



Department  
for Education

# Free school application form 2013

**Mainstream and 16 to 19** (updated November 2013)

**STEM ACADEMY CROYDON GATEWAY**

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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](mailto: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, 3<sup>rd</sup> 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, 4<sup>th</sup> 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 <a href="#">pre-application registration form</a> 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:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> 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?	N/A <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	N/A <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 written feedback you received?	N/A <input type="checkbox"/>	<input type="checkbox"/>

<p><b>9.</b> 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: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> within one of the windows below?</p> <ul style="list-style-type: none"> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> 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*

<b>Section I of your application</b>		
<p><b>11.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ 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</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> 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:** Member of company

**Print name:** [REDACTED]

**Date:** 08/01/2014

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

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



## **Section A: Applicant details**

Please complete the Excel application form. COMPLETED

## **Section B: Outline of the school**

Please complete the Excel application form. COMPLETED



SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	6573
Name of proposed school:	STEM Academy Croydon Gