



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

ARK Croydon Secondary Academy

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

Please include the name of your school in the file name for all Word and Excel templates.

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

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

Position: [REDACTED] **Print name:** [REDACTED]

Date:

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

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



Section A: Applicant details

See Excel application form.

Section B: Outline of the school

See Excel application form.

Section C: Education vision

Section C1

About ARK Croydon Secondary Academy

Age range

ARK Croydon Secondary Academy will be a new 11-18 six form entry secondary school providing places for 180 Year 7 students each year from 2016. The school will have a 300 place sixth form and will reach its capacity of 1200 students in 2022. The sixth form will open in 2021.

Location

Croydon Council supports our application to open ARK Croydon Secondary Academy due to the urgent need for additional secondary places in the borough. Our ideal location would be in the centre of the London Borough of Croydon, close to ARK Oval Primary Academy (and the proposed ARK Croydon Primary Academy), where a need for a new high quality 6FE school has been identified. If approved we will work closely with the council to identify a suitable site in an area of high place need.

Summary of the proposal

ARK Croydon Secondary Academy will have high academic aspirations for, and expectations of, all its students, regardless of their background or prior attainment. Our aim is to ensure that all students leave the academy at age 18 able to go on to university or pursue the career of their choice. The school will be part of the ARK network of schools: ARK Schools is a multi-academy sponsor running 27 schools across London, Birmingham, Portsmouth and Hastings, with a proven track record in delivering excellent educational outcomes to its students.

The school will have particularly strong links with ARK Oval Primary Academy, and our proposed three form entry primary free school in Croydon, as well as the wider ARK south London hub of schools.

The London Borough of Croydon has significant need for new, high quality secondary school places. This is particularly true in central Croydon, the area where the new academy is proposed to open (**see section E1**). It is also an area of significant deprivation: overall, Croydon's level of

deprivation increased between 2004 and 2010. Both ARK Oval Primary and the preferred site for the proposed ARK Croydon Primary Academy are located in Lower Super Output Areas (LSOAs) which are in the 30% most deprived in England, with IDACI rankings of 8665 and 7334 respectively. They are both located close to areas which are in the 15% most deprived.

Need for places in Croydon

According to the 2011 Census, Croydon is the London borough with the highest population of 0 - 16 year olds; 84,027 residents which make up 23.1% of its total population. Croydon Council projects that between 2014 and 2016 it will require between 630 and 915 additional Year 7 places. Some of these places will be provided by the opening of new secondary provision and Croydon Council is planning to expand the capacity of a number of its existing secondary schools to meet some of the need. **Despite this, the Council is projecting a requirement for an additional six forms of entry at secondary level in central Croydon by 2016.**

Addiscombe ward (where ARK Oval Primary Academy is located) is the fifth most populous ward in Croydon and experienced significant growth between 2001 and 2011, 9.7%. The neighbouring ward, Waddon, (where the proposed ARK Croydon Primary Academy would be located) is the fourth most populous ward in Croydon and also has the fastest growing population, experiencing 27.4% growth since 2001. In the eight LSOAs between ARK Oval Primary Academy and the proposed ARK Croydon Primary Academy, it is projected that there will be more than 31% growth in the number of children aged 4-10 between 2012-17. Such high population growth, caused by both high birth rates and high levels of migration (which is forecast to continue) means that there will be a continued pressure on school places in this area.

In Croydon, on average 19.3% of secondary school children are eligible for Free School Meals (FSM) – much higher than the national figure of 16%. The number of families for whom English is an additional language in the borough is also high at 21.8% of secondary age children, compared to 12.9% nationally. ARK has significant experience of working in areas with similar intakes and delivering outstanding educational results (our secondary network average for free school meals is 36% and for EAL is 37%).

Parent Demand

ARK Schools already operates one school in Croydon: ARK Oval Primary Academy. ARK became the sponsor of Oval Primary School in September 2011 after it had been rated as inadequate by Ofsted and placed in special measures. In 2013, just over a year after joining the ARK Schools network, the school was judged to be Good in all areas. For admission in 2013, there were 4.6 applicants for each place and 71 first choice preferences (for a PAN of 60). This is an increase on the previous year when the school received 47 first preference applications. The school is now so popular, and the need for places in the area so great, that the school has admitted a bulge class and is expanding by a form of entry at the request of the Council.

ARK Oval Primary pupils currently transfer to many secondary schools. The 2013 Year 6 cohort (56 pupils) went to 19 different secondary schools and just over 7% left the borough to attend secondary school. A recent survey of parents at ARK Oval showed that, overwhelmingly, parents would like to see an ARK secondary option in Croydon (**see section E1**).

There is also strong parent demand for the ARK model of education more generally. A 2012 phone survey of 3200 parents in London, including parents from Croydon, showed that, after being told the key features of our schools, 75% of parents stated that they were likely to send their child to an ARK school (**for further information see section E1**).

The demand for the ARK model can also be seen by looking at the admissions figures for other ARK secondary schools. Bolingbroke Academy, for example, a free school which opened in 2012, received almost 600 applications in its first year of opening for the 120 places available. The school remains oversubscribed and has been full since opening.

ARK Schools

ARK Schools is an education charity and successful academy sponsor with a track record of providing high quality education at both primary and secondary level in areas of disadvantage and/or historic educational underachievement. ARK Schools' vision is to create a group of excellent schools that radically improve our students' life chances. We aim to ensure that every student at an ARK academy will do well enough by the age of 18 to go on to university or pursue the career of their choice.

ARK Schools currently runs the following schools (also shown are details of the relevant local authority and year of opening):

Academies

- Burlington Danes Academy – Hammersmith and Fulham, 2006
- King Solomon Academy – Westminster, 2007
- Walworth Academy – Southwark, 2007
- Ark Academy – Brent, 2008
- ARK Globe Academy – Southwark, 2008
- Evelyn Grace Academy – Lambeth, 2008
- Charter Academy – Portsmouth, 2009
- St Alban's Academy – Birmingham, 2009
- ARK Oval Primary Academy – Croydon, 2011
- ARK Kings Academy – Birmingham, 2012
- ARK Tindal Primary Academy, Birmingham 2012
- ARK Rose Primary Academy, Birmingham 2012
- ARK Putney Academy – Wandsworth, 2012
- Isaac Newton Academy – Redbridge, 2012
- ARK Bentworth Primary Academy, Hammersmith and Fulham, 2012
- ARK Priory Primary Academy – Ealing, 2013
- ARK All Saints Academy – Southwark, 2013
- ARK Ayrton Primary Academy – Portsmouth, 2013
- ARK Brunel Primary Academy – Kensington & Chelsea, 2013
- ARK Franklin Primary Academy – Brent, 2013
- ARK Swift Primary Academy – Hammersmith & Fulham, 2013
- Helenswood Academy – Hastings, 2013
- ARK William Parker Academy – Hastings, 2013

Free schools

- ARK Atwood Primary Academy – Westminster, 2011
- ARK Conway Primary Academy – Hammersmith and Fulham, 2011
- Bolingbroke Academy – Wandsworth, 2012

- ARK John Keats Academy – Enfield, 2013

Schools planned to open 2014 and 2015

- Isaac Newton Primary Academy– Redbridge, 2014 (Free School)
- Burlington Danes Primary Academy – Hammersmith and Fulham, 2014 (Free School)
- Copland – Brent, 2014 (Academy)
- Little Ridge Primary – Hastings, 2014 (Academy)
- Charles Dickens Primary – Portsmouth, 2014 (Academy)
- ARK Pioneer Academy – Location tbc, 2015 (Free School)
- ARK Ealing Primary Academy – Ealing, 2015 (Free School)
- ARK North Enfield Academy – Enfield, 2015 (Free School)

Further expansion strategy

ARK Schools operates 27 schools and aims to run around 50 schools by September 2016. Our planned expansion is focused on building clusters of schools in London, Birmingham, Portsmouth and Hastings and to create virtual all-through schools wherever possible. Our central team has been structured to deliver this level of growth while ensuring every school receives high quality educational and operational support to enable it to deliver outstanding education and exceptional results (**see Section F for more details**).

ARK Schools: a proven track record

- Of ARK’s thirteen schools which have had Ofsted inspections, twelve have been rated Good or Outstanding. This includes many schools that were previously in Special Measures. For full details of the network Ofsted results please see the table below.
- ARK’s primary schools achieved an average Year 1 Phonics pass rate of 86% in 2013 - compared to 69% nationally. This was an improvement of 11 percentage points since 2012. The average for schools that joined the ARK network before 2012 was even higher at 97%.
- In key stage 1 our primary pupils are achieving results far higher than the national average at 2A. For full details please see table below.
- Many of our schools have not yet recorded key stage 2 results (as they opened as new schools). However, ARK Globe Academy which has been part of the network since 2007,

has achieved results far above the national average at level 4 in reading, writing and maths: 92% compared to 75% nationally.

- In 2013 the network percentage of students achieving 5 A* - C grades including English and maths was 58%. For those schools which have been part of the network for over a year, the average GCSE pass rate is 62%. Further detail on the GCSE improvements in our schools is shown below.
- Last year, at Burlington Danes Academy, which has been in the ARK network since 2006, 77% of students achieved 5 A*-C including English and maths. This is an improvement of 46 percentage points since it became an ARK school. In addition, 37% of students achieved the English Baccalaureate compared to 23% of students nationally.
- ARK Schools' value added scores, which measure student progress between key stage 2 and GCSE, are the best of the major academy groups in all the EBacc subjects. (2012 data).

Subject	ARK network average (2A) 2013	National average (2A) 2013
Reading	66	55
Writing	54	37
Maths	65	51

Cademy	GCSE attainment 5 A*-C including English and maths (2013)	Predecessor school results
Burlington Danes	77	31
Walworth	60	27
Globe	52	26
Evelyn Grace	58	NA
Charter	68	21
St Alban's	56	31
ARK Kings	24	41
ARK Putney	58	62
Network average	58	

Academy	BOROUGH	OPENED	AGE	OFSTED	
				Predecessor school	Most recent Section 5 inspection
Burlington Danes	Hammersmith	2006	11-18	Special measures	Outstanding
King Solomon	Westminster	2007	3-18	New school N/A	Outstanding
Walworth	Southwark	2007	11-18	Satisfactory	Good
Globe	Southwark	2008	3-18	Special measures	Good
Evelyn Grace	Lambeth	2008	11-18	New school N/A	Requires Improvement
Ark	Brent	2008	3-18	New school N/A	Outstanding
Charter	Portsmouth	2009	11-18	Notice to improve	Good
St Alban's	Birmingham	2009	11-18	Good	Outstanding
ARK Atwood Primary	Westminster	2011	3 – 11	New school N/A	Outstanding
ARK Conway Primary	Hammersmith	2011	4 – 11	New school N/A	Outstanding
ARK Oval Primary	Croydon	2011	3 – 11	Special Measures	Good
ARK Putney	Wandsworth	2012	11-18	Satisfactory	Good
Bolingbroke	Wandsworth	2012	11-18	New school N/A	Good

Key features of the school

Vision and ethos

As laid out above, ARK Croydon Secondary Academy will aim to ensure that every student will leave the school at age 18 with the skills and qualifications needed to go to university or pursue the career of their choice.

The new school will be non-selective and non-denominational and will develop high aspirations, high motivation and high achievement in and for all its students, regardless of their background or prior attainment.

The new academy's education plan will reflect this vision through its shared commitment to ARK's six pillars:

1. High Expectations

ARK believes that every child can reach their potential with the right teaching and support. We set exceptionally high expectations for student attainment, which we reinforce constantly as they go through school. These expectations are reflected in the academy and individual targets (see below) as well as in the principal and staff performance management structures.

2. Excellent teaching

Nothing is more important than excellent leaders and teachers. ARK's recruitment team ensure that our schools attract and retain outstanding staff. ARK's teacher training team also recruit and train outstanding candidates to our exceptionally high standards. At the same time, we prioritise learning and development and ensure that all leaders, teachers and support staff have access to high quality CPD opportunities throughout their career. These are provided through bespoke training programmes such as 'Aspiring to Headship' and the 'Lead Teacher Programme'; through the ARK training menu – an online CPD tool; and through numerous school and network wide events throughout the year, including the annual ARK Summit, which brings together all staff in the network.

3. Exemplary behaviour

Our schools are characterised by a friendly and orderly environment, where teachers can teach and students can learn. A smart, recognisable uniform ensures that all students are seen as ambassadors within their local community.

4. Depth before breadth: the curriculum

A strong command of the core subjects of English and maths is vital for the whole curriculum. This is all the more true if students arrive at school with lower than average attainment. We therefore prioritise depth before breadth so that students secure firm foundations in these core subjects as quickly as possible. At secondary level, around at least five hours a week is dedicated to both literacy and mathematics.

5. More time for learning

To enable us to spend time on the core subjects, as well as ensure that students experience a range of creative and enrichment activities, we will run a longer school day as allowed by Academy freedoms. Typically at secondary, the day will run from 8.30am to 4.30pm, with optional breakfast clubs and after school sessions running from 7.45am until 6pm.

6. Knowing every child

Positive relationships between students and staff reinforce a culture of excellent behaviour and commitment to learning. ARK schools are organised as small schools so that every student knows and is known by every member of staff within their small school. The school will be led by a principal with assistant principals responsible for the key stage 3, key stage 4 and key stage 5 schools.

Aspirations and targets

ARK is committed to delivering exceptionally high outcomes for its students. To achieve our aim of ensuring that all students have the skills and qualifications necessary for higher education, we set extremely high targets for our students, which are higher than national expectations. This includes minimum targets for all students, at all our schools, irrespective of their starting point.

At secondary, we aim for at least 80% of all pupils to achieve five good (A*-C) GCSEs including English and maths, and that the majority of students will take the GCSEs required to achieve the

English Baccalaureate.

In the sixth form, our expectation is that at least 80% of pupils will qualify for a good university and 100% will secure a university place, job, training course or apprenticeship.

ARK has substantial experience and expertise in running excellent, inner city comprehensive schools serving areas similar to that of central Croydon and our curriculum and assessment model is specifically designed to achieve the targets laid out above. **(See section D2 for further information).**

An inclusive academy

Admissions

ARK academies are non-selective, community schools for local children. ARK Croydon Secondary Academy will welcome all local children regardless of ability or background. After admitting those with statements of special educational need places will then be offered in the following order of priority: children in care, those with a sibling attending the academy and straight line distance lived from the school.

Inclusion

ARK is fully committed to inclusion. The ARK education model particularly supports those pupils with special educational needs or English as an additional language. We have a central SEN team which works across the network to help identify, assess and plan high quality provision. The team includes two full time speech and language therapists, one of whom focuses specifically on the early identification of language difficulties. We have also introduced 'Drive for Literacy' – a programme to identify and accelerate progress of pupils with literacy difficulties. ARK will work with the Local Authority and other agencies to ensure that effective and high quality SEN provision is in place.

Religious education

ARK Schools is a non-denominational organisation, providing education for children of all faiths and none. All our schools are non-denominational except where they replace a predecessor school with a faith ethos.

ARK Croydon Secondary Academy will follow the locally agreed religious education curriculum. Parents will have a right to withdraw their children from religious education if they wish.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception									
Year 1									
Year 2									
Year 3									
Year 4									
Year 5									
Year 6									
Year 7			180	180	180	180	180	180	180
Year 8				180	180	180	180	180	180
Year 9					180	180	180	180	180
Year 10						180	180	180	180
Year 11							180	180	180
Year 12								150	150
Year 13									150
Totals			180	360	540	720	900	1050	1200

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Maths	Year 7 – 11: 5	Year 7 – 11 Mandatory	
English	Year 7 – 11: 5	Year 7 – 11 Mandatory	
Humanities	Year 7: 3 Year 8 – 11: n/a	Year 7 – Mandatory Year 8-11 – n/a	Humanities include history, geography and RE and may be taught by the same teacher or separately by subject specialists.
History	Year 7: n/a Year 8 – 9: 2 Year 10/11: 3	Year 8 – 9: Mandatory Year 10/11: Mandatory to either take History or Geography	Year 7 take ‘Humanities’
Geography	Year 7: n/a Year 8 – 9: 2 Year 10/11: 3	Year 8 – 9: Mandatory Year 10/11: Mandatory to either take History or Geography	Year 7 take ‘Humanities’
RE	Year 7: n/a Year 8 – 9: 1 Year 10/11: 3	Year 7 – 9 Mandatory Year 10/11: Optional	Year 7 take ‘Humanities’
Modern Foreign Languages (MFL)	Year 7 – 9: 2 Year 10/11: 3	Year 7 – 11 Mandatory for most students	
Science	Year 7 – 9: 4 Year 10/11: 4 for double	Year 7 – 11 Mandatory	

	science 6 for top set triple science		
D&T	Year 7 - 9: 1 Year 10/11: 3	Year 7 – 9 Mandatory Year 10/11 - optional	
Art	Year 7 – 9: 1 Year 10/11: 3	Year 7 – 9 Mandatory Year 10/11 - optional	
Music	Year 7 – 9: 2 Year 10/11: 3	Year 7 – 9 Mandatory Year 10/11 - optional	
PE	Year 7 – 11: 3	Year 7 – 11 Mandatory (entitlement) GCSE: Optional	
Flexible	Year 7: 5 Year 8 – 9: 3 Year 10/11: 0 for those taking triple science, 2 for others	n/a	'Flexible' time could be used for enrichment activity 2 hours per week.
Option 2	Year 10/11: 3	n/a	Students will be able to choose from a wide range of options. The specifics of the offer will be developed by the Principal in conjunction with the ARK Education Team when they are in post.
Option 3	Year 10/11: 3	n/a	As above.
Post 16 Options*	Year 12/13: 5 hours per option	n/a	

Nb.

Times shown are ARK's standard model. Setting is used to allow for flexibility. E.g. for some students, who arrive with particularly low levels of attainment in Year 7, a revised curriculum model with greater time allocated to the core subject of English, maths and Science is used to allow them to catch up in the core subjects with MFL removed from their timetable.

*At Post 16 we will provide a rigorous university and careers preparatory curriculum. This will include a wide range of course options, allowing students to pursue a pathway appropriate for them which leads to university or the career or their choice.

Section D1

Curriculum

The ARK secondary curriculum is being delivered successfully across ARK's 15 secondary academies including Bolingbroke Academy, a free school in Wandsworth. It has been designed to achieve the ARK vision that at least 80% of all pupils achieve five good (A* - C) GCSEs including English and mathematics.

In line with the ARK principle of depth before breadth, at ARK Croydon Secondary there will be an emphasis on English and mathematics, with additional support for those pupils below level and additional stretch for those pupils exceeding targets. The allocation of curriculum time is determined by each pupil's needs, with priority given to academic acceleration in core subjects. We will cover the national curriculum in English, maths and science.

Although the ARK network focuses on achieving mastery in the core subjects before tackling the wider curriculum, the academy will ensure that a broad and balanced curriculum is delivered for all pupils over the course of their school career.

Once in post, the leadership team will develop the detailed curriculum offer, with support from the ARK education team. ARK will also work in conjunction with Croydon Council to develop the specific curriculum offer to ensure that the curriculum developed meets the needs of both the school students and the wider local community. At ARK Croydon Secondary we will work closely with corporate and university partners to deliver career and university enrichment programmes for all students including corporate mentoring, university summer schools and work-related learning programmes to ensure that they have the skills and experiences necessary to pursue their ambitions. Each year the principal will be responsible for determining which courses are offered and how they are taught in order to best serve the needs of each pupil.

Key Stage 3

The key stage 3 curriculum is focused on depth before breadth. There will be room for flexibility in the way that these subjects are delivered based on the rates of student progress and the attainment of those students joining the academy.

The academy's longer school day will enable enrichment activities and master classes to stretch and challenge all students or to allow for targeted catch up where needed.

Key Stage 4

We aim that the majority of students will take the GCSE subjects required to achieve the English Baccalaureate.

The principal will decide whether to implement alternative qualifications such as IGCSE and native language qualifications to reflect and support the local community.

The 16 – 19 curriculum

The 16 – 19 curriculum will stretch and challenge students, and will promote independent learning to prepare them for university and working life.

The principal will, at a later stage, decide whether to offer the International Baccalaureate, depending on the suitability of the course for each cohort.

This approach will be used at ARK Croydon Secondary Academy because it is working effectively in other ARK schools (**see section C1 for further information about ARK's track record**).

Section D2

Assessment is critical to the ARK education model and a key factor in our ability to achieve the ambitious targets laid out in **Section C** and to ensure that all students are progressing as far and as fast as possible.

The curriculum for ARK Croydon Secondary Academy has been designed to achieve ARK's vision that at least 80% of pupils leave secondary ready with at least 5 GCSEs at grades A*-C including English and maths.

Target Setting

Targets will reflect the high expectations of the academy; we set targets which are above national expectations. The minimum attainment targets for students at each key stage, irrespective of entry point are:

- Key Stage 3: level 5b in English and level 6c in mathematics
- Key Stage 4: grade C in English and mathematics.

As well as the floor target, the minimum expected progress in each key stage is:

- Key Stage 3: at least 6 sublevels in English, 8 sublevels in mathematics
- Key Stage 4: at least 6 subgrades in English and mathematics (equivalent to at least two levels of progress).

For children with special educational needs, the minimum expectations will be tailored if necessary in discussion with the SENCO.

The ARK minimum expectation for attendance is 95%.

Assessment and monitoring

All ARK schools share the same assessment system and cycle:

- Half termly assessments in core subjects
- Termly assessments in all other subjects.

Teachers will review and discuss the results of these assessments promptly and thoroughly with their line manager and feedback to pupils and parents, with face to face parent meetings taking place at least twice a year. Where a child is at risk of underachieving, clear and coordinated strategies will be implemented and monitored.

The attainment reports are also analysed to ensure that particular groups of pupils are not underperforming (for example those eligible for the Pupil Premium) and all pupils are receiving the support they need from different staff across the academy, in order to achieve their predicted targets.

Each term, the ARK central team also analyses the data available and provides the principal, the director of education and the Local Governing Body with a detailed report. This report informs the monitoring visits which focus on the key areas of behaviour and ethos, pupil progress and attainment, quality of teaching and leadership and management. This enables both ARK and the governors to identify any issues early on and provide appropriate challenge and support. **(see section F1 for more detail)**

Section D3

ARK Croydon Secondary Academy Staff Structure

The proposed staff structure has been devised to deliver the ARK secondary curriculum and is based on experience to date in similar sized schools serving a similar student profile.

As laid out in **section G**, the staff structure is affordable.

The staffing models as the academy builds up its roll are shown in the financial model table in **section G** and on the next seven pages.

Academy organisation

The academy will be primarily organised around a small school model. This will mean that the assistant principals of key stages 3, 4 and 5 will have overall responsibility for both the academic progress and pastoral welfare of all the students in that phase or key stage.

Within each small school, students will be organised in year groups, with a form teacher primarily responsible for their pastoral welfare. There will also be an assistant principal responsible for Inclusion, including SEN, in the school.

Leadership responsibilities

The principal will have responsibility for the overall vision and strategic direction of the academy. At full capacity there will be three vice principals who will lead on the following three core areas of whole academy responsibility:

- Teaching, learning and CPD
- Behaviour and ethos (including safeguarding)
- Assessment, data and IT systems.

Each assistant principal of key stage 3, 4 and 5 will be responsible for the progress and outcomes of the students in their small school as well as creating and embedding a stage appropriate ethos and rewards. All senior leaders at the school will be expected to take on some teaching responsibilities when first appointed. This load will then reduce as the student cohort increases.

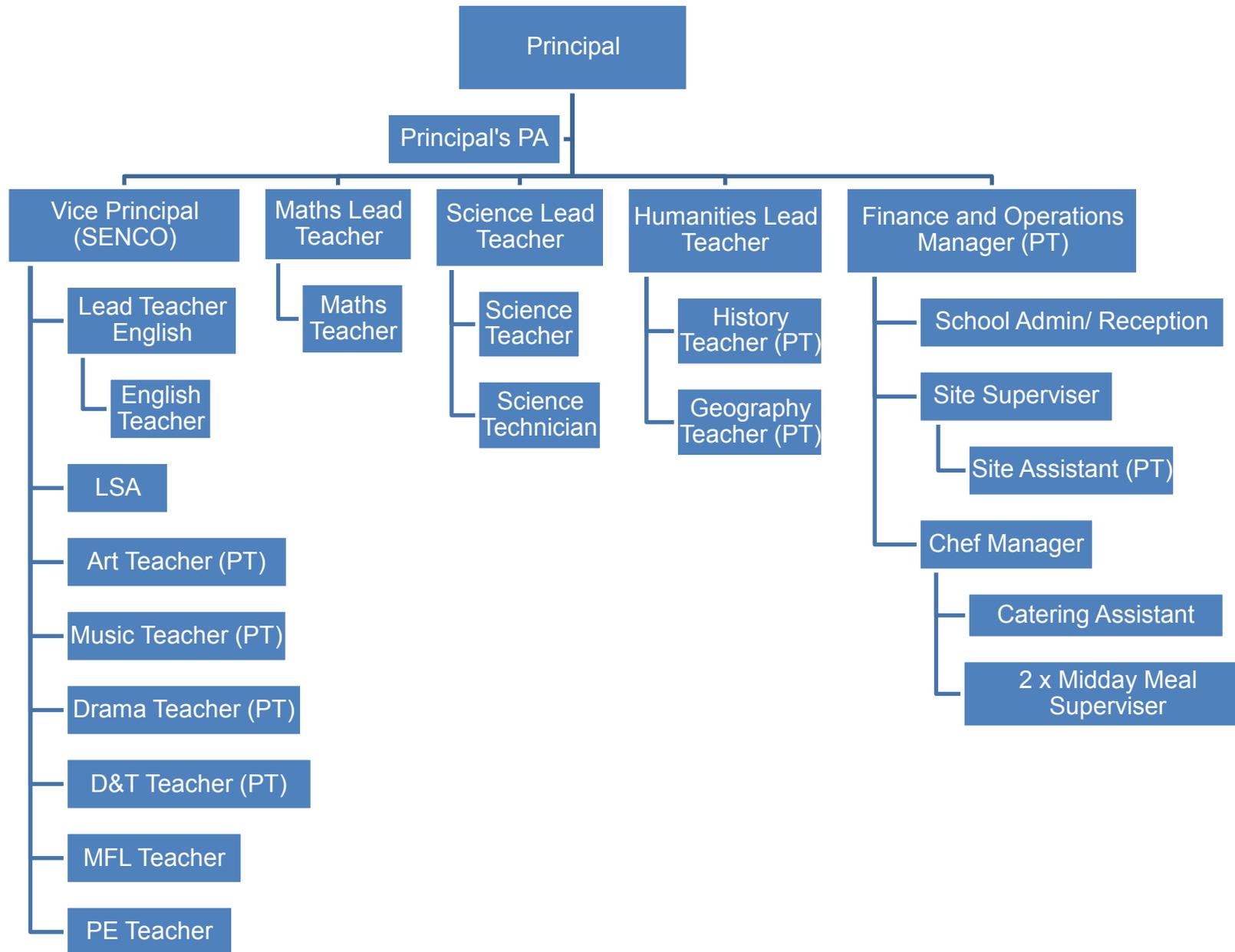
Each subject lead will be responsible for the quality of teaching and learning in that subject area.

The finance and resources director will lead the operational team and be responsible for the school budget.

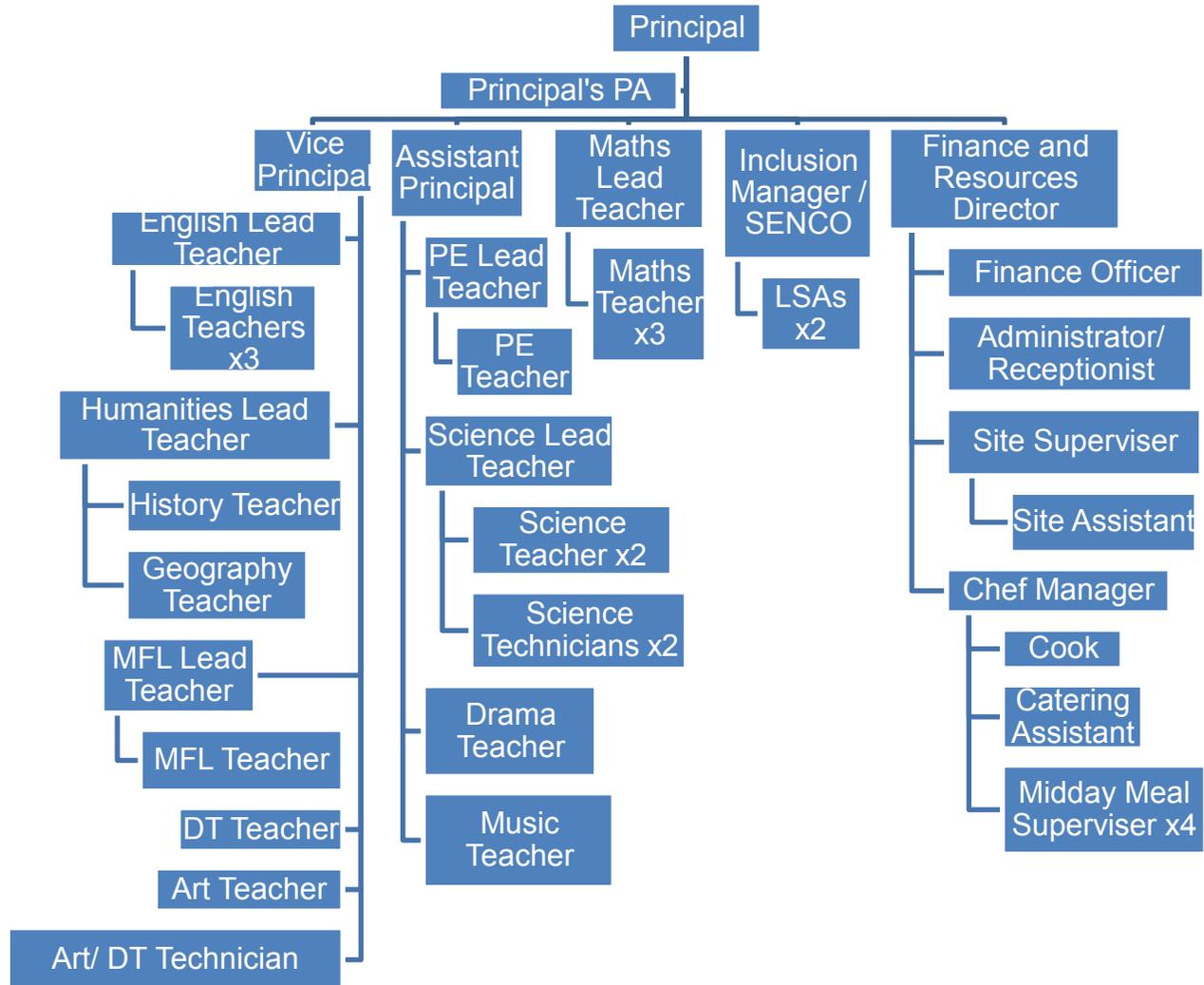
Existing ARK Staff

Where appropriate, ARK Croydon Secondary Academy will be able draw on the skills and experience of outstanding staff in other ARK schools, as well as the ARK Schools' Education team, for training and mentoring opportunities.

