning needs. The majority of pupils main identified need is associated with language and cognition difficulties (SLD/MLD/GLD). Our

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

pupils often also display a second need which is usually associated with speech language or communication needs (SLCN), Autistic Spectrum (ASD), Hearing Impairment (HI), Visual Impairment (VI) Social Emotional Mental Health (SEMH).

The two schools are under the leadership of an Executive Headteacher. They work in partnership in the same building and share a range of services. School Business Manager, HR, ICT support, catering, child protection/safeguarding, school policies and health and safety. In addition, we have strong partnership working that develops expertise across both schools improving the quality of teaching and learning, impacting on the progress for learners.

The Trust is a foundation trust and has applied to become a multi academy trust (May2017). The Trust has submitted a proposal for expanding the provision of Crosshill to include students from 16-18 years old. If successful, this provision will open in September 2018. The Trust is keen to expand the number of schools in the trust to include all phases. The vision is for some of these to join in the near future and talks are in progression with local primary schools

These relationships are already well established, BCHS currently works in an informal federation with 6 other primary schools on school improvement projects. Discussions on joining/forming a multi academy trust have been had with chairs of governors of these schools, with two schools wishing to explore this further. The schools have made a significant contribution to a successful SSIF bid. The success of this has meant that the good practice around the transition from primary to secondary has been shared with other primary and secondary school in the area. It has led to deeper collaborations and wider partnerships across the primary and secondary school in Blackburn with Darwen. We would seek to replicate this level of collaboration across phases and need within Blackpool.

Diane Atkinson Executive Headteacher is the chair of the secondary headteachers group in Blackburn with Darwen and a member of the school improvement board who has made significant contributions to school improvement initiatives. The head of Crosshill is the chair of the SENDCO network for BWD. We would harness the good practice from these established links in the setting up of the free school.

Section D – education plan: part 1

Please:

- use the table below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

In the table below, please provide the proposed place numbers in each year group at the point of opening and an explanation of how place numbers will build up over time. Please add additional rows/columns if appropriate. If you are proposing more than one school, you will need to complete a separate table for each.

Please leave earlier year columns blank if they are not relevant.

	Current number of pupils (if applicable)	2019	2020	2021	2022	2023	2024
Reception							
Year 1							
Year 2							
Year 3							
Year 4							
Year 5							
Year 6		8	6	8	8	8	8
Year 7		8	8	8	8	8	8
Year 8		8	8	8	8	8	8
Year 9		6	8	8	8	8	8
Year 10		10	8	8	8	8	8
Year 11			10	8	8	8	8
Year 12							
Year 13							
Totals		40	48	48	48	48	48

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.

Please use the table below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Please refer to Section D1 below			

[Add more lines as appropriate]

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

In section C, we have explained our vision for Blackpool Free School. In this section, we focus on how our vision fits in with the curriculum and pupil intake.

Curriculum Principles

At the Blackpool Free School, we recognise that our children and young people will have a wide variety of different experiences of learning and will have faced challenges and barriers to accessing education, often with fixed mindsets and attitudes towards learning and school life. Our curriculum principles recognise this

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

and will be instilled to ensure that EVERY child and young person leaves our school with:

- **High Aspirations and Qualifications** for all our learners whilst at the same time adopting a personalised approach to our learners
- **Engaged and Enlightened by deep learning** taught by passionate and dynamic teachers and support staff who will inspire and engage our learners to achieve beyond what they thought possible.
- **Resilient and in touch with their core-self** modelled by staff who have a growth mindset and resilience to teach our learners to adopt the same mindset, resilience a 'can do attitude'.
- **Prepared and ready to add true value to their local community via positive engagement and employment** via positive engagement and employment in strong partnerships and collaborations with all our stakeholders

In order to achieve this, we have identified four main components that we must address and refine our teaching and learning to ensure we provide a wholly nurturing approach aimed at developing the whole child or young person:

- Emotionally
- Socially
- Behaviourally
- Academically

We will achieve this by embedding the following:

- A broad, balanced, flexible and progressive curriculum that is truly personalised leading to recognised qualification pathways for academic achievement
- Instilling a whole school growth mindset approach to developing a love of oneself, others and learning
- High aspirations, expectations and challenge of all stakeholders, celebrations of success
- Clear, consistent, stable and structured approach and environment
- Listening and valuing children and young people's voice
- Offering wrap around provision that goes beyond the school day to widen experiences and opportunities for children, young people and their families
- Embracing a multi-agency approach to working with health and social care and ensuring we fill in any gaps required
- Establishing partnerships and collaborations with the local community and businesses/employers to make links for successful independence within adulthood and future employment

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

- Providing successful outreach and intervention support to mainstream schools and other special school providers to ensure that we help and develop knowledge skills and strategies to support vulnerable learners within mainstream settings

We need to ensure that our environment and approach throughout school and within the community promotes our vision and curriculum principles. The school must feel welcoming, safe and focused on learning in all four components, underpinned by our trusts family values approach.

Staff responsibilities are:

- Respect, nurture and care for each child/young person as an individual recognising their starting points
- Be a positive, professional role model for our school and wider community
- Build children's and young peoples 'Growth Mindset'
- Be encouraging, resilient and flexible
- Challenge underachievement and mediocrity, removing every barrier possible
- Support and model vision and growth mindset approach in their day to day practice
- Establish a positive dialogue with parents and children/young people
- Be clear, fair and consistent

Parents' and Carers' responsibilities are:

- Support the school in their vision, values and expectations
- Be encouraging
- Take a close and active interest in their children's achievements and aspirations
- Establish a positive dialogue with their children, teachers and the school
- Encourage good attendance and punctuality

Learner's responsibilities are:

- Treat others and their environments with care, respect and trust
- Take responsibility for their own learning and behaviour
- To have confidence in expressing ideas and own opinion
- Be encouraging and supportive
- Establish a positive dialogue with peers and adults
- Dream and aspire

Expected Pupil Intake

This special school will cater for children and young people who have social, emotional and mental health needs (SEMH). Children and young people with SEMH

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

may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Our school will cater for children and young people whose SEMH and associated behaviours have prevented them from learning within a mainstream environment. All learners on role at the school will have an Educational Health Care Plan (EHCP) where SEMH is displayed as their main need. As a school we recognise that most children and young people with an EHCP with SEMH will be likely to also have a secondary need.

SEMH can be associated with and disguise a wide range of other learning difficulties including:

- Communication and interaction

Speech, language and communication needs (SLCN)

ASD, including Asperger's Syndrome and Autism

- Cognition and learning

Moderate learning difficulties (MLD)

Severe learning difficulties (SLD)

Physical disability or sensory impairments

Specific learning difficulties (SpLD), this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Sensory and/or physical needs

Vision impairment (VI)

Hearing impairment (HI)

Multi-sensory impairment (MSI)

Physical disability (PD)

Something we also believe to be crucial in considering our pupil intake is also our local community context. We believe this to be relevant data/information to ensure

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

that the vision, ethos and staffing of our school as well as the curriculum diet we provide aims at addressing these crucial areas:

- Blackpool is the most deprived local authority in England
- Blackpool has a greater proportion of children in need than any other local authority in England
- Young people in Blackpool are more likely than their peers elsewhere in England to suffer from poor health and be affected by issues such as teenage pregnancy, alcohol and substance abuse.
- In 2016 GCSE results were among the lowest in England
- Hospital admission rates for self-harm in young people aged 10 -24 years old are two and half times higher than the national average in Blackpool
- Hospital admissions with mental health disorders for young people aged under 18 years old from Blackpool are significantly higher than the national average
- Blackpool has the highest rate of looked after children in England

Blackpool Joint Strategic Needs Assessment,

NHS/Blackpool Council/Blackpool Health and Wellbeing Board, 2015

Looking at the *DFE Performance Data of Schools Pupil Population for 2015-2016* we can predict how the pupil intake may look at the Blackpool Free School. It is also vital that the schools vision, curriculum and staff meet the needs of a cohort similar to that in the neighbouring schools to us:

Schools nearest to the proposed Free School Location	Number of pupils	% of pupils eligible for free school meals	% of pupils whose families first language is other than English	SEN Catered for	Ofsted
Highfurlong Special School	49	66.7%	0%	Physical disabilities, requiring high levels of medical/ therapy input and often with additional learning needs, autism, complex communication	Outstanding

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

				needs, sensory impairments and academically higher achieving severe learning difficulties students (SLD).	
Woodlands School	95	53.8%	3.7%	Complex Needs including those with Profound and Multiple Learning Difficulties, Severe Learning Difficulties and those with Multi-Sensory Impairments.	Good
Park Community Academy	202	64.4%	3%	Wide range of learning needs including moderate to severe learning difficulties, complex learning difficulties associated with Autistic Spectrum Disorders and speech and language difficulties, sensory impairment, some complex medical needs and varying degrees of social	Outstanding

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

				emotional and behavioural needs associated with their SEND	
Mereside Primary School	241	66.8%	4%	Nearest local primary mainstream school	Academy conversion on 31/12/16 – No grade
St George's School	970	39.1%	1%	Nearest local secondary mainstream school	Requires Improvement
Highfield Leadership Academy	1028	38.1%	2.4%	Nearest local secondary mainstream school	Academy conversion on 1/4/16 – No grade
Free school for SEMH	48	We predict that the majority of our learners will full into this category	We predict that our learners will predominately be White British.	SEMH	N/A

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

Blackburn Central High School	816	46.8%	69%	Mainstream secondary school	Good in May 2017
Crosshill School	64	53.8%	21.5%	wide range of different needs but the majority of students main identified need is associated with language and cognition difficulties (SLD/MLD/GLD) . Our students often also display a second need which is usually associated with speech language or communication needs (SLCN), Autistic Spectrum (ASD), Hearing Impairment (HI), Visual Impairment (VI) Social Emotional Mental Health (SEMH) as well as a variety of physical or medical disabilities or conditions.	Good in July 2014

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

Type of Curriculum

At the Blackpool Free School we will take a highly personalised approach underpinned by the 'Growth Mindset' approach to learning and the Headstart! Resilience Framework.