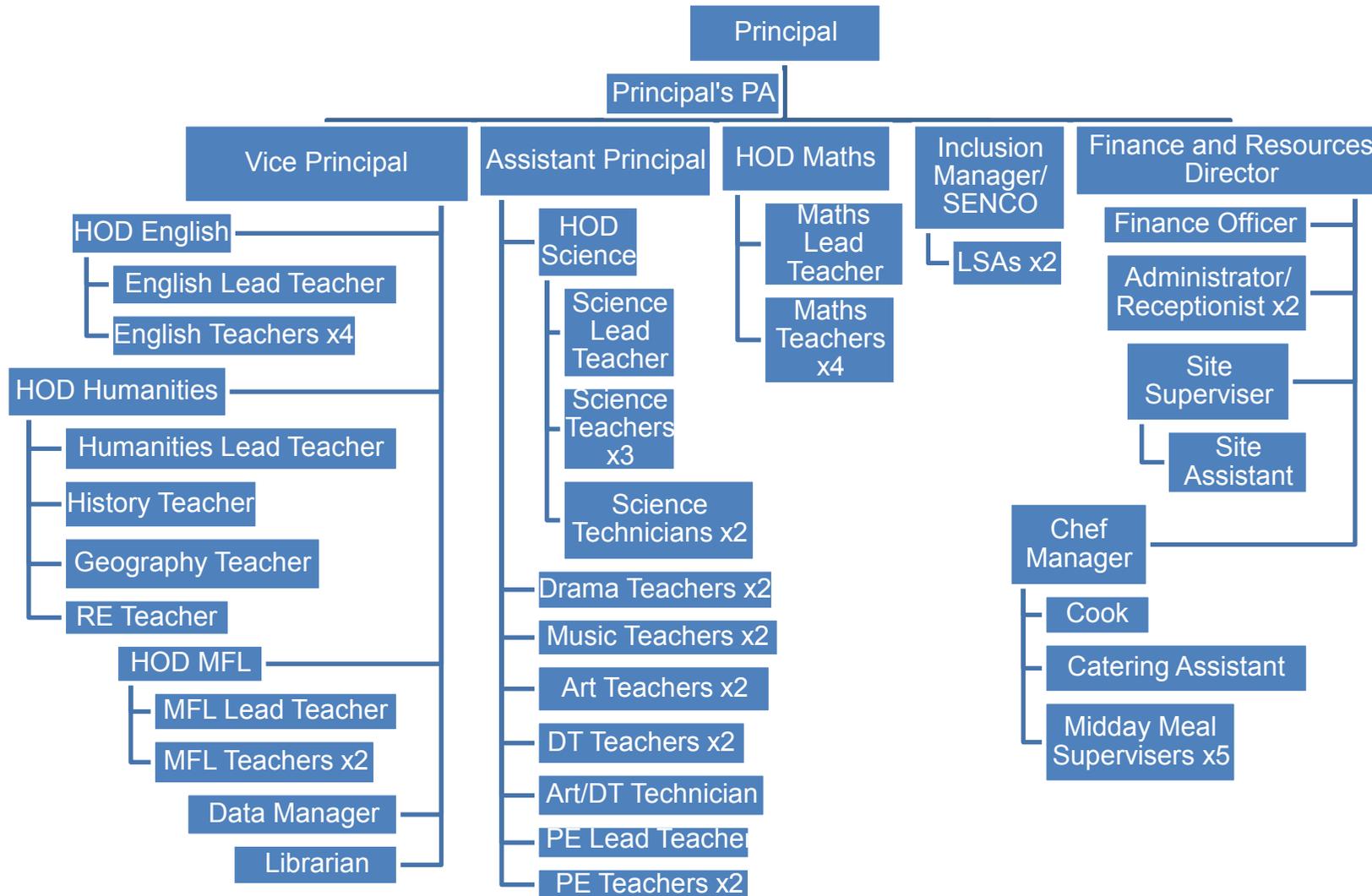
ARK Croydon Secondary Academy Staffing Structure (first year)



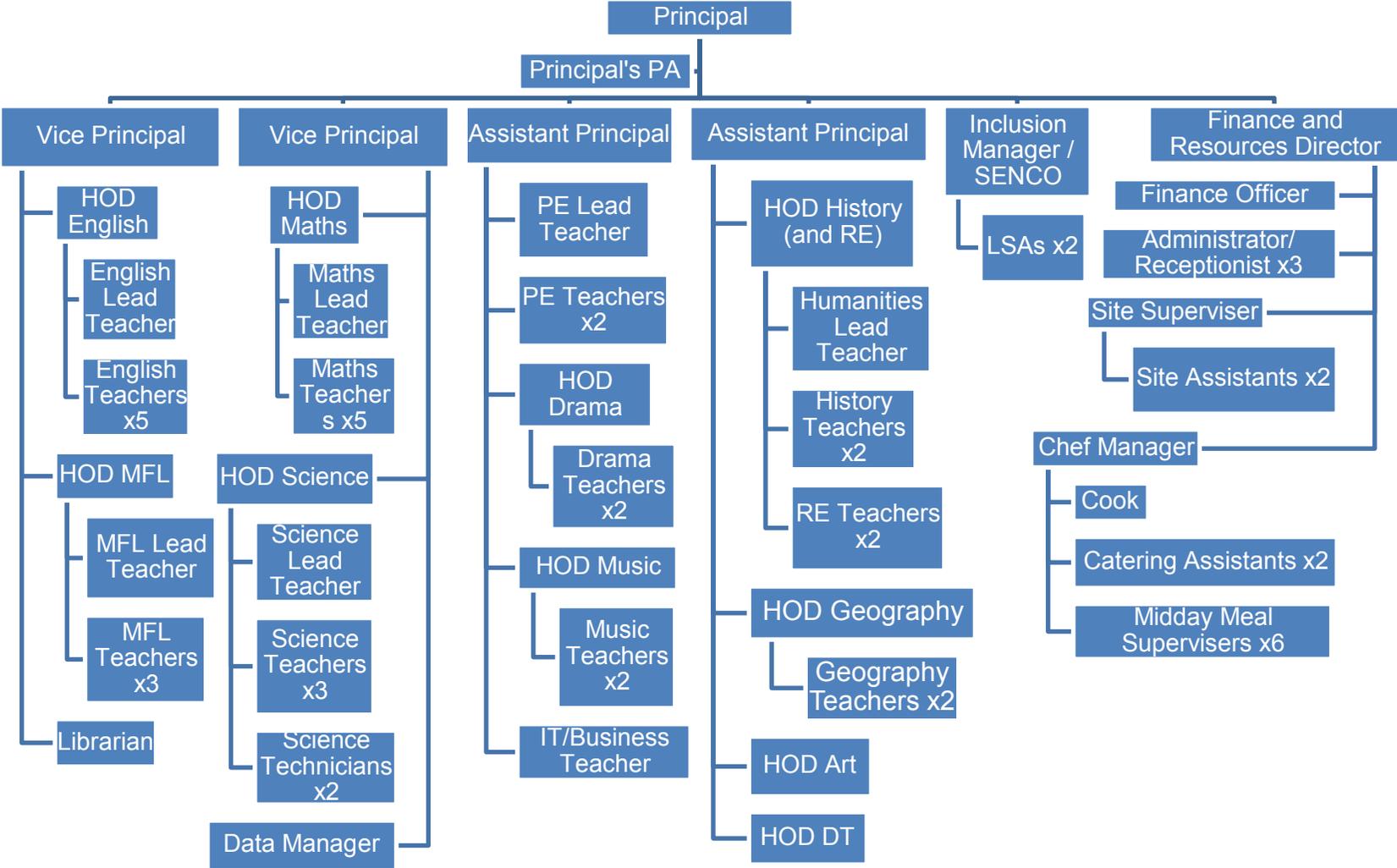
ARK Croydon Secondary Academy Staffing Structure (second year)



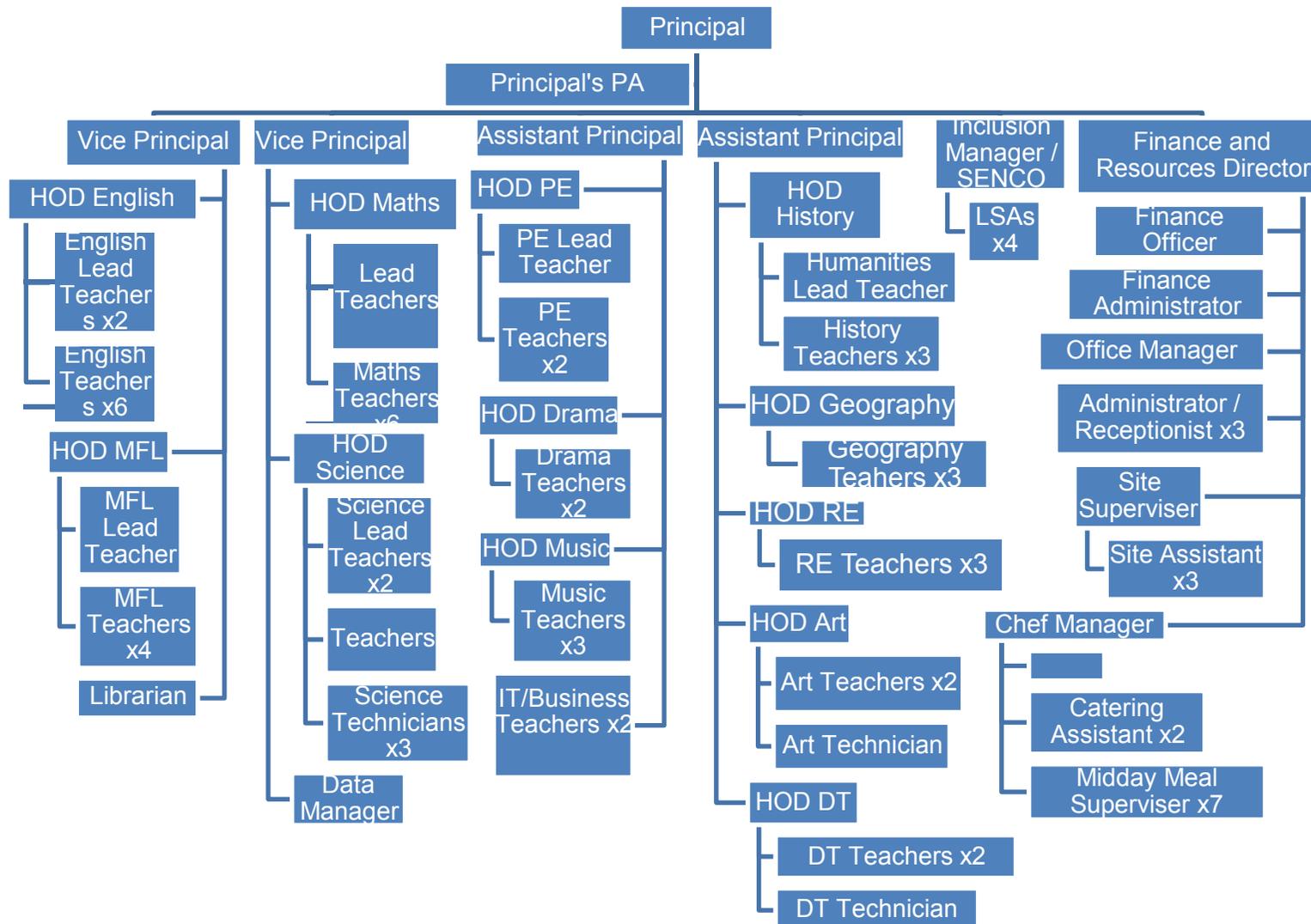
ARK Croydon Secondary Academy Staffing Structure (third year)



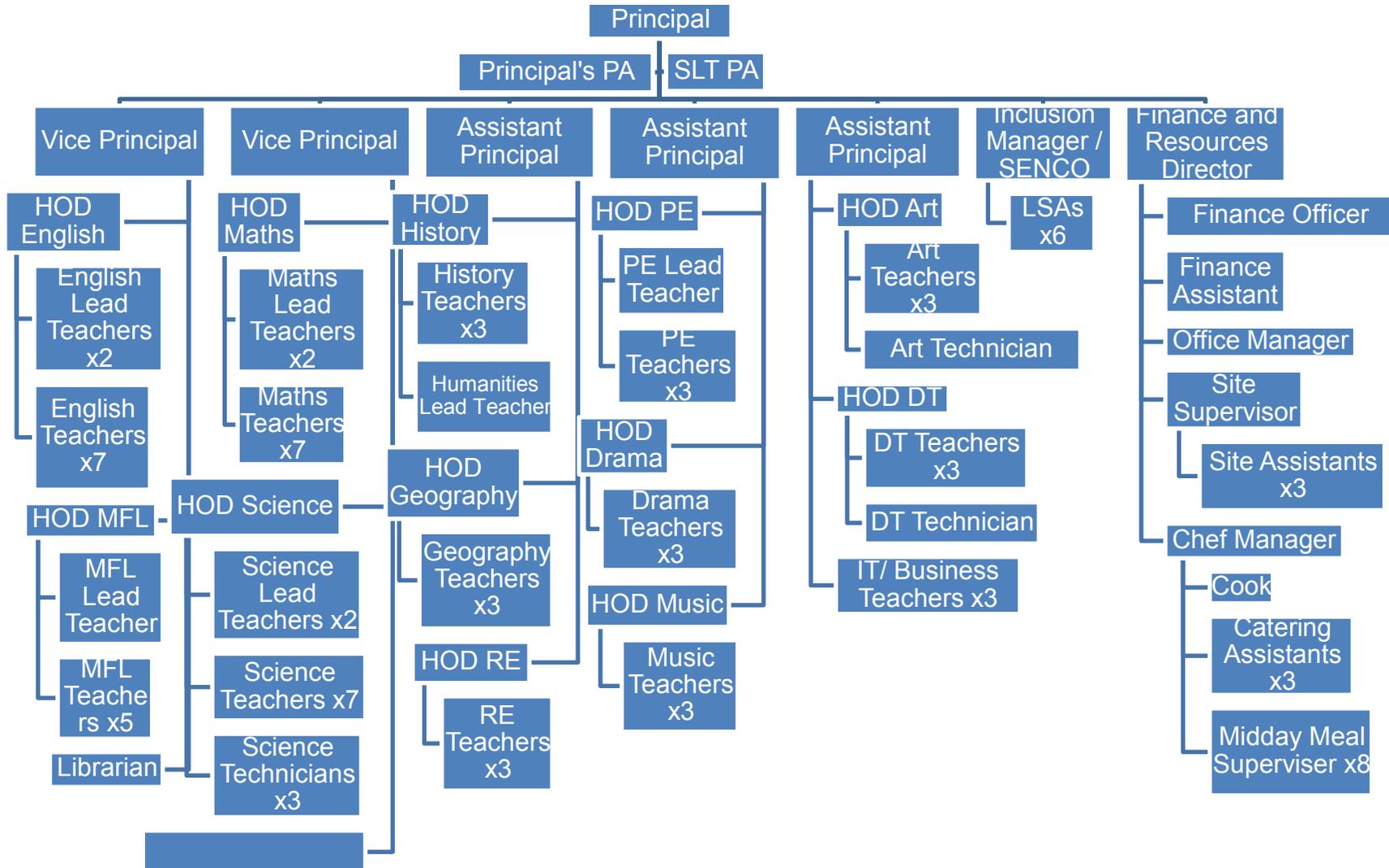
ARK Croydon Secondary Academy Staffing Structure (fourth year)



ARK Croydon Secondary Academy Staffing Structure (fifth year)



ARK Croydon Secondary Academy Staffing Structure (sixth year)



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

N/A

Section E: Evidence of need – part 1

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

If your school is new provision:

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

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

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

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	NA	NA	NA	NA	180	NA	NA	NA
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	NA	NA	NA	NA	180	NA	NA	NA

Section E: Evidence of need – part 2

Section E1

Introduction

In order to demonstrate evidence of demand for ARK Croydon Secondary Academy by students of all backgrounds and abilities, we have undertaken a wide range of activities:

- **Parent demand surveys.** We undertook a statistically robust phone survey of 3202 homes across London (and 200 homes in Croydon specifically) to test the demand for the ARK model among parents with children of appropriate age. We also undertook surveys of parents at ARK Oval Primary Academy to test the specific demand for an ARK secondary school in Croydon (see *Parent Demand* below).
- **Place need analysis.** We analysed the severe local basic need (see *Place Need* below).
- **Existing provision analysis.** We analysed the quality and accessibility of other local secondary schools (see *Existing Provision* below).
- **Local stakeholder engagement.** We wrote to 500 local parents, contacted local nursery schools, wrote to the MP and relevant local councillors, and met with the local authority (see *Stakeholder Engagement* below).
- **Community engagement.** We raised awareness of the school locally and planned for future awareness raising (see *Section E2* below).
- **Comparative analysis.** We looked at our experiences at our comparable open schools to assess likely demand (see *ARK Experience* below).

We took this approach to ensure that as many members of the local community as possible are aware of the proposal and all stakeholders are included in the consultation. The particular demographics of the community and high basic need meant that we felt this approach would offer the best way of proving the need for an ARK secondary academy in this area.

Parent Demand

In November 2012 ARK commissioned an independent research company to do a phone survey of parents with potential primary (0-4) and secondary (5-9) aged children to establish whether they were familiar with ARK Schools, whether they believe there is a need for new schools in their area, and if they would be likely to send their child to an ARK school if one was set up in their community. The survey was conducted over a three week period.

Full phone interviews were conducted with 3202 parents living across 16 local authorities in London including: Brent, Camden, Croydon, Ealing, Enfield, Hackney, Hammersmith & Fulham, Haringey, Hounslow, Lambeth, Merton, Redbridge, Southwark, Waltham Forest, Wandsworth and Westminster. 1916 parents had children aged between 0 and 4 and 2257 had children aged between 5 and 9.

After explaining who ARK Schools is, and what the key features of an ARK School are, parents were asked whether they were likely to send their child to an ARK school.

They were told:

“In case you don’t already know, I’m now going to tell you a bit more about what ARK Schools are about.

ARK Schools is a charity which runs a network of academies. We currently run a network of academies in London, Birmingham and Portsmouth for children from the ages of 3–18. They are free to attend and open to all children in a local area.

The key features of an ARK School are:

- High expectations are set for achievement for all students, without exception
- A focus on getting top grades in English and maths
- A slightly longer school day than other schools, from 8:30am-4:30pm
- More time for extra-curricular activities to develop students’ social and personal skills
- A focus on high quality teaching and learning opportunities

- That every child is known to all staff.

The results of the parent survey showed that there is a very strong demand for ARK

Schools:

- Across London, 75% of parents were likely to send their children to an ARK school.
- In Croydon specifically, 71% of parents said they were likely to send their children to an ARK school.

The survey also showed that parents overwhelmingly supported the key aspects of ARK's educational model. Specifically:

- 97% thought that developing English and mathematics skills is important (92% of Croydon parents).
- 97% would like their child to attend a school which encourages them to progress academically.
- 96% would like to send their child to a school which offers a wide range of extracurricular activities (93% of Croydon parents).
- 77% agreed that they would be happy for their child to attend a longer school day (72% of Croydon parents).

These statistics show that there is a high demand for the ARK Schools model across London and specifically in Croydon.

In December 2013 we wrote to all parents at ARK Oval Primary Academy and conducted surveys with parents.

Parents were told in the letter that:

“ARK Schools is working with Croydon Council to submit a free school proposal to the Department of Education to open another ARK primary academy in Croydon. There is a shortage of school places in the borough so the new school would help provide much-needed school places for Croydon children.

It is proposed that the new primary school would open in September 2015 on the site of [REDACTED]. It would have three Reception classes and the possible addition of a nursery. It would admit a new Reception cohort annually until the school was full.

This will not lead to any changes at ARK Oval and I will remain as Headteacher at our school. Having another ARK primary academy nearby would mean that the two schools would be able to work closely together and share best practice. Staff would share resources and ideas which would benefit the children at both schools.

ARK Schools is an education charity and successful academy operator. It was set up in 2004 to create a network of non-selective academies offering high quality education to all children irrespective of their background or prior attainment. ARK's mission is to ensure that all pupils achieve their potential, so that by age 18 they have the option to go on to further education or the career of their choice."

In the survey they were told:

"The key features of an ARK school are:

- High expectations are set for achievement for all students, without exception
- A focus on English and maths
- A slightly longer school day than other schools, from 8.30-4 at primary and 8.30-4.30 at secondary
- More time for extra-curricular activities to develop students' social and personal skills
- A focus on high quality teaching and learning opportunities
- That every child is known to all staff.

ARK Schools is considering submitting free school applications to the Department for Education for a new primary school to open in Croydon in 2015 and a new secondary school to open in Croydon in 2016. We are carrying out a survey of local parents to assess the demand for these schools."

The survey of parents at ARK Oval Primary Academy showed that, overwhelmingly, the parents of our existing pupils in Croydon support the establishment of a new secondary

school in Croydon because they are happy with the provision at ARK Oval and would like their child to go to an ARK secondary school. 132 parents / carers completed the survey.

A summary of the findings of the survey is as follows:

- 98% of parents support the proposal.
- 96% of parents would be likely to apply for a place at a new ARK secondary school if their child needs a school place.
- The 132 parents we spoke to who would be likely to apply for a place for their child have 213 children of an age that means they will be eligible to attend ARK Croydon Secondary Academy.
- The survey also showed that parents overwhelmingly supported the key aspects of ARK's educational model.
 - 100% think it is important a school sets high academic expectations for all its students.
 - 99% think it is important a school has a clear behaviour policy which is agreed with parents.
 - 100% think it is important a school focuses on developing strong English and maths skills for every student.
 - 96% think it is important a school encourages its students to go to university.
 - 99% think it is important a school supports its students emotionally in order to provide a happy and safe learning environment.

Place Need

Croydon has seen significant population growth over the last ten years and this is projected to continue. Recent data from the Office for National Statistics (ONS) shows that births in Croydon have increased by 32%, with some areas of the borough experiencing more pronounced growth. Central Croydon experienced a 67% increase in births between 2001/02 and 2010/11 and is the highest growth area in the borough.