Growth Mindset Approach

Carol Dwecks research led to the concept that people either have a fixed or growth mindset. The diagram below demonstrates the difference between the two mindsets.

Growth mindset is an approach introduced by professor Dweck, a Stanford University professor of psychology. Her research was based around finding out how "fixed" intelligence really was. Her substantial research led, in a nutshell, to the idea that people either have a fixed or a growth mindset.

Those with a fixed mindset see intelligence as being inherent. They are good at some things naturally and see no reason to develop other talents or skills beyond their current abilities. Those with a growth mindset see intelligence as fluid; something which will increase and flourish through hard work, grit and resilience.

At Blackpool Free School we believe it's important to understand that growth mindset isn't just about how children see themselves, but about adults who surround them, too. For example, Dweck picks up on the amount of language we use in the classroom that inadvertently promotes a fixed mindset. For instance, we might tell a child that they are "clever" or "talented", rather than praising the effort and process they show when working towards an outcome.

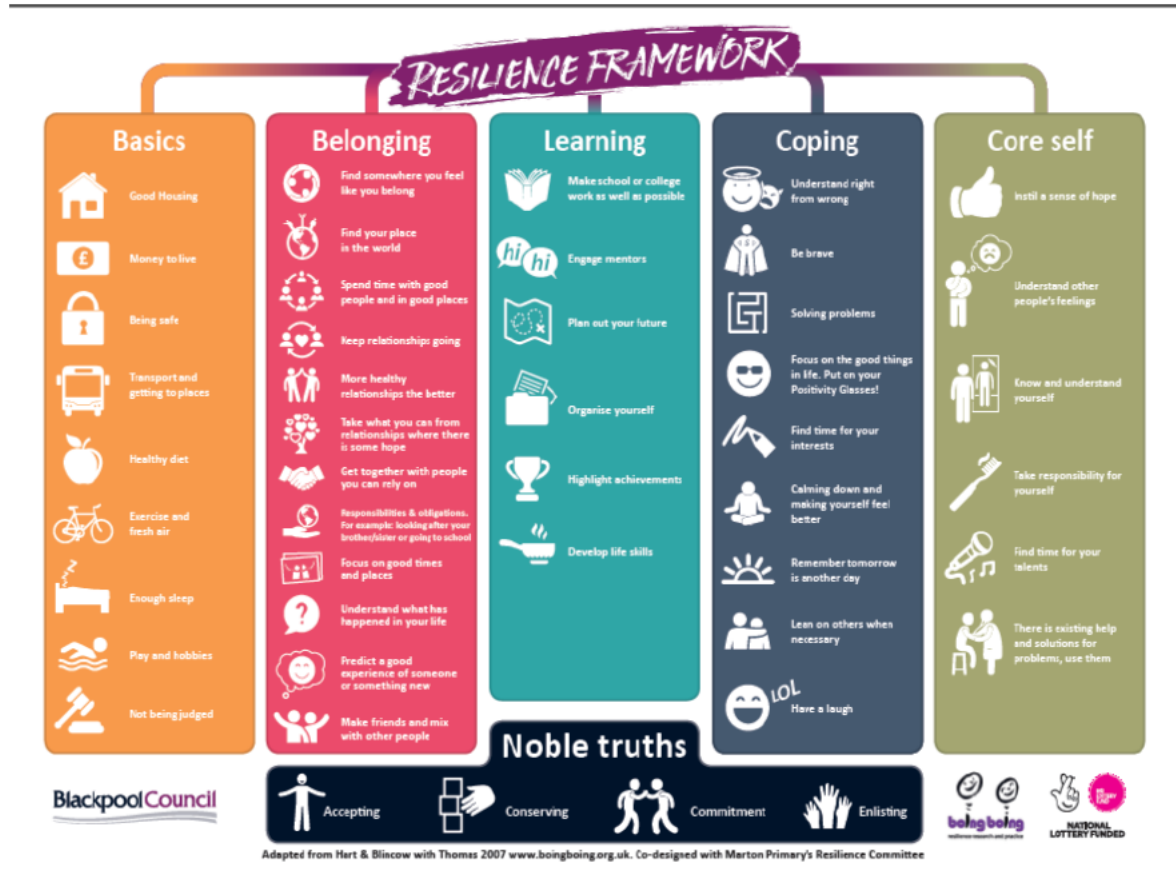
We have decided to take a Growth Mindset approach within our vision and way of teaching to ensure we provide our learners with the greatest chances of success in relation to removing barriers to learning and accessing a successful adult life in the future.

Our reasons for underpinning our curriculum offers with a Growth Mindset approach is to ensure that we provide each child and young person with the positive climate for learning that promotes that all misconceptions, barriers, views, opinions can be changed. This will hopefully have an impact in their personal views of learning and their attitude towards learning, providing a platform to build, nurture and grow from.

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

Headstart! Resilience Framework

Another key framework underpinning the curriculum within the Blackpool Free School is the Headstart Resilience Framework, which is adapted from *Hart and Blincow with Thomas 2007*.



By collaborating with Headstart! Blackpool we hope to use this framework to ensure that our vision and curriculum within the school fits in with the local communities drive to develop resilience of all across the community. Our curriculum offer will embed these outcomes throughout our academic offers to ensure the wellbeing of our learners is at the forefront of our vision.

Curriculum Pathways

Taking into consideration our expected pupil intake based on SEMH and Blackpool, we believe that 3 universal curriculum offers are appropriate to ensure we provide progression, challenge and high expectations of all our learners regardless of barriers to accessing or starting points. Once a core offer has been decided upon, the wrap around therapeutic provision and additional interventions can be decided upon on an individual basis.

Students will be assessed on entry and academic targets set for each learner.

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The three-core curriculum offers at Blackpool will be:

- Informal
- Semi-Formal
- Formal

This approach of different curriculum offers within the Blackpool Free School will meet the specific needs of **all** learners who will have an EHCP for SEMH as their primary need, ranging from a more complex child or young person with multiple additional needs to the academically able child or young person with SEMH as their only barrier to mainstream curriculum offers. However it must be noted that these will be flexible to ensure we tailor the curriculum to meet student needs.

The three curriculum offers at Blackpool Free School		
Informal Curriculum	Semi-Formal Curriculum	Formal Curriculum
Connecting and Responding with themselves and preparing for the learning environment	An adapted National Curriculum taking into consideration individual starting points for learning with an emphasis on developing independence and life-skills based creative curriculum	A creative and stimulating formal curriculum that follows the National Curriculum and age related expectations.
Students who require a more intense therapeutic approach towards meeting the needs of their SEMH and getting them ready to learn academic content. The informal curriculum which is specifically designed to meet their needs in connecting and responding with themselves and	Learners with a second need with Moderate Learning Difficulties (MLD), low functioning Autism Spectrum Disorder (ASD) or working well below age related expectations receive an adaptation of the National Curriculum and benefit from a semi-formal curriculum which promotes life-	Learners who can meet age related expectations and their main barriers to mainstream education is their SEMH needs and environmental. Where possible these learners will be supported to access mainstream curriculum offers or return to mainstream education prior to beginning Key Stage 4.

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provides a stepping stone into the semi-formal or formal academic offer.	skills and is highly stimulating.	
My Communication My Thinking My Care and Independence Me and My Community My Body My Safety	My Language and Communication My Cognition and Finance Personal and Social Development Understanding of the world My Creativity Me and my Community Physical Development and Healthy Lifestyles Skills for Life	English Mathematics Science and Technology Physical Education Creative Arts PSHE and personal wellbeing Computing/ICT Faith and Community Place and Time Skills for Employment

Informal Curriculum Offer

(is conducted across phase with 2 groups, KS2/KS3 and KS4) – all subjects are mandatory

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualifications	Comments
My Communication	5	English Drama Modern Foreign Language		
My Thinking	5	Maths ICT		
My Care and Independence	3	PSHE		

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Me and My Community	5	RE Citizenship Geography Art History		
My Body	2	Physical Education Science Music		
My Safety	5	Sex education Design and Technology		

Semi-Formal Curriculum Offer KS2

All subjects below are Mandatory at KS2

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualification	Other Comments
My Language and Communication	5	English		
My Cognition and Finance	5	Maths		
Understanding of the world	5	Science Geography Computing/ICT History		
Personal and Social Development	3	PSHE Sex Education		
My Creativity	3	Art Drama Music Design and Technology		
Me and my Community	2	Citizenship RE		

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		Foreign Language		
Physical Development and Healthy Lifestyles	2	PE		

Semi-Formal Curriculum Offer KS3

All subjects below are Mandatory at KS3

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualification	Other Comments
My Language and Communication	5	English		
My Cognition and Finance	5	Maths		
Understanding of the world	4	Science Geography Computing/ICT History		
Personal and Social Development	3	PSHE Sex Education		
My Creativity	2	Art Drama Music Design and Technology		
Me and my Community	2	Citizenship RE Foreign Language		

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Physical Development and Healthy Lifestyles	2	PE		
Skills for Life and Employment	2			

Semi-Formal Curriculum Offer KS4

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualification	Compulsory/Voluntary
My Language and Communication	5	English	OCR Entry level English 1/2/3 OCR Functional Skills in English 1/2/3	Compulsory
My Cognition and Finance	5	Maths	OCR Entry Level Maths 1/2/3 OCR Functional Skills in Maths 1/2/3 Edexcel Level 1	Compulsory
Understanding of the world	4	Science Computing	OCR Entry Level Science 1/2/3 OCR Entry level in Computing 1/2/3	Compulsory

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			OCR Entry Level Life/Living Skills 1/2/3	
Personal and Social Development	3	PSHE Sex Education	ASDAN – PSD AQA Entry PSHE 1/2/3	Compulsory
My Creativity	2	Art Drama Music Design and Technology	ASDAN and Entry Level, WJEC Btec	Voluntary
Me and my Community	2	Citizenship RE Foreign Language	OCR Entry Level in Citizenship 1/2/3 Duke of Edinburgh Award	Voluntary
Physical Development and Healthy Lifestyles	1	PE	Entry Level and ASDAN Awards	Compulsory
Skills for Life and Employment	2		ASDAN Awards PSD Employability Skills	Compulsory

Formal Curriculum Offer KS2

All subjects below are Mandatory at KS2

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualification	Comments
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English	5	English	End of KS2 tests for: Writing Reading Grammar, punctuation and spelling	
Mathematics	5	Maths	End of KS2 tests for Mathematics	
Science and Technology	4	Science Computing Design and Technology		
PSHE and personal wellbeing	2	PSHE Sex Education		
Physical Education	2	PE		
Creative Arts	3	Art Drama Music		
Place and Time	2	History Geography		
Faith and Community	2	Citizenship RE Foreign Language		

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Formal Curriculum Offer KS3

All subjects below are Mandatory at KS3

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualification	Comments
English	4	English	Functional Skills entry 3	
Mathematics	4	Maths	Functional Skills entry 3	
Science and Technology	4	Science Computing/ICT Design and Technology	OCR Entry Level Functional skills ICT entry 3	
PSHE and personal wellbeing	2	PSHE Sex Education	ASDAN Awards	
Physical Education	2	PE		
Creative Arts	3	Art Drama Music	ASDAN Awards	
Place and Time	2	History Geography		
Faith and Community	2	Citizenship RE Foreign Language		
Skills for Employment	2	Careers Advice		

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KS4 Formal Curriculum Offer

Subject/other activity	Hours per week	National Curriculum Subject Link	Qualification	Compulsory/Voluntary
English	4	English	GCSE Level 1 Functional Skills Level 1	compulsory
Mathematics	4	Maths	GCSE Level 1 Functional Skills Level 1	compulsory
Science and Technology	3	Science	BTEC and Level 1 AQA STEM Level 1	compulsory
PSHE and personal wellbeing	1	PSHE Sex Education	Asdan PSD Level 1	compulsory
Physical Education	2	PE	GCSE Level 1 Btec -Sports	compulsory
Faith and Community	1	Citizenship RE Foreign Language		compulsory
Skills for Employment	10	Wide variety of options will be offered to prepare pupils for the working world. Catering/hospitality Performing arts Business/enterprise OCR Sports	Option Pools – Level 1 and BTEC Qualifications OCR Employability Level 1.	Voluntary

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Structure of the school day:

Family start!	7:45am – 8:30am
Progress Time	8:30am – 9:00am
Session 1	9:00am – 10:00am
Session 2	10:00am – 11:00am
BREAK	11:00am – 11:15am
DEAR	11:15am – 11:30am
Session 3	11:30am – 12:30pm
LUNCH	12:30pm – 1:15pm
Session 4	1:15pm – 2:15pm
Session 5	2:15pm – 3:15pm
Session 6 – extended service	Time will depend on day and activity

Example of how a ‘Good Week’ would look for a student a Blackpool Free School

	MON	TUES	WED	THUR	FRI	SAT	SUN
7:45am – 8:30am	Family start!	Family start!	Family start!	Family start!	Family start!		
8:30am – 9:00am	Sensory circuits	Art therapy	EHCP Outcome development	Lego therapy	Speech and Lang group		
9:00am – 10:00am	Communication English	Communication English	Communication English	Communication English	Communication English		
10:00am –	Cognition Maths	Cognition Maths	Cognition Maths	Cognition Maths	Cognition Maths	Canoeing	Swimming

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11:00am							
11:00am – 11:15am	BREAK	BREAK	BREAK	BREAK	BREAK	Canoeing	Swimming
11:15am – 11:30am	DEAR – drop everything and read	DEAR – drop everything and read	DEAR – drop everything and read	DEAR – drop everything and read	DEAR – drop everything and read	Canoeing	Swimming
11:30am – 12:30pm	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	Canoeing	Swimming
12:30pm – 1:15pm	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15pm – 2:15pm	TOPIC	TOPIC	Physical Development	TOPIC	TOPIC	Volunteering in the community	Football match
2:15pm – 3:15pm	TOPIC	TOPIC	Physical Development	TOPIC	TOPIC	Volunteering in the community	Football match
Will vary	Work experience placement	Duke of Edinburgh	Enterprise – community business	Duke of Edinburgh	Basketball	Volunteering in the community	Football match

Therapeutic Curriculum

Alongside the more subject-centred, academic curriculum, will be a learner-centred experience defined by our principles of personalisation and community. We intend Blackpool Free School to be organised in such a way that every child and young person will have their learning, social and emotional needs assessed upon entry, that these are shared and agreed with parents and will then be directly responded to as part of an overall class-based experience. In practical terms this means learners will receive timetabled one-to-one support for assessed academic shortfalls, such as

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gaps in numeracy and literacy, in addition to timetabled emotional support in the form of organised mentoring or a wide range of health professional interventions such as:

- Child and Mental Health Service
- Speech and Language Therapist
- Occupational Therapists
- Educational Psychologist
- Psychotherapy professions such as art/play therapist
- Counsellors

Consequently, under a carefully organised individual education plan (IEP), developed in conjunction with parents, carers, the school and key agencies, a young person can expect to find themselves on any given day attending a range of class-based sessions combined with time out to take part in specialist support arrangements provided by 'in-house' experts as well as colleagues from external agencies.

To ensure continuity of learning and a connection with family and community teams, both class-based education and individual support sessions will respond to the agreed learning outcomes as set out in the learner's EHCP/IEP.

Enrichment Activities

Extended learning after school will pick up where the main academic programme finishes. Taught by our team of community inclusion officers and family workers, the extended element effectively offers a session 6, which lengthens the school day from 15:15 through to 1830 for each learner. It is not intended that a formal class and/or age-based structure will exist, but a programme of enrichment activities grouped according to the interests of learners and expertise of staff. The extended school day would also provide an opportunity for external support workers and agencies to engage with learners as part of an agreed plan, which may also be in relation to meeting EHCP outcomes, without needing to disrupt learning during normal school.

This 'marriage' of learner interests and staff expertise, once analysed and understood, will require extensive planning so that the audit results in a structured programme that learners and staff can commit to and achieve the desired outcomes. Once set out, therefore, the expectation is that as much rigor will exist in extended learning as in the core curriculum and that achievement and attainment will be equally as meaningful. An example of this might be the achievement of a high-level DoE award, or something more short term such as a first aid certificate as part of a sports leaders' qualification or a food health, hygiene and safety award as a prerequisite to working in the catering industry. With these standards in mind, there will be the same level of planning, learning outcomes and achievement data

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generated as in other aspects of the organisation but delivered through what will be regarded as a less formal, more autonomous and transformational experience.

The most ambitious element of extended learning is to develop a programme of learning, engagement and support that operates well beyond the normal opening hours of schools into the weekends and traditional school holidays. As with the after-school element, the weekends and holidays experience will provide an additional platform upon which to build a programme of enrichment activities, projects and events designed to target the social and emotional growth of learners alongside skills and abilities to enhance employability and community links.

The expected opening times for weekends and holidays will be from 1000 to 1600 Saturday and Sunday and for selected days during the holidays.

Due to the extensive nature of the time available this element will be able to expand beyond after school activities to include longer-term participation and commitment in aspects such as:

Sports – Including playing for a team, entering competitions and taking an opportunity to develop skills beyond a recreational level towards senior participation and/or coaching.

The Arts – Including joining with a theatre group, writing and putting on a production and receiving professional instruction or training towards becoming an accomplished performer or artist.

The Community – Including preparing for and taking part in festivals, parades and carnivals, designing and manufacturing floats and displays, and contributing to or organisation community projects to transform the environment and help young people to move beyond just participation into community leadership.

Outdoor Pursuits – Including camping, walking, climbing, caving, riding, cycling, sailing and canoeing to instructor level and beyond.

Police/Army/RAF Cadets

A key feature of the weekends and holidays programme will also be the organising and taking part in an annual holiday for all learners either in the UK or abroad.

Pupil transition

The transfer from one school to another is a significant change for any child or young person, but especially one with SEMH, particularly when often it is due to a failed placement within mainstream. Blackpool Free School will have a highly supportive system in place to aid the smooth transition of pupils into the school, between classes and into their next role/placement. To ensure a smooth transition:

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- A member of staff will visit the child in their current placement
- The member of staff will meet with their current teacher
- A senior member of staff will meet with the child's parents
- We will request formal information from the child's previous school and parents e.g. medical reports, school reports, assessment data
- The child will be allocated a Key Worker
- An information book will be provided for the child describing their new school

Where a number of pupils will be starting at the same time, a transition day will be held for all new pupils, enabling them to spend time together as a group in their new environment with their key group team.

Within a week of a child starting at the school their SEMH, wellbeing and academic work will be assessed to give a reliable entry point, then a Pupil Profile will be drawn up. In the first few weeks there will be intensive monitoring of the placement with pupil interviews and regular observations by the SMT. During this period staff will be in close contact with parents. Pupils may occasionally require additional support during this period of adjustment in which case they will be temporarily placed within our informal curriculum class for the appropriate key stage to allow them time for adjustment.

Pupils will be carefully prepared for transitions between classes and key stages. They will spend time with new members of staff and in new classrooms to reduce anxiety.

A formal transition plan will be drawn up with pupils and parents during their year 9 annual review regarding post 16, employment pathways and preparation into adulthood. Throughout key stage 3 and 4 pupils will participate in a number of projects and activities to help prepare them for further study and employment. They will receive, for example:

- Help with the preparation of a CV
- Help with the preparation of a Personal Development Plan
- Mock interviews
- Travel training to the college/employer
- Practice filling in forms
- Visits to the college/employer with orientation
- Employability lessons
- Intensive careers guidance
- Talks by parents/volunteers/past pupils on different jobs/placements
- Extensive work placement/experience opportunities as part of our extended curriculum offer

The school will develop a close relationship with appropriate local colleges and schools, arranging for year 10 and 11 pupils to take part in on site and off site events,

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

activities and taster days. They will also work with charities that support pupils with SEMH and SEND going into employment.

Pupils and parents will be fully involved in the decision-making process, receiving guidance from the Director for inclusion and the LA careers service. The annual review six months before leaving the school will be used to formalise plans.