Central Croydon is one of the planning areas most affected by the inward migration the borough is experiencing. There are also plans for 2500 new homes in central Croydon in the next few years which will likely further increase the school age population.

Consequently, **by 2016 Croydon will need an additional 21 – 30.5 forms of entry at secondary level**. This is 6 – 9 forms of entry more than the secondary expansion that has already been planned. The need for secondary places in the centre of the borough is particularly acute and Croydon Council has identified the need for an additional 6FE secondary school to meet this need.

ARK and Croydon Council are already working together to expand ARK Oval Primary Academy by a form of entry and to open ARK Croydon Primary Academy in September 2015. As evidenced above there is also a significant need for additional secondary places due to come through in the next few years in Croydon and we would be keen to work with the local authority to address this need.

Existing Provision

In addition to basic place need at secondary level that is projected in central Croydon, there is also a need for more high quality comprehensive schools in Croydon. Last year the 56 Year 6 pupils from ARK Oval went on to 19 different secondary schools. Only 10% of this cohort went on to schools rated as outstanding by Ofsted: almost a third went on to schools rated by Ofsted as requiring improvement or below. We would like to be able to provide an additional local high quality option for our pupils.

There are currently 24 open secondary schools in Croydon (excluding special schools, UTCs and independent schools). Sixteen of these have been rated as good or outstanding by Ofsted however, only seven of these have completely comprehensive admissions criteria (with no selection based on ability/ aptitude, feeder primary or religion). This means that children from a non-denominational background are severely disadvantaged in their chances of attending high quality provision. ARK Croydon Secondary Academy would operate an inclusive admissions policy, providing places for all local children regardless of their background or ability.

Of the 24 secondary schools in Croydon, six are rated as requiring improvement, or inadequate, by Ofsted. This represents several thousand children attending provision that is underperforming.

Local Stakeholder Engagement

We wrote to around 500 stakeholders in total. This included the following:

- The parents of all children attending ARK Oval Primary Academy.
- The local ward councillors, Cabinet Member for Children's Services and MP.

We also:

- spoke to local early years providers to inform them of our proposal and request access to survey parents
- met with the local authority to discuss the proposal.

Those members of the community we have spoken to have all been supportive of the proposal.

ARK experience

Since building a successful network of schools, we have seen admission numbers in our new schools increase significantly. For example our two new all-through schools, King Solomon Academy and Ark Academy, were undersubscribed in their first year of opening, but within two years of opening both were oversubscribed on first preferences alone at both primary and secondary level. For entry in 2013 there were six applications per place at Ark and eight per place at King Solomon.

This is also true of two new start schools which opened in 2012:

- Isaac Newton Academy received 525 applications for 180 places in 2012 and this application number rose to 753 in 2013.
- Bolingbroke Academy received almost 600 applications for 120 places in 2012 and this year this has risen to 670 applications.

This data reflects the strong demand for the ARK education model – based on the six pillars laid out in **section C** – and shows that this demand increases rather than decreases once our academies have opened.

Our experience from ARK Oval Primary Academy and the specific pupil place need identified by Croydon Council in the centre of the borough lead us to expect that pupils will come from a

relatively small catchment area. ARK Oval Primary Academy is located in CR0 and 85% of pupils at ARK Oval Primary Academy live in CR0. 87% of the parents who completed our survey, with children eligible to attend ARK Croydon Secondary Academy, live in CR0 and want to send their children to an ARK secondary school in central Croydon. We would expect ARK Croydon Secondary Academy to have a similarly small catchment area, drawing largely from the CR0 postcode which is shown in the map below.

Map showing expected catchment area for ARK Croydon Secondary Academy (largely CR0).



Conclusion

In light of the acute basic need in the borough and ARK's experience to date of marketing and filling new start schools, we are confident that ARK Croydon Secondary Academy would be full from year 1, and would be oversubscribed on first preferences within two years of opening.

Section E2

Community Engagement

As outlined in Section E1, we have engaged with several stakeholders in the local community including parents to make them aware of our proposal and to collect their feedback.

To ensure that ARK Croydon Secondary Academy is full upon opening ARK will continue to develop strong relationships with the local community. In particular, we will work with the local authority and a variety of voluntary organisations and local primary schools to ensure that the new academy is viewed as a school of choice by all local parents.

We anticipate that once a site for the free school is confirmed, parent commitment to the new school proposal will be even higher. ARK has significant experience of generating parental demand and achieving community buy-in to its schools. The approaches we use to engage with the community, when a free school proposal is successful, are as follows:

- Consultation meetings near the proposed site to discuss the new school with any local stakeholders.
- Advertising campaigns to publicise open days, increase local knowledge of the ARK brand and generate awareness of a new school opening.
- Identify and engage with local community groups: in areas where there has been significant concern regarding a Free School or new start academy proposal, ARK has established a Community Reference Group. This allows for local views to be fed into the development of the new school and to ensure that updates on the project development are communicated back to the community.
- Write to local headteachers, councillors and the MP updating them on the Free School proposal and offering them the opportunity to meet ARK representatives.
- Develop relationships with local representatives; particularly ward councillors and the local cabinet member for education.
- Attend Council-run ward forum meetings to update local residents on the Free School proposal.

- Undertake a door drop to businesses and residences within a mile of the proposed academy site, targeting between 5000-10000 properties (where no site is identified this reach might be wider).
- Maintain an up to date, clear and easy to use website for parents and the other stakeholders to find out more about the school.

Section F: Capacity and capability

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

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

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

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

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

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which

of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

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

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)	CV - Annex
[REDACTED]	Y	Governance	[REDACTED]	As needed	1
[REDACTED]	Y	Governance	[REDACTED]	As needed	2
[REDACTED]	Y	Governance	[REDACTED]	As needed	3
[REDACTED]	Y	Governance	[REDACTED]	As needed	4
[REDACTED]	Y	Governance	[REDACTED]	As needed	5
[REDACTED]	Y	Governance	[REDACTED]	As needed	6
[REDACTED]	Y	Management and Oversight	[REDACTED]	As needed	7
[REDACTED]	Y	Project Delivery	[REDACTED]	As needed	8
[REDACTED]	Y	Project Delivery	[REDACTED]	As	9

				needed	
██████████	Y	Finance	██████████	As needed	10
██████████	Y	Education	██████████	As needed	11
██████████	Y	Education	██████████ █	As needed	12

██████████	Y	Education	██████████	As needed	13
██████████	Y	Operations	██████████	As needed	14

██████████	Y	Finance	██████████	As needed	15
██████████	Y	HR and Recruitment	██████████	As needed	16
██████████	Y	Communications and Marketing	██████████	As needed	17
██████████	Y	Governance	██████████	As needed	18

ARK Schools' central resources and expertise

ARK Schools has a successful track record of opening and operating new schools at primary and secondary level.

ARK Schools will use the staff on its central team to support the opening and running of ARK Croydon Secondary Academy. The central team's role is to support the academy by:

- Providing effective support services
- Creating a collaborative network which facilitates the sharing of good practice and resources among staff
- Holding schools accountable for performance through regular monitoring and rigorous performance management.

The ARK central team is currently structured to provide services for around 50 schools. ARK currently has 16 open secondary or all through schools and three in development, as well as 14 primaries either open or in development.

This means that the central team can commit as much time as is needed from individuals from the education, financial and operational teams for the new academy to ensure its success.

The individuals who will lead on the key areas of educational, financial, operational and governance support are listed in the table above.

Details of the roles they play, as well as the teams they oversee, are outlined below.

Education expertise and capacity

The ARK education team, led by [REDACTED], [REDACTED] and [REDACTED], comprises former teachers, school leaders and educationalists that support the principals and senior leadership teams of each school, both in their planning before a

new or transition school opens and the delivery of their educational vision once the school is open.

At least once a term (and every half term for schools new to the network), the ARK [redacted], [redacted] (or [redacted] for primary academies), leads a monitoring visit of each academy and prepares a report on the academy's progress. This report is shared with the ARK Managing Director and the Chair of Governors of the academy and enables ARK and the local governing body (LGB) to work together to provide support and intervention to the academy wherever necessary.

The ARK education team provides expertise in the following key areas to support each academy:

- Director of Education – [redacted]
- Director of Primary – [redacted]
- Education Support – [redacted]
- Early Years – [redacted]
- Mathematics – [redacted], [redacted]
- Maths Mastery – [redacted], [redacted], [redacted], [redacted], [redacted] and [redacted]
- English – [redacted], [redacted]
- Science - [redacted]
- Inclusion - [redacted], [redacted], [redacted] and [redacted]
- Network Programmes – [redacted]
- Music - [redacted], [redacted], [redacted] and [redacted]
- Extended Schools - [redacted]
- University and careers success - [redacted]
- Assessment and data - [redacted]
- Student Achievement – [redacted]
- Sixth form lead - [redacted]
- Training and development - [redacted], [redacted], [redacted], [redacted] and [redacted]
- ARK Teacher Training - [redacted], [redacted], [redacted] and [redacted]

Research and Development – [REDACTED].

We attach particular importance to the training and development of all our staff, offering 10 INSET days at each school every year. All staff attend three full-network training days every year, as well as having access to a wide range of courses and opportunities through ARK's online training menu, supported by the training and development team.

ARK Schools also works closely with Future Leaders and Teaching Leaders to maximise development opportunities for staff within the network.

Operations capacity

Operations at ARK Schools is overseen by [REDACTED], the [REDACTED].

Finance capacity

The [REDACTED] role at ARK's academies is held by [REDACTED] and the [REDACTED] role is held by [REDACTED]. They are supported by the central finance team. They provide oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained.

The central finance team provides strategic direction, support and training to the finance teams at each academy. The finance team also performs a procurement function for some of the operational contracts across the ARK network to make best use of economies of scale and other benefits. A network facilities manager supports the finance and resources staff at each academy with small scale building projects, FM and other facilities and premises related aspects such as catering and cleaning, both during the planning stage and once the schools are open.

Financial support during the pre-opening stage is provided by the [REDACTED], [REDACTED].

HR and recruitment

ARK is a single employer with over 2000 staff and takes its commitment to managing and developing its staff seriously. The network has a single set of HR policies, including the diversity and equality policy, which is monitored centrally. The HR team works closely with the Principals and academy Finance and Resources Directors to ensure the implementation of these policies is consistent and well managed.

ARK has a specialist recruitment team including a lead of Principal Recruitment. The recruitment team is responsible for working with individual schools to meet their recruitment needs and developing network approaches to recruitment and retention.

Operations capacity – IT

ARK runs network wide management information systems to support school improvement, HR and finance. CMIS is used for pupil data and assessment; HR information uses Snowdrop and HR Direct, both specialist HR systems and PSF is used the finance system including purchase order approval and reporting. Implementation of and training on these systems is managed centrally and delivered to schools both before they open and at regular intervals. ARK is currently outsourcing its IT managed service function and an operator for this will be appointed in March 2014.