This process of preparing pupils for independent life will be one of the school's main priorities, as set out in the curriculum information above.

Summary

The Blackpool Free Schools core principles address the need to provide a holistic curriculum for each child, targeting their academic, therapeutic and behaviour, social, emotional and mental health needs. The curriculum will be underpinned by the growth mindset approach and embedding the Headstart Framework for Resilience. The approach needs to be flexible, allowing for differentiation and personalisation to cater for a variety of SEMH and additional needs. We believe that this approach will enable pupils to reach their full potential and give them the skills and knowledge to apply what they have learnt in the wider community and working world.

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.

Please:

- use the space provided below; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

At Blackpool Free School we deem effective assessment systems are those which:

- Give reliable information to parents about how their child, and their child's school, is performing.
- Allow meaningful tracking of pupils towards end of key stage expectations in the curriculum, including regular feedback to parents.

D2 – measuring pupil performance effectively and setting challenging targets

- Provide information, which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.

Due to the wide range and needs of our learners the complexity of assessment in any form means that there is simply no standardised approach, in order to capture progress we will be required to use a wide variety of assessment approaches and methods.

The purpose of assessment data must be to inform and improve practice to deliver better outcomes for our children and young people. Our approach needs to be a robust and consistent way of managing the often different types of data, so it provides meaningful information to inform practice. For this reason it is not possible to generate a single standardised assessment solution. Below is a set of six core principles that we believe are crucial to have and underpin our approach to assessing progress at Blackpool Free School:

- A clear assessment policy which describes and informs practice
- Any assessment of a child or young person must include baselining, tracking and triangulation
- Target setting must include clear with agreed goals and outcomes
- Any data collected should inform practice
- Assessment processes and findings must be reported and shared
- The school will be accountable for the assessment of their pupils from the trust

Measuring performance and setting targets

Our key performance indicators (KPIs) are embedded by our drive to ensure that all children and young people who come to us eventually leave with the skills, knowledge, determination and qualifications to make a successful living. We will achieve this by taking a 'Growth mind set' approach in all we do and underpinning our academic curriculums with the Headstart! Resilience Framework. To achieve this we will need to ensure a high quality wrap around approach to learning and social and emotional development that enables these hard to reach individuals to transform their lives and go on to make a worthwhile contribution to their communities and society in general.

We have based these targets on our knowledge of the young people most likely to access our provision, highlighted in Sections C & D4, alongside our understanding of targets set for similar learners in other organisations for which we have, or have had, responsibility. These factors can only act as a guide as until we are totally clear on our exact cohort of pupils, although the high expectations and challenge will remain, we need to consider starting point, our expectations at the end of Key Stage 4:

D2 – measuring pupil performance effectively and setting challenging targets

- Young people who have accessed the Semi – formal curriculum offer – a wide range of Entry Level, ASDAN and potentially BTEC qualifications
- Young people who have accessed the Formal curriculum offer – A wide range of GCSE, Level 1 and BTEC qualifications
- All learners to of

In line with the key principles of our vision, (personalisation, passionate and dynamic teachers, partnerships and collaboration, high expectations) below we begin to clarify how we intend to progress towards our goals together with the targets that define our levels of ambition. At Blackpool Free School our ambition is for:

Academic

- 100% of lessons to be good or outstanding, with the majority outstanding.
- 100% of learners to be able to read, write and speak at a functional level (semi-formal) age appropriate level (formal) by the time they leave the school.
- 100% of learners to make expected or exceptional progress in English and Maths, based on starting points.
- 100% of learners to achieve expectation in line with prior attainment
- 100% of learners are personally assessed upon entry and are in receipt of and follow a good quality EHCP
- 100% of learners to have access to at least 5 Entry Level or GCSE subjects or the equivalent, based on their appropriate curriculum offer. These will consist of Maths, English, and a wide range of other vocational options suitable to pathways of further education and employment
- 100% of learners who complete their education with Blackpool Free School to will leave with a wide range of appropriate qualifications based on their starting points.
- A reduction in incidences of challenging behaviour year on year.
- 100% of learners to have undertaken an external work placement
- 100% of learners to of undertaken an internal placement (could include school council, pupil voice, drama productions, transition mentors)
- 100% of learners to have undertaken the travel training programme by year 11

Our wider community

- 100% of parents and/or carers feel fully informed and able to support their child's learning
- 100% of partner schools play a role in supporting dual arrangements for more able pupils.
- 100% of learners receive the community services and support networks they need outside of Blackpool Free School.
- 95% of learners to achieve a 95% attendance or above.

D2 – measuring pupil performance effectively and setting challenging targets

- 100% of learners to attend post 16 education or take up meaningful employment after completing year 11
- 100% of pupils to participate in a range of school and community based enrichment activities

Transformational Learning

- 100% of learners to leave Blackpool Free School with strategies and support networks for their identified Social, Emotional Mental Health
- 100% of observed lessons demonstrate good or outstanding behaviour
- 100% of learners have access to therapeutic and restorative approaches in response to challenging behaviour.
- 80% of learners experience a transformation in their general resilience and wellbeing as assessed by the Headstart! Resilience Framework.

Setting ambitious and realistic targets

TARGET SETTING MUST INCLUDE CLEAR, AGREED GOALS AND OUTCOMES

Ensuring we instil our vision of high expectations and challenge, at Blackpool Free School targets will provide a clearly identified and agreed goal to be achieved. As every child or young person in our school will have an EHCP, these targets will not only be academic but also drawn from their EHCP's and the Headstart! Resilience Framework, to address the whole child's needs. They will be shared with pupils and used to celebrate achievement. They will also be used to support the evidence of progress.

Targets at Blackpool Free School will provide a sense of direction. They will enable all involved, staff, pupil, parent and other agencies to know the areas that are being addressed and the desired outcome. They will provide motivation for pupils. They will also provide the opportunity for specific progress to be recognised and applauded, no matter how small.

At Blackpool Free School targets will be set in a number of areas and in many different ways based on the age of the child or young person and the specific identified starting point and needs. Targets will be set in relation to academic achievement, but will also be very helpful in providing direction and celebrating achievement in more holistic areas. For example communication and social interaction targets will be useful for setting a sense of direction and also valuing the achievement of skills in a non- academic area.

Whilst in most cases targets will be very specific, there will be occasions where a target may be wider, particularly in enrichment sections of the curriculum offer. For some pupils or on some occasions it will be appropriate to provide learning opportunities with a wide range of potential outcomes. In these cases setting a specific target might actually limit learning rather than encourage it as staff members may be too focused on achieving one specific outcome. In these situations the target will be loose and woolly and skilled staff

D2 – measuring pupil performance effectively and setting challenging targets

record against the learning outcomes achieved within the session, rather than focus in narrowly.

Target achievement or progress towards targets will also be recorded using quantitative measures, Mapping and Assessing Personal Progress (MAPP).

Assessment and data tracking

Assessment that is for learning, as opposed to merely of learning, looks forward as well as back. (FLÓREZ & SAMMONS, ASSESSMENT FOR LEARNING EFFECTS & IMPACT, 2013)

Teachers who assess in this way are concerned not just to confirm and verify what their students have learnt, but also to help their students and themselves understand what the next steps in learning should be and how they might be attempted.

In order to plan, teach for and measure learner progress, teachers at Blackpool Free School will have a clear understanding of starting points and accurate strategies to monitor performance. These strategies will be underpinned by school-wide policy, particularly where data is concerned and will review performance in a variety of ways to allow for comparisons that verify any judgements that are made.

This is critical where learners have specific needs that render mainstream summative measures ineffective. Baselines will tell us about prior learning upon which we can build progress, tracking will give us the tools to analyse our measures and triangulation will allow us to compare and validate related performance.

Using the Trusts internally built data management system that enables collation, correlation and analysis of data will be a critical tool in this process. It will allow a range of data types to be viewed simultaneously (e.g. reading, attendance, behaviour, NC/internal skills ladders attainment, curriculum engagement and social and emotional factors) so that judgements can be made that provide a more sophisticated view of the pupil.

Our system for capturing data is straightforward and will not require staff to use multiple systems that increase the chance of duplication and error. If attainment rises or stagnates it will be possible to review data and draw conclusions about why this might be the case. Teachers and leaders will also be able to reflect on whether data 'makes sense'; so if a child's data suggests she is not engaging, is demonstrating poor behaviour and has limited attendance this should raise an eyebrow if her achievement improves significantly.

Our tracking systems will summarise the impact of the wider curriculum. A traditional assessment of academic performance will be viewed alongside softer measures that acknowledge social development, improvements in dexterity, communication, engagement and capacity to learn.

D2 – measuring pupil performance effectively and setting challenging targets

Once we have identified the cohort of pupils entering the school in September 2019, we need to ensure we effectively implement assessment and data tracking. It will be vital for us to:

- Agree baseline measures and their purpose to establish starting points
- Agree frequency of measures (typically once every half term) and publish a data capture and reporting cycle
- Establish capture and storage protocols using our Management Information System, invest in support to set up and maintain systems from the trust
- Agree validation protocols: how will data be used when progress is not as expected and how will we compare ourselves with similar establishments?
- Deliver on-going CPD opportunities so that staff members can enter and manipulate data
- Be transparent: everybody with a stake in our school will be familiar with the data

Below is a projection of the various data sets we may use at the Blackpool Free school. Which tools are used will be based on the complexity of learners and their individual starting point when entering the school:

Data collected and reported	An explanation of this data set	Management tools that will be used with this data set
P Scales	A (statutory) measure of attainment for children with SEN who are working below level 1 of the national curriculum, used at the end of key stage 1, key stage 2 and key stage 3 for reporting teacher assessment in English, mathematics and science.	SIMS
Internal Skills Ladders	The National Curriculum content in each subject is broken down into a number of stages and steps based on skill progression.	Classroom Monitor

D2 – measuring pupil performance effectively and setting challenging targets

PASS (Pupil attitudes to school and self)	<p>An all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school, suitable for pupils aged 4 to 18+.</p> <p>PASS is very useful with students with the cognitive ability and reading skills to access an online self-analysis</p>	The purchased software	
SNAP (Special Needs Assessment Profile)	<p>A computer-aided diagnostic profile across 24 specific learning difficulties and associated factors, including self-esteem. SNAP-B also brings insights and practical strategies for managing social, emotional and behavioural difficulties. SNAP helps identify clusters of problems and to pinpoint core features of a pupil's difficulties; points the way to the most appropriate teaching and/or specialist provision; helps to strengthen home and teacher support; helps schools to make more informed use of learning styles; helps to monitor progress and evaluate the effectiveness of any intervention. SNAP-B also enables school staff to be more focused and effective in supporting pupils with behavioural difficulties at home and at school.</p>	The purchased software	

D2 – measuring pupil performance effectively and setting challenging targets

	It can be very helpful for baselining.	
CAT (Cognitive Ability Testing) and Yellis	A diagnosis tool to assess verbal reasoning, non-verbal reasoning and quantitative reasoning.	Important for Baselining – collate on pupil progress sheets
Attendance	Attendance tracker, led by the support team will collate the data on attendance and track, monitor and put in place interventions for attendance.	SIMS
Behaviour/Exclusions	Outcomes from negative behaviour will be logged on IRIS	IRIS and SIMS
EHCP Targets	Formal EHCP for each learner with clear targets and outcomes	MAPPS
Social and emotional wellbeing	Emotional wellbeing can include pupils' happiness and confidence; psychological wellbeing can include the ability to be autonomous, problem-solve, manage emotions, experience empathy, be resilient and attentive; social wellbeing may	Headstart Resilience Framework

D2 – measuring pupil performance effectively and setting challenging targets

	mean good relationships with others.	
Communication Levels	How students communicate	Planned using the programmes implemented by the SALT's allocated to the school
Learning Styles	Recognition that different pupils learn best in different ways - the four basic styles of learning being tactile, aesthetic, audio and visual.	Reported qualitative
Mobility	At what point in the year that pupils join the establishment.	SIMS
Muntham House Outcomes Wheel	A wheel which reflects progress in qualitative measures in a visual way, and benchmarks data against other SEMH schools. Enables monitoring and recording of progress within the areas of classroom conformity, task orientation and SEAL outcomes.	Mhsoutcomes.muntham.org.uk/Outcomes

D2 – measuring pupil performance effectively and setting challenging targets

Monitoring and evaluation systems

To ensure that the data collected informs practice, at Blackpool Free School we will identify lead individuals at every level with responsibility for ensuring that data is captured accurately, moderated and used effectively in the learning & teaching process. Staff will know what is expected of them, when it is expected and how they will be held to account. At Blackpool Free School we want to create a culture where our team looks to use every resource at their disposal to encourage better outcomes for all pupils.

To effectively implement this within the Blackpool Free School it will be vital to:

- Agree roles and responsibilities at every level of the school
- Agree the cycle of review and reflections so that the frequency supports data capture that is meaningful in relation to the rate of expected progress (i.e. our formal curriculum offer will be expected to capture data six times a year but in our semi-formal curriculum offer the expectation will be three times a year)
- Identify sources of local and national data for comparative purposes and agree how you will report on performance. Agree internal resources and establish support networks beyond the school and trust to increase access to ideas and experience
- Deliver on-going CPD opportunities so that staff members can accurately interpret data and access support resources when required
- Provide opportunities for challenge

In the spirit of transparency and improving the learning opportunities for our pupils, data once collected and analysed, will be shared with a range of audiences. This might include parents of individual children, collective parents, staff, health professionals, governors, trust and any other school stakeholders or interested parties.

We believe that everyone involved with our school has a right to know how well the school is doing, how much progress individual and groups of pupils are making and how well the school is doing in relation to the curriculum it offers.

Data reports will be adapted to the audience. Some reports will relate to individual pupils and these are likely to be shared with parents and pupils. Others will relate to cohorts of children and may be used for pupil premium reports, governor presentations, updates to the trust etc.

Data reports will be a narrative and tell a story, both of what data was collected and why, but also what story the analysis tells. Within the reports there will be a section which explains any response the school is going to make following the analysis of the data. The messages that the data shows needs to be easily seen at a glance without having to spend significant time interpreting the data. This needs to be the case for all audiences.

D2 – measuring pupil performance effectively and setting challenging targets

Visual displays of information will be used as they are easy to understand and are also particularly helpful when they show progress over time from a baseline/previous year. These visual displays will show progress in different areas.

We believe that asking the right questions at the right time; building monitoring and accountability into our routine cycle of meetings and school improvement. The school will regularly evaluate the efficiency of such systems, adapting them to ensure outcomes consistently improve.

The table below gives some basic information about what might be expected at different levels of the school:

Staff Roles	How data supports accountability
Learning/pupil/family Support	Share progress outcomes when communicating with families. Put progress as an agreed agenda item in all line management and team meetings; discuss the performance of key groups and challenge/report underperformance.
Classroom teachers	Capture and review progress data in line with policy and plan interventions accordingly. Share progress outcomes when communicating with families. Set progress data as an agreed agenda item in all line management and team meetings; discuss the performance of key groups and challenge underperformance. Discuss strategies to improve outcomes.
Middle Leaders	Set realistic targets for individuals or groups of learners and publish these targets in line with policy. Set progress data as an agreed agenda item in all line management meetings, this will allow for effective comparisons of data and tracking against performance management targets.

D2 – measuring pupil performance effectively and setting challenging targets

SENCO/Director of Inclusion and Welfare	Set progress data as an agreed agenda item in all line management and SEN meetings. This allows for effective comparisons of data and tracking against SEN targets.
Senior Leaders	Maintain a strategic overview of performance as part of routine line management. Use progress expectations to set performance management objectives Set progress data as an agreed agenda item in leadership meetings. This will ensure the right questions are being asked of all teams and leads to actions that are consistent and effective. Use reported progress and analysis to inform school improvement planning
Governors and Trust Board	Provide challenge to the senior team, providing challenge through performance management targets.

In the Blackpool Free School, data enforces accountability for staff. We:

- expect support staff, teachers, leaders and governors to challenge underperformance as part of their routine performance management
- will have a cycle of progress meetings that facilitate the necessary discussions
- will plan strategically in response to data
- will be transparent about data outcomes and routinely report to governors and trust
- will not wait until the crisis of attainment is upon them to intervene

Monitoring and improving the quality of teaching

Senior leaders and middle leaders will be trained in and carry out regular assessments of the quality of teaching and learning in the school. This will be done through lesson observations, work scrutinise, learning walks, planning scrutinise and progress meetings. This process will inform school leaders about areas of outstanding practice in the school and highlight teachers who would be ideal to lead learning communities as part of the school's continued professional development (CPD) programme. It would also inform leaders about areas that are in need of development and that could become areas of focus for the school improvement plan (SIP). The SIP, the school's CPD programme and

D2 – measuring pupil performance effectively and setting challenging targets

individual performance management objectives will be intrinsically linked and will form part of a cycle of school improvement via the BlueSky Education Software. The monitoring and evaluation of teaching and learning will be a main driver for determining SIP priorities for the coming year. These will then shape the nature of CPD for the year and influence the key targets of improvement plans. These, in turn, will provide the steer for individual performance management objectives. The review of performance management objectives will require a full lesson observation as part of the evidence. This evidence, together with other assessments of teaching and learning quality, will allow school leaders to monitor the progress towards targets and, hence, towards the whole school priorities. This will ultimately inform the next SIP and the new cycle.

The leadership team and staff will monitor the quality of teaching by tracking pupil progress expecting students to be on track throughout their time at the school to make at least three stages of progress between key stage 2 and the end of key stage 4. In the early days of the school's existence lesson observations, learning walks and work scrutinise will take place after each data point and will be carried out by senior leadership team members and particularly targeted at subjects and classes for whom the data is below target levels. As the school grows in size they will train emerging and newly appointed middle leaders in lesson observation techniques as the number of teaching staff grows. Lesson observation will put less emphasis on an overall summative grade for lessons than a specific area of focus relevant to any areas needed for development. For example a particular set of "learning walks" might focus on "use of assessment for learning techniques with pupil premium students" or "strategies for maximising positive behaviour for learning in children in care". These targeted learning walks will enable focused observation which then leads directly back to staff development or targeted intervention to support top quality teaching to enable fast progress for all students.

Liaising with and reporting to parent/carers

Effective and excellent communication is a priority at every level for Blackpool Free School. The whole-school approach to communication will be captured in a clearly articulated and shared Communication Policy. It will emphasise that communication with parents and carers about attainment, progress, lesson content, behaviour and attendance as well as any concerns about each pupil's experience can have a profound impact on pupil progress.

The school will communicate with parents using formal and informal means. It should be noted that reasonable alternative arrangements will be made for parents/carers who could otherwise be disadvantaged by any of the modes of communication used.

Formal Communication Channels

Parents' Evenings - parents will meet twice a year to discuss the child's progress towards IEP targets and enjoyment of life at school.

D2 – measuring pupil performance effectively and setting challenging targets

Annual Reviews - The Director of inclusion and welfare, teachers, key workers, parents, pupil and other professionals will meet to discuss progress and to set future targets. A report will be produced, agreed and distributed.

Termly IEP Updates - The Director of Inclusion and Welfare will supervise the creation of termly IEP updates by the teachers and key workers. These reviews will be agreed and shared with all relevant staff including the parents as a means of indicating progress and performance across the elements of the curriculum.

Log of Parental Complaints and Compliments - These will be logged by the School Office. The Head, in conjunction with appropriate staff, will consider and deal with all urgent issues in a timely manner. A summative report will be presented to the Governing Body.

Parent Satisfaction Survey - Each year parents will be invited to complete a formal, anonymous satisfaction survey to evaluate the quality all aspects of the provision. The survey will focus on the school's performance in areas like, supporting pupils' progress, sharing information, keeping pupils safe and preparing them for life beyond school. Parents and carers will be encouraged to contribute to the academic and therapeutic success of their child and the school by reinforcing and extending learning at home. Blackpool Free School will do this explicitly in two main ways:

1. **Communicating Learning Objectives.** At the beginning of each term parents will be sent the scheme of work for each subject. The scheme of work will detail lesson topics, vocabulary and suggestions for supporting classroom learning. The school website will be an invaluable communication tool, providing up to date news and resources for parents.