Project management

The projects team, led by [REDACTED], is responsible for coordinating the opening of new schools and the management of the academy building projects.

ARK will provide an in-house project director, head of project delivery, project manager, head of construction and a finance manager to plan and coordinate the opening of ARK Croydon Secondary Academy. The only functions we contract out of house relate to architectural, technical advice and client design advice (buildings) and legal advice across the projects.

F1 (b) Skills gap in pre-opening

As explained in F1 (a) the ARK central team is currently structured to provide all the services needed to successfully open and oversee a new school.

ARK is already structured to provide such support to a greater number of schools than are currently in the ARK network and therefore can commit as much time as is needed from individuals from the education, financial and operational teams for the new academy to ensure its success.

Skills/experience missing	How you plan to fill the gap
Principal	Recruitment plan for the Principal Designate is laid in section F4.

F2 Governance

ARK’s governance arrangements (as outlined below) are laid out in our Master Funding Agreement. Through the success of ARK’s existing schools, the governance structure has been demonstrated to be effective in delivering challenge to those with executive functions at the school.

ARK Schools’ governance arrangements

Under our funding agreement, the legal governing body for all ARK academies is the ARK Schools board.

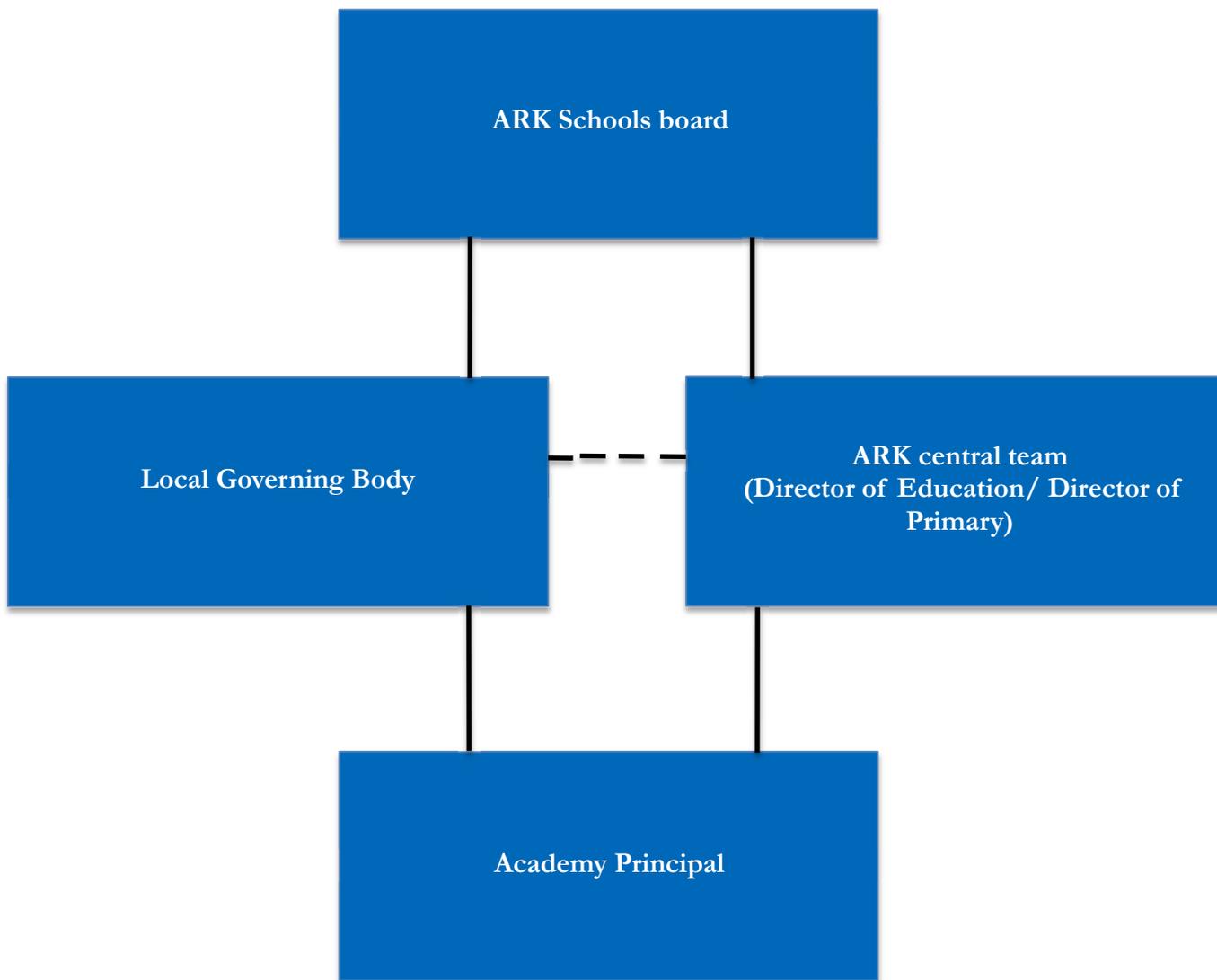
However, the ARK Schools Board delegates the majority of its powers to each academy’s Local Governing Body (LGB) which operates with delegated powers as a committee of the ARK Schools Board.

The following table details the division of responsibilities between ARK Schools Board and the local governing bodies.

Local governing body (LGB) responsibilities (default model)	ARK Schools (AS) responsibilities (default model)
<p>Monitoring: Implementation of ARK mission/values/aspirations Educational offering (in line with AS model) Attainment and progress reports School development plan implementation Budget management Special needs provision Statutory compliance and risk management (health & safety, equality etc) Pupil admissions and marketing Pupil discipline and exclusions</p> <p>Oversee staff matters and performance management: Review staffing structure for efficiency and affordability</p>	<p>Governance: Development of core AS vision and principles Determining level of delegation to each LGB</p> <p>Strategic management: Recruitment of principal (jointly with individual sponsor and LGB Chair) Involvement in recruitment of Small School Heads and Finance and Resources Director Performance management of principal (with LGB chair) School target setting and development plan sign-off School budget approval</p>

<p>Evaluate performance management systems and scrutinise any bonus requests Other staff matters (with AS on staff disciplinary or grievance issues/ dismissals where necessary)</p> <p>Help with relationships and marketing: Parent relations (including liaison with any parent council) Pupil recruitment Community activities and relationships</p> <p>Other locally co-ordinated activities: admissions forums, governor forums, other groups School marketing and PR (jointly with AS where required)</p> <p>Establish and review policies: Establish and review academy policies and procedures, reflecting AS key criteria. Provide feedback to AS on the effectiveness of AS policies.</p> <p>Possible sub-committees to deal with: Education (attainment, curriculum, assessment, teaching etc) Finance, premises and staffing matters (including liaison with any staff council) Statutory matters: discipline/ exclusions/appeals (ad hoc)</p>	<p>AS staff contracts and policies</p> <p>Network management: Financial and administrative policies Planning, budgeting and reporting procedures Statutory compliance and risk management IT network strategy Major procurement policies</p> <p>Education: Development of overall ARK educational model Curriculum and assessment provision and support in core subject areas (literacy, mathematics) and certain specialisms (music, possibly others in future) Support for school improvement and development plan implementation School monitoring</p> <p>Other services to be offered: Educational programmes: extended school funding, leadership training, others as required Co-ordination of sharing of curriculum and practice through ARK networks Administrative and support services as required by schools</p>
---	--

ARK Schools' governance model



LGB composition

The LGB composition for ARK Croydon Secondary Academy will be:

- The principal, one elected member of the teaching staff and one elected representative from the non-teaching staff
- 1 elected parent representative
- 1 local authority nominee
- Up to 7 other nominations (from which a chair is chosen).

Local governing bodies will normally meet six times a year. Where appropriate, the chair may decide to hold part of the meeting without academy staff governors or officers present.

Where appropriate and necessary, finance and curriculum subcommittees may be established by the LGB. Otherwise the oversight of these areas is carried out by the full LGB.

The [REDACTED] role at ARK's academies is held by [REDACTED], the [REDACTED]. She provides oversight of each academy's financial affairs to ensure that resources are being managed economically and effectively and that sound systems of internal financial control are being maintained. **(see section F1 for more information).**

Each year the individual members of the LGB are asked to complete a declaration of interests form confirming that they will not benefit personally from any decision made by the LGB. Governors must comply with standards of accountability and ARK keeps a register of any business or pecuniary interest a Governor has thus ensuring that conflicts of interest do not arise.

Principal performance management

The principal is line managed by ARK's Director of Education and Chair of the LGB. At least once a term, ARK's Director of Education will lead a monitoring visit to ARK Croydon Secondary Academy and prepare a report on the school's progress. The outcome of the monitoring visit also informs the central education team's termly support plan.

As well as the monitoring report, the academy is monitored against termly attainment reports and a termly finance report, shared with the ARK Schools team and the local governing body. These monitoring processes ensure that any support required by the academy is identified early and allows ARK and the LGB to intervene into the school as necessary.

Parent council

ARK Schools will work with the LGB to establish a parent council. It is advised that the parent council meet at least twice per term. Although it varies for each academy, the parent council usually has responsibility for:

- The promotion of strong community relations
- The development of suitable fundraising strategies
- Communicating any parental concerns to the chair of the parent council.

F3 (a) Proposed governors

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

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	MAT Board Member	Governance	██████████	As needed
██████████	MAT Board Chair	Governance	██████████	As needed

██████████	MAT Board Member	Governance	██████████	As needed
██████████	MAT Board Member	Governance	██████████	As needed
██████████	MAT Board Member	Governance	██████████	As needed

██████████	MAT Board Member	Governance	██████████	As needed
██████████	MAT Board Member, Managing Director ARK Schools	Management and Oversight	██████████	As needed

F3 (b) Skills gap for governing body

The ARK Schools board is the governing body for all ARK Schools and is already in place. Members of the board bring an impressive range of skills to the board and we do not have any skills gaps.

Skills/experience missing	How you plan to fill the gap
<p>A Local Governing Body will be appointed if approval is given.</p>	<p>Our [REDACTED], [REDACTED], will lead the recruitment of LGB members for ARK Croydon Secondary Academy and will ensure that all relevant skills are in place. We carry out a needs analysis for each specific school and recruit accordingly. Below are the key attributes we expect of the chair of each LGB:</p> <ul style="list-style-type: none"> • Clear alignment with the vision and ethos of ARK Schools • Commitment to ARK Schools principles including high aspirations, closing the attainment gap, depth before breadth and knowing every child • Commitment to the school’s inclusive Church of England character (if appropriate) • Experience of strategic direction and guidance • Strong leadership and management skills • Desire to guide their school to work collaboratively within the local cluster of ARK Schools, and across the whole ARK Schools network • Knowledge of/links to industry, commerce or higher education, ideally in the school’s local area or neighbouring areas • Board- or director-level experience (desirable) • Working knowledge of primary- or secondary-level education (as appropriate – desirable).