2. **Training.** Workshops will be held to teach parents how to best support homework. They will discuss and demonstrate the specialist approaches used by the school to support children's learning, and will give advice on how to address individual learning needs (for example, simplification of input, repetition, thinking time and modelling responses).

Parents will be strongly encouraged to support progress towards behaviour and attendance targets. They will be directed to the whole school Behaviour and Safeguarding Policy, the Communication Policy and the Attendance Policy. Clearly articulated policies will drive good practice at all times.

Summary

Blackpool Free School has a clear vision, driven by its high aspiration and challenge of all pupils regardless of starting points. The ambitious expectations for every pupil will be assessed, tracked, monitored and adjusted on the basis of analysis through robust strategies and systems from governance to front-line teaching. This will be supported by

D2 – measuring pupil performance effectively and setting challenging targets

effective communication with all stakeholders. These systems and processes, along with their time and resource requirements, have been accounted for in the budget and the staffing structure, both at the outset and as it develops over time.

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

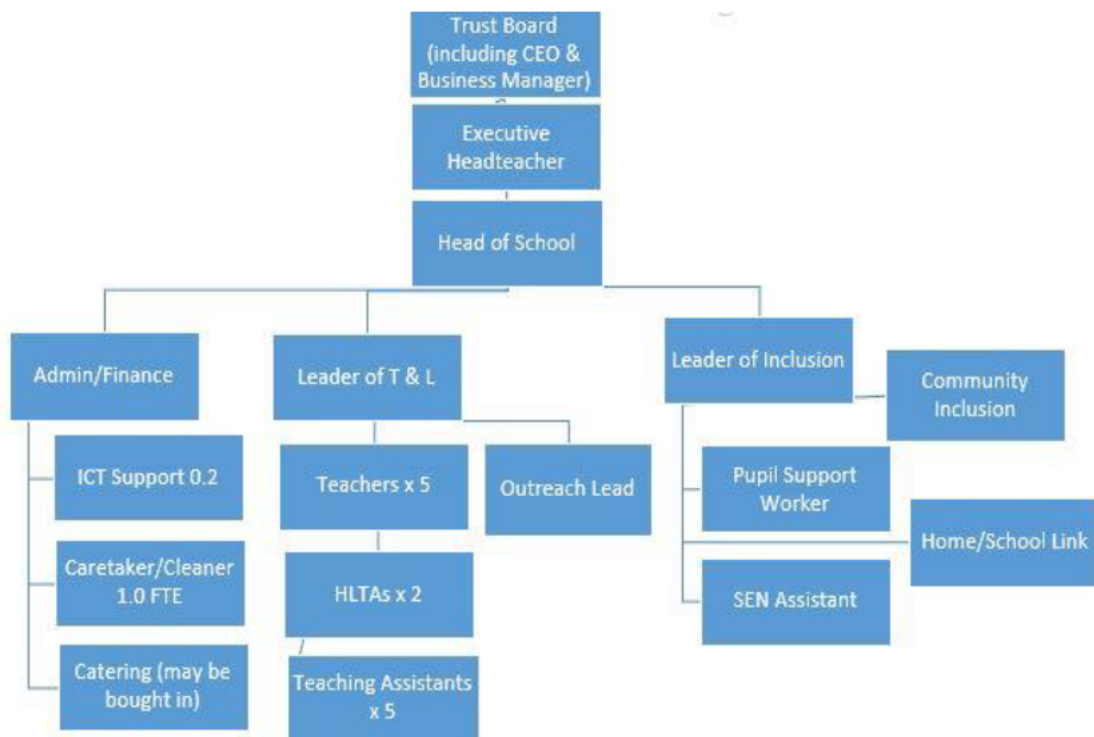
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

Please:

- use the space provided below; and
- refer to the [application 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 proposed staffing model focuses on developing the whole learner:



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

behaviourally, academically, socially and emotionally. This holistic and personalised approach is vital to the development and success of the young person.

This is the proposed staffing structure for Blackpool Free School for a capacity of 48 learners. It is anticipated that this will be in year 2 of opening. In the first year it is envisaged that an executive head for both The Blackpool and Crosshill will take a very hands on approach to set up systems and practices and role model these systems and behaviours and coach a head of school.

All teachers will be recruited for opening and this will enable the curriculum pathways to be offered. It is envisaged that Y6, Y7 and Y10 will begin in September with learners in Y8 and Y9 phased in throughout the first term. Therefore for the first term there is likely to be a smaller ratio of staff to students which will provide the resources to aid a good transition from the learners' previous schools.

Each teacher will be supported by one teaching assistant and a proportion of one of the other support roles. The senior staff will all teach for a proportion of the time. Daily cover for sick teachers will be provided from the staff. The senior staff will also have a coaching role working with teachers to promote world class teaching and collaboration.

There will also be a team of support staff who will work with learners and their families to ensure that barriers to attending school and learning are removed.

A pupil support worker will provide immediate interventions for learners who are disengaged from learning or who need one to one support before they can re-engage in the classroom, their key role will take a pastoral focus towards supporting learners.

A home school link worker will work with learners and their families to ensure that the learners attend school. They will also work with families to sign post them to agencies and services. They will also have close links with social care, housing and health to support the learners and their families with the wrap around support that some vulnerable families may need.

A Community inclusion facilitator role will be to lead and coordinate all of the enrichment services and work based placements, they will be key in developing the whole child and ensuring a successful relationship between our learners and their community, they will also teach the learning surrounding employability and community work.

Outreach Lead will lead on the transition of learners and the integration of our formal learners into potential mainstream placements. They will also provide outreach

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

support, training and intervention on SEMH to mainstream schools and other agencies. Their services will also hopefully provide an income into the school budget.

The **Head of School** will oversee the day to day running of the school and lead on curriculum and timetable, positive behaviour, outreach, marketing, attendance safeguarding, personnel issues. The strategic direction of the school, school improvement priorities, monitoring and evaluation and recruitment will all be led by the **Executive head** discussed and planned with the Head of School.

The **Leader of Inclusion and welfare** will be a fully qualified SENDCO who will also have responsibility for all the therapeutic interventions in school and take a lead role in safeguarding along with the head of school.

The **Leader for teaching learning and assessment** will have responsibility for the quality of teaching and learning, assessment, progress monitoring and reporting systems, working alongside the head of school to implement policies and systems.

Our approach to recruitment will be based on our key principles:

Passionate and dynamic teachers and support staff who will inspire and engage our learners to achieve beyond what they thought possible.

Who will have **high expectations and aspirations** for all our learners whilst at the same time adopting a **personalised approach** to our learners

Staff who have and model a **growth mindset and resilience** to teach our learners to adopt the same mindset, resilience a 'can do attitude'.

Staff who appreciate that success for our learners is determined by team work and the strength of **partnerships and collaborations** with all our stakeholders.

Phased Growth and affordability

The organisational chart shows the proposed staffing structure for Blackpool Free School at its maximum capacity of 48 learners. Outlined below is a table of posts that demonstrates how we intend to grow the school as place capacity increases. In essence, we expect to appoint most key posts from year 1, including SLT, the Business Manager, most of the Learning Support Team and a lead for the extended curriculum, against which we then expect to stagger appointments to the core areas of the teaching and learning outreach and community work as numbers increase.

The table below has been populated with projected maximum salary amounts (please see section G). The leadership grant of [REDACTED] will be used to provide the Trust to take a phased approach of strategic and on the ground leadership during the opening and year 1. Having said this, with these figures in mind we are anticipating that

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

staffing will amount to approximately 75% of overall spend when Blackpool Free School is full.

staff	201 9/2 0	202 0/2 1	202 1/2 2	202 2/2 3	202 3/2 4	202 4/2 5	202 5/2 6	202 6/2 7	Comments
Executive Head	0.6	0.4	0.4	0.4	0.4	0.4	0.4	0.4	<i>Higher in Year 1 for set up</i>
Head of School	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Director of T&L	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Director of Inclusion and Welfare	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Leader of Learning - English	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>Everything assumed at M6 average + min SEN allowance</i>
Leader of Learning - Maths	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>All assumed at M6 average + min SEN allowance</i>
Leader of Learning - Science/ICT	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>All assumed at M6 average + min SEN allowance</i>
Leader of Learning -	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>All assumed at M6 average + min SEN allowance</i>
Leader of Learning - Primary	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>All assumed at M6 average + min SEN allowance</i>
Outreach	-	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>From Year 2</i>
Teaching Assistant 1	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>30 Hours, term time only</i>
Teaching Assistant 2	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>30 Hours, term time only</i>
Teaching Assistant 3	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>30 Hours, term time only</i>
Teaching Assistant 4	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>30 Hours, term time only</i>
Teaching Assistant 5	-	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>30 Hours, term time only/From year 2</i>
HLTA 1 - Expressive Arts	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	<i>32.5 hours' term time only</i>
HLTA 2 - Physical Development	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	<i>32.5 hours' term time only</i>
Community Inclusion Facilitator	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>32.5 hours' full year</i>
Home/School Link Worker	-	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>32.5 hours' full year/From year 2</i>
Pupil Support Worker	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>32.5 hours' full year</i>
ICT	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	<i>1 day per week</i>
SEN Assistant	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>30 Hours, term time only</i>
Admin/Finance	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7	<i>37 hours' term time</i>
Caretaker/Cleaner	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	<i>37 hours' full year</i>

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

Catering	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8	32.5 hours' term time only
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Professional Therapy Team

It is expected that due to every child having an EHCP for SEMH that there will be an element of allocated professional health and therapy support provided from the NHS and LA, so we expect our team to also include the following professional on a part time basis:

Speech and Language Therapist

Occupational Therapist

Psychotherapist

Play/Music/Art/Equine/Hydro Therapists

Educational Psychologist

Medical consultants/professionals

School Nurse

CAMHS

If the support provided is limited or not provided regularly enough to meet the needs of our learners, then the introduction of an outreach lead will be reconsidered, so the funds from this position can be utilised to buy more time from these invaluable health professionals and therapy based services.

Summary

Working relationships between all professionals employed at the school will be supported by strong line management structures and accountabilities via a clear and transparent appraisal system for all roles. The staffing structure will be flexible enough to respond to the needs of the learners and a reduction in learners' numbers due to potential reintegration of learners into mainstream setting and the changes in curriculum that will be required to accommodate the needs of all pupils. We feel it demonstrates good value for money and supports a broad and balanced curriculum for all pupils at all key stages.

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

Please:

- use the space provided below; and
- refer to the [application 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

As a Trust our vision for Blackpool Free School is to embed our 'family' ethos identified and felt across our current foundation schools. Below are some quotes taken from the recent OFSTED inspection report (May 2017).

All leaders, governors and staff are highly committed to pupils and their families. You have high expectations of pupils and for pupils, and this is clearly evident in your continued and relentless drive for success for all members of the school. Leaders, staff and pupils work happily together to create a calm, purposeful and harmonious atmosphere.

The school is continuing to grow in size and popularity due to the strong links and trust you have developed with the local communities you serve. You have worked tirelessly to create a safe environment for pupils, where they enjoy their learning and are developing into confident young people, well equipped for life in modern Britain.

Pupils told inspectors, that teachers are supportive and guide them well and that they feel like they 'all get along like one family, with one voice'. Pupils are particularly proud of the charity work they do and display genuine care and compassion to those less fortunate than themselves.

Staff are proud to work at Blackburn Central High school, commenting, 'The school feels like a family and the pupils are happy. Leaders are approachable, yet have very high standards for both staff and pupils.'

The spiritual, moral, social and cultural development of pupils at Blackburn Central High school is particularly strong. Leaders work tirelessly to ensure that the many international in-year admissions are welcomed into the school and supported effectively to develop their English skills and integrate with pupils as quickly as possible. Pupils are tolerant and have respect for each other, regardless of background, nationality, race or religion. The community and family ethos of the pupils and staff at the school is tangible.

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

As every approach within Blackpool Free School is geared towards personalisation, this will be the same in ensuring we meet and address the needs of ALL of our pupils and their families' faiths and world views.

We believe as well as our vision, curriculum offer and staffing structure that these quotes underpin our commitment towards:

- welcoming ALL pupils
- developing pupils to be active citizens
- prepare children for life in modern Britain
- the teaching of Social, Moral, Spiritual and cultural SMSC education

Within our trust schools another approach which we would like to instil within the Blackpool Free School is the 'Linking Classroom' Programme.

Linking Classrooms is a learning programme designed to broaden students' understanding of the world whilst positively impacting other communities and education. The programme directly connects classes in different parts of the UK and the world through shared learning and cross cultural education, as well as providing a base for school assemblies and fundraising projects.

Our curriculum offers and enrichment opportunities are totally geared towards:

Preparation for adult life

Employment based learning and qualifications begin in KS3, as well as opportunities for supported volunteering and work placements throughout our enrichment offer. Positive integration into the community is the main role of our community inclusion facilitator so that young people leave our school having a solid understanding of their community, how to access it and the support it offers as well as bridged stepping stones into potential employment or further education.

The school will also support families who may have gaps in their preparation for adult life, ensuring that a holistic approach is taken to meeting the needs of and removing the barriers for the child or young person.

Healthy Living

The school will promote Healthy Living in a wide variety of ways. Firstly 'Family Start!' will be an opportunity for pupils to gain a healthy breakfast and water for the day to ensure they are appropriately fuelled to learn, as well as beginning their day with a positive mindset.

Healthy snacks will be provided throughout the day for pupils to ensure that hunger is never a barrier to learning or a trigger for negative behaviours.

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

Lunches at Blackpool Free school will be served with a family approach, staff and students eating together in a 'family feel manner'. To demonstrate and promote positive informal conversation and develop social skills for adulthood, for staff it is also an opportunity to get to know learners in a different context to the role they may play within the school.

Our enrichment activities after school, on the weekend and in the holidays, will be geared towards living an 'active life' for our pupils and their families. Working with Headstart! We hope to build on extending our families wider experiences as well as our pupils, for example a rock climbing experience in the Lake District for our Key stage 3 pupils and a positive male role model from their family circle.

Safeguarding and Prevent Duty

As a Trust, we are extremely well prepared and aware of the context of Blackpool and the communities within. Referring back to the data we presented on our Pupil Intake we know that there will be immediate joint working with social care colleagues and Youth Offending Teams as well as prevention and intervention work which will be required with our pupils and their families immediately. This is why a high proportion of our staffing structure and specific members on our staffing team are allocated to safeguarding lines of work.

Referring back to the curriculum element of this section you will also notice that the Headstart! Resilience Framework (which will be the foundations of our curriculum offer) will also make safeguarding procedures at all levels the for front of our work.

British Values

British Values at Blackpool Free School will look like:

- democracy will be embedded in the curriculum via an open culture of discussion and debate on issues as and when they occur, as well as being part of the English based learning and wider school life
- Our 'Growth Mindset' approach from staff and underpinned in our approach to teaching and learning will be a key foundation for combating any discrimination and identifying specific pupils or families they may require interventional support within this area
- 'Linking Classrooms' will provide opportunities for pupils and their families to acquire an understanding and appreciation for of other cultures and their own

Children, young people and their families will feel safe at Blackpool Free school, for this reason we believe our school to be a positive and open space to challenge opinions and behaviours which society may deem unacceptable via conversations, providing platforms that promote alternative views and finally working with external

D4 – the school will be welcoming to pupils of all faiths/world views and none
agencies such as Prevent leads to work with anybody who we believe requires this level of intervention for their own safety and the safety of others.

Section E – Evidence of consultation and demand

E1 - Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

For this section please refer to consultation document issues by Blackpool Council.

Parent Carer Forum: Parents supportive of provision being provided locally to meet the needs of Blackpool pupils. Proposed site is close to a current mainstream school and utilises empty council land for a sustainable purpose. Reduced travelling and transport times for pupils will have a positive impact on behaviour.

We have also begun our own consultation regarding Blackpool Free School during the application process and will continue this work if our bid for opening is successful. We have been in contact with and held discussions with:

Organisation	Role	Name	Consultation
██████████ ██████████	██████████	██████ ██████	██████████████████ ██████████████████ ██████████████████ ██████████
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E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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E1 – Provide valid evidence of appropriate engagement with parents for pupils with an education, health and care (EHC) plan

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

Evidence from DfE Blackpool consultation document July 2017

Section F – capacity and capability

F1 (a) Skills and experience of your team

Please refer to the [application guidance and the criteria for assessment](#) for what should be included in this section.

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.
- provide a short commentary on your plans to manage the pre-opening project.

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

Our core applicant group is made up of three individuals who currently already work together at BCHS and Crosshill Schools.

[REDACTED]

In addition to a significant school improvement track record [REDACTED] has considerable change management experience having developed and established a new school, bringing three predecessor schools together in one building. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Today both schools are thriving and are at the heart of their communities due to strong leadership, vision and working with partnership with the community and other stakeholders to build a school of excellence.

Strong leadership is demonstrated in the outcomes for learners in both schools. This is evidenced in annex A CVs

[REDACTED] has substantial experience of:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

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F1 (a) Skills and experience of your team

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F1 (b) Skills gap analysis

Please set out any skills gaps that you think exist within your group and how you intend to fill them:

- 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
Financial	Trustees	Recruit locally or through SGOSS or Academy Ambassadors
HR	Trustees	Recruit locally or through SGOSS or Academy Ambassadors
Marketing	Trustees	Recruit locally or through SGOSS or Academy Ambassadors

[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

Please:

- use the space provided below; and
- refer [application 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

History

The current trust is called East Blackburn Learning Community Trust. It is a company limited by guarantee and was established in 2009 under the National Challenge agenda. It currently oversees two foundation schools, BCHS and Crosshill. Since it was incorporated the trust has undergone changes more suited to the schools' current needs and Articles of Association have been amended. Its members are the partner organisations linked to it. The partner organisations nominate representatives from their senior board. The current members are:

- Blackburn with Darwen Council
- Blackburn College
- Training 2000
- East Blackburn Hospital Trust
- Crosshill School
- BCHS
- The Cooperative College

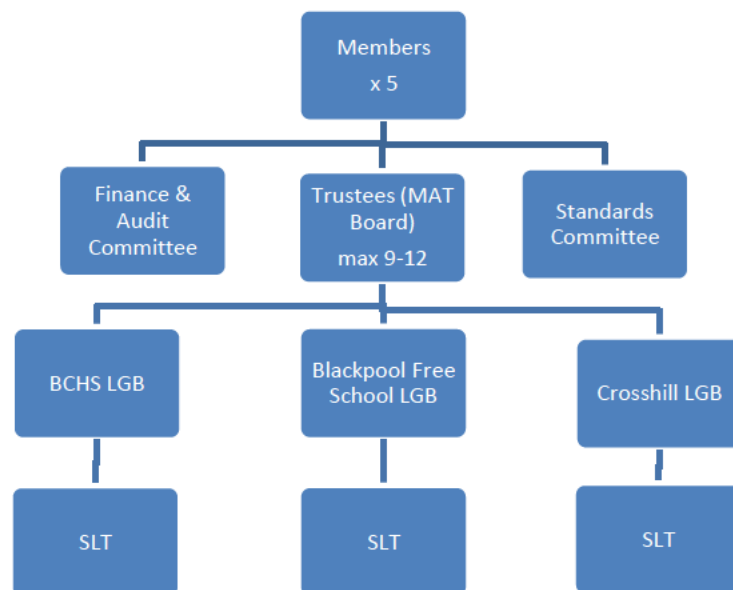
The current Company Secretary is the School Business Manager of BCHS and Crosshill Schools.

The current Trustees represent a good mix of the local partners and community organisations that work with the current two schools in the foundation trust.

In May 2017, the Trust applied to become a Sponsor Multi Academy Trust.