Section F4 - Recruiting the Principal designate

As referenced in section F1, ARK Schools has a dedicated recruitment team who will recruit all of the staff to ARK Croydon Secondary Academy.

ARK is committed to recruiting outstanding leaders and also identifying and developing talent within its own network of schools. Across its network, ARK uses its experienced principals with outstanding track records, such as [REDACTED] (Ark Academy), [REDACTED] (Burlington Danes Academy), [REDACTED] (ARK John Keats Academy) and [REDACTED] (Isaac Newton Academy) to identify potential talent through its Aspiring to Headship Programme and provide training, leadership and mentoring support to all of ARK's first time headteachers.

The recruitment team is responsible for ensuring that the recruitment process is rigorous and the very best candidate is appointed. ARK Schools is committed to safeguarding children; successful candidates will be subject to an enhanced disclosure and barring service check and the recruitment process for all roles is undertaken in line with our network safer recruiting policy.

The process and timeline for recruiting the Principal Designate is as follows:

A. Timeline (please note that this timeline allows us to re-advertise if necessary).

Date	Activity
Ongoing	Networking/targeted search
w/c 23 February 2015	PR and advertising; vacancy opened/campaign begins
w/c 13 April 2015	Closing date for applications
w/c 13 April 2015	Longlisting
w/c 13 April 2015	Screening interviews
w/c 20 April 2015	Assessment centre (school based)
w/c 25 May 2015	Final panel interview and presentation
May 2015	Offers made
January 2016	Post taken up

B. Attraction strategy

Networking and targeted search

Previous experience has shown us that networking and search are by far the best way to find the right candidate. We will therefore begin the networking and targeted search as soon as possible.

Though the existing ARK database/network suitable candidates will be identified and followed up. We will also undertake a review to assess the likelihood of any strong internal candidates.

Meetings will also be held with partner organisations such as Future Leaders, in order to gather nominations and follow up with recommended candidates.

ARK also runs Aspiring to Headship a programme where exceptional senior leaders are carefully placed in our schools to work alongside one of our inspirational school leaders. This is an opportunity for coaching and development as well as giving aspiring leaders real and stretching responsibilities so that they are able to meet the challenges of headship.

Press advertising

The role needs to be formally advertised as per DfE guidance and good recruitment practice. The advertising serves as a good sign post/signal to gear up the process. The press advert will draw specific attention to the role, and invite interested applicants to apply.

- February 2015. Half page advert in the TES, which will also appear on their website.
- Applicants can download the application pack (via ARK or TES website) or have it sent to them.
- The application pack will contain a cover letter, information on the academy, ARK Schools, the role/job description and pay/remuneration.

PR

- PR/press releases to be sent out in conjunction with the TES advertising.
- Social media links, such as the ARK Schools Facebook and Twitter pages, to be used to share information/drive interest

C. Selection Process

Stage 1 Longlisting

Based on the applications received longlisting is undertaken by the Head of Recruitment and Director of Education. Candidates on the longlist are then put forward for screening interviews.

Stage 2 Screening interviews

Screening interviews are normally held at ARK's central offices, although the arrangements can be flexible. These interviews are designed to assess the candidate's alignment to high expectations and the vision for the school, relevant skills and experiences. These are normally held with the head of recruitment, other senior stakeholders, and local authority and DfE as appropriate.

Stage 3 Assessment day

The assessment day is held at one of the ARK academies for those candidates who have been successful at the longlisting and screening stages. The day usually consists of:

- Lesson observation; designed to assess the candidate's ability to observe lessons, identify and develop the teaching of outstanding lessons.
- Assembly
- Data task or desk based task. Either, a) candidates are given some of ARK's pupil data reports and asked to highlight key patterns and recommend possible interventions that will help raise attainment. This task is normally undertaken as a desk-based, written exercise which is then assessed by the Director of Education, or b) they write a letter as the principal of a new school
- In-depth interview with Head of Recruitment and another ARK principal that is designed to test the majority of key competencies listed below under point D.

Stage 4 School visits

We would always visit the candidates' school prior to the final round interview in order that we can see them in their own habitat/context.

Stage 5 Final panel interview and presentation

The candidates will be interviewed by the final panel (for approximately 1 hour each), and also give a formal presentation. Previous presentation questions have been along the following lines;

‘What would your vision for the ARK Croydon Secondary Academy be? And how would you achieve this vision (think through implementation) within the first year?’. The presentation is designed to have the candidate think about their vision for the school and how they would achieve this. This would allow us to see whether the candidate has a shared vision and ability to think strategically but act practically.

On the panel will be the ARK Schools Managing Director, Director of Education and Chair of Governors (if appointed).

A 15 minute panel discussion will take place immediately after each interview. Drawing on assessment information from the previous stage, and references, a decision will be made about the candidate’s suitability for the role and fit with the new academy.

Stage 6 - Final pre-employment checks

References, certificates etc. all to be checked thoroughly prior to individual taking up post.

D. ARK Schools’ competencies and hard skills (as listed on the job specification):

Vision and strategy

- Vision aligned with the academy’s high aspirations and high expectations of self and others
- Understands how to set high aspirations and lead effective strategies across all aspects of a school, including; curriculum, learning, administration, finance and communication
- Clear understanding of the strategies to establish consistently high standards of results and behaviour in an inner city school and commitment to relentlessly instilling these strategies.

Teaching and learning

- Outstanding teaching and learning
- Effective and systematic behaviour management with clear boundaries, sanctions, rewards and praise

Leadership

- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Strong organisational skills and ability to delegate
- Genuine passion and a belief in the potential of every student
- Use of data to inform and diagnose weaknesses that need addressing

Leading external relationships

- Skilful management and political nous for maintaining effective working relationships with parents, governors and other stakeholders.

Personal characteristics

- Highly approachable
- Relishes accountability and takes personal responsibility for their own actions
- Very grounded and makes sensible judgements
- Excellent critical thinking skills; an intellectual curiosity and rigour
- Highly respectful nature; able to build trust and mutual respect between pupils, their families and the staff
- Strong interpersonal, written and oral communication skills.

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

NA (ARK Schools in an approved academy sponsor).

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

NA (ARK Schools in an approved academy sponsor).

F6(a) Shared services

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

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

Section F7 (Independent schools)

NA

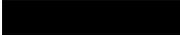
Section F8 (Independent schools)

NA

Section G: Budget planning and affordability

Section G1

Overview



G2 Financial Viability

See attached budget templates that show the breakdown of the school budget which breaks even cumulatively each year while growing as well as when at steady state.

G3 Financial resilience to reductions in income



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Section H: Premises

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

Please complete the Excel application form.

Annexes

Annex 1 – [REDACTED] CV

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

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5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 40px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p style="padding-left: 40px;">school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p style="padding-left: 40px;">Your subject/department's results for the years you were in post, compared to your</p>	

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	school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in

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

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Annex 2 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Time period:</p> <hr/> <p>Name:</p> <p>Position:</p> <p>Time Period:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>	

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5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's</p>	

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	averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played

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	helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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Annex 3 – [REDACTED] CV

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

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	maintained	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 40px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p style="padding-left: 40px;">school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p style="padding-left: 40px;">Your subject/department's results for the years you were in post, compared to your school's averages –</p>	

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	these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	

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	previous roles.	
8.	Reference names(s) and contact details	

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Annex 4 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>	

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<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

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	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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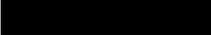
Annex 5 – [REDACTED] CV

1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>
	[REDACTED]
	<p>Name:</p> <p>Position:</p> <p>Time Period:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>

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<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

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	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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Annex 6 – [REDACTED] CV

1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance)
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>
	<p>[REDACTED]</p> <p>Name:</p> <p>Position:</p> <p>Time Period:</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p> <p style="padding-left: 40px;">how your qualifications are maintained</p>

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<p>5.a</p>	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>5.b</p>	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

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	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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Annex 7 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only:	NA
5.a	For education only:	NA
5.b	For education only:	NA
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three	[REDACTED]

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	previous roles.
8.	Reference names(s) and contact details

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 8 – [REDACTED] CV

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

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	N/A
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	N/A

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English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
Brief comments on why your previous experience is relevant to the new school	██████████
Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
Reference names(s) and contact details	██████████

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 9 – [REDACTED] CV

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

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<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>	

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English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none">• [REDACTED]
Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
Reference names(s) and contact details	[REDACTED]

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 10 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p style="padding-left: 40px;">name of school/ organisation</p> <p style="padding-left: 40px;">position and responsibilities held</p> <p style="padding-left: 40px;">length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p> <hr/> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p style="padding-left: 40px;">date of qualification</p> <p style="padding-left: 40px;">professional body membership number</p>	[REDACTED]

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	<p>how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your</p>	

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	<p>school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 11 – [REDACTED] CV

Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
For finance only:	NA
For education only: if you are in a leadership position in your latest school (where available): the school’s results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths	[REDACTED]

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<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	<p>NA</p>
<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[REDACTED]</p>
<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	
<p>Reference names(s) and contact details</p>	<p>[REDACTED]</p>

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 12 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only:	NA
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths	

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	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>██████████</p>
8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 13 – [REDACTED] CV

Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
	[REDACTED]
	[REDACTED]
	[REDACTED]
For finance only:	NA
For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as	<input type="checkbox"/> <input type="checkbox"/>

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<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p>	<p>NA</p>
<p>Brief comments on why your previous experience is relevant to the new school</p>	<ul style="list-style-type: none"> • [REDACTED]
<p>Optional: brief comments on how the role you played helped</p>	

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to raise standards in any or all of your three previous roles.	
Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

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Annex 14 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only:	NA
5.a	For education only:	NA
5.b	For education only:	NA
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]

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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px;"></div>

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 15 – [REDACTED] CV

Name	[REDACTED]
Area of expertise (i.e. education or finance)	[REDACTED]
Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED] [REDACTED] [REDACTED]
For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
For education only: if you are in a leadership position in your latest school (where	

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<p>available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score</p>	

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per entry and per student for level 3 qualifications	
Brief comments on why your previous experience is relevant to the new school	
Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
Reference names(s) and contact details	

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Annex 16 – [REDACTED] CV

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

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

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 17 – [REDACTED] CV

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	[REDACTED]
	This should cover the last four years. If not, please include additional roles	[REDACTED]
4.	For finance only:	NA
5.a	For education only:	NA
5.b	For education only:	NA
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> [REDACTED]

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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none">•
8.	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px;"></div>

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

Annex 18 – [REDACTED] CV

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

**** ONLY TO BE COMPLETED BY INDEPENDENT SCHOOLS WISHING TO CONVERT ****

5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p style="padding-left: 40px;">the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p style="padding-left: 40px;">school's best 8 value added scores for the years you were in post, if applicable</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p style="padding-left: 40px;">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</p>

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	English and maths results or, for 16 to 19 , average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████



Department
for Education

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