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

Structure and Roles within the new Multi Academy Trust



The Members will be responsible for appointing Trustees, appointing auditors and receive the annual accounts, but will not necessarily attend Trust board meetings. They will receive reports from the Trustees and it is envisaged that one of the Members serve as a Trustee (perhaps by appointing the Chair of the Trustees as a Member). They will oversee the work of the Trust without being hands on or contributing to specific decisions. They will ensure that the aims of the Trust are upheld. It is envisaged that these Members will come from the existing Foundation Trust. There will be no school employees appointed as Members. The Members will meet annually or as the need arises.

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

The Trustees will act as both charity trustees and company directors. They will exercise all the powers of the academy trust and focus on the three core values of governance as set out in the DfE's governance handbook. They will ensure compliance with law, sign off the annual accounts and ensure adherence to the funding agreement. The CEO, Headteachers and Business Manager will be present at each meeting with Trustees to ensure discussions take place about the goals of the MAT, financial probity and effectiveness of governance. The members of Trust board will meet at least termly.

Our current governing bodies' membership contain high quality individuals who have a wealth of experience and it is envisaged that some of these members will join as Trustees whilst others may come from the current foundation Trust. The Trust members will have the professional qualities and skills to drive vision and provide accountability and independent challenge.

The Audit Committee will provide assurance to the MAT board over the suitability of, and compliance with, its financial systems, risks and operational controls. This will also provide independent challenge.

The Finance Committee will ensure good financial management, ensure compliance to all DfE guidance and ensure rigour and scrutiny in the budget management process across the Trust.

The Local Governing Bodies (LGBs) will support the MAT Board. Individual LGBs of an appropriate size will be continued/established at each of the schools within the Trust. There are already effective and experienced governing bodies in place at BCHS and Crosshill schools who will become sub committees of the Trust board. Experienced governing body representatives from Crosshill School will work with the new Blackpool Free School in setting up their LGB. Individual Chairs of Governors will be appointed for each school, who will also be Trustees reporting to the MAT Board. Clerking arrangements may differ at each local governing body due to geographical locations, but all will report back to the Company Secretary.

The individual Senior Leadership Teams will operate in each school to ensure that each child in the school works to their full potential and staff are aligned and focused on the vision, strategy and priorities.

Scheme of Delegation

The Local Governing Bodies will have similar status to committees of a maintained governing body and the only powers they will have will be those delegated to them by the Board of Trustees. This will be formalised into a scheme of delegation. The scheme of delegation

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

will ensure effective oversight and challenge and clearly set out the duties of the Trust broken down into the roles of Members, Trustees, Local Governors, Finance and Audit Committees, CEO/Headteachers, School Business Manager and other school staff.

As the MAT grows the more likely will be the need to delegate to LGB level. This model of “earned autonomy” may therefore require more than one scheme of delegation. Various factors may affect the decision to delegate more powers to LGBs including Ofsted ratings, school performance, financial performance and leadership capacity within the individual schools. It is essential therefore that the scheme/s of delegation be reviewed annually to ensure that lines of accountability are clear, effective and understood by all Members, Trustees and LGBs, and that any changes that need to be made as a result of growth of the MAT are reflected within.

An example of how we would envisage the Scheme of Delegation would look is the National Governor Association model <https://www.governor.support/wp-content/uploads/2016/08/NGA-Model-4-Scheme-of-Delegation-earned-autonomy.pdf>

Effective Challenge

The MAT Board will hold the CEO to account for the performance of the Trust. The CEO will report back to the Trust Board.

The Board will ensure that they are informed of what is happening in the schools within the Trust through specific and targeted school visits, commissioning of external audits where there is a need identified, setting performance management targets and receiving data and reports from SLT. As previously mentioned some of these tasks may be delegated to the LGBs.

Skills Analysis

A skills analysis will take place to identify any gaps on an ongoing basis. We currently identify a skills gap in the areas of finance, marketing and HR. We will fill these gaps by approaching local businesses in our schools’ communities and engaging with external organisations such as Academy Ambassadors, Inspiring Governance and SGOSS – Governors for Schools to ensure that professionals capable of fulfilling their roles are appointed.

We will ensure that the full range of competencies is present, as set out the in DfE Governance Handbook – Strategic leadership, accountability, people, structures, compliance and evaluation.

We will ensure that the board fulfil their duties in line with the Nolan seven principles of public life.

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

Transition

It is recognised that once MAT status is granted the Trust's responsibilities will change and the Articles of Association will again change as the Foundation Trust will cease to exist. The current Trustees are aware that their responsibilities will change on becoming Members or Trustees of a MAT. The name of the Trust will also probably change to reflect its wider remit.

There will be a full induction and training programme in place to ensure the transition is smooth and fully informed at all stages. BCHS and Crosshill are already members of FASNA who will assist with any training requirements.

The values of the organisation will be driven by the qualities and uniqueness of the individual schools.

Conflicts of Interest

There are no conflicts of interest that currently arise. Members and Trustees will be made aware that it is their responsibility to declare any conflicts of interest that may arise, withdraw from the meeting and discuss with the Chair.

Avoiding conflicts of interest will be achieved through:

- Declarations of Interest maintained by the Clerk which each member and Trustee completes on appointment and updated annually
- A thorough induction process
- 1:1 reviews with Chair

There are no current financial related party transactions.

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

Centralised Support

BCHS and Crosshill already share some services and these will extend to the Blackpool Free School and any other schools that join the MAT. These currently comprise of School Business Management, HR, Payroll, ICT support, catering, child protection/safeguarding, school policies and health and safety.

As the MAT expands these services will be reviewed as appropriate to ensure further economies of scale.

Once established as a bigger MAT, top slicing will be examined. Whilst the MAT is small appropriate accurate charges will be made to the individual schools' budgets that will be agreed from the outset. These will comply with the 'at cost' principles set out in the Academies Financial Handbook.

Summary

This model will build on existing partnerships, enable collaborative work and support schools to improve attainment.

There are many benefits to the model as outlined above including centralised support, sharing best practise, increased and flexible staffing resources, establish succession planning programmes, and retain good staff who may otherwise move on.

This MAT model will enable localised working whilst at the same time allow it to grow and expand as more schools join. It offers each school the chance to retain its individual characteristics and maintain its own governing body and offers headteachers the autonomy in leading their own schools and giving them the freedom to concentrate on teaching and learning.

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

Please

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

Section G – budget planning and affordability

The 70% Challenge

If pupil numbers did not materialise we would ensure that the staffing structure could be adjusted to reflect a reduced expenditure. Specifically, this would be in the areas of teaching staff, teaching assistants, community, outreach, home/school liaison and SLT. Other areas of non-staffing expenditure would also reduce accordingly.

Gaining the support of Blackpool council, we would also consider filling places from out of borough.

Central MAT Services

Centrally provided services would be reviewed annually for each individual school in the Trust.

The services costed in the plan of ██████ in year 1 are made up of:

- Business Management (including finance, admin staff management, health and safety) ██████
- IT hosting and associated costs ██████

Section G – budget planning and affordability

- Payroll processing & HR advice [REDACTED]
- School Improvement [REDACTED]
- Other admin services e.g. trips, clerking [REDACTED]

In Year one only is an additional amount of [REDACTED] to cover setup and CEO related MAT costs.

Annexes

Please:

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- refer to the relevant section of the [application guidance and the criteria for assessment](#) for what should be included in this section.

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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	N/A

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	<p>performance you were in post</p> <ul style="list-style-type: none">• and set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards</p>	<p>[Redacted]</p>

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	in any or all of your three previous roles.	[Redacted]
8	Reference names(s) and contact details	[Redacted]

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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 performance for the years you were in post • and set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life 	<div style="background-color: black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: black; height: 15px; width: 95%; margin-bottom: 5px;"></div> <div style="background-color: black; height: 15px; width: 100%; margin-bottom: 5px;"></div> <div style="background-color: black; height: 15px; width: 55%; margin-bottom: 5px;"></div> <div style="background-color: black; height: 15px; width: 95%; margin-bottom: 5px;"></div> <div style="background-color: black; height: 15px; width: 25%; margin-bottom: 5px;"></div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #cccccc; width: 15%; height: 20px;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> <td style="background-color: #cccccc; width: 15%;">[redacted]</td> </tr> <tr> <td style="width: 15%; height: 20px;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> </tr> <tr> <td style="width: 15%; height: 20px;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> </tr> <tr> <td style="background-color: #800080; width: 15%; height: 20px;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> <td style="width: 15%;">[redacted]</td> </tr> </table>	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
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		<ul style="list-style-type: none"> ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted] ■ [Redacted]
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 performance you were in post • and set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications 	N/A

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	in any or all of your three previous roles.	
8	Reference names(s) and contact details	[Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted]

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	<ul style="list-style-type: none"> • 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 performance for the years you were in post • and set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life 	n/a
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> • Your subject/department's performance you were in post 	n/a

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	<ul style="list-style-type: none"> and set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6	Brief comments on why your previous experience is relevant to the new school	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	n/a
8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>

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	
<p>1. The roles and responsibilities of the directors/trustees</p>	<p>Please detail your duties as:</p> <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer <p>Understanding of the strengths and weaknesses of the school.</p> <p>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)</p> <p>Holding school leadership to account</p>	<p>Not yet a MAT so these responsibilities currently sit with Governors/Foundation Trustees</p> <p>Reports from SLT and Headteacher to meetings and challenge received by Governors and Trustees</p>	<p>Training for new Trustees/Directors as outlined in section F, to ensure existing Foundation Trust members and existing governors understand their new roles</p>
<p>2. Structure of the board</p>	<p>Accountability system</p> <p>Structure of decision making</p>	<p>Not yet a MAT so these responsibilities currently sit with Governors/Foundation Trustees</p>	<p>Scheme of Delegation to be determined as outlined in Section F</p>

3. Meetings	Please detail your board and committee meetings schedule and outline agenda	Termly full governors and committee meetings (Finance and Resources/Curriculum and Standards)	Scheme of Delegation to be determined as outlined in Section F
4. Finance	<p>Please give details of:</p> <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 	Not currently relevant as not yet an Academy Trust	Scheme of Delegation to be determined as outlined in Section F



Department
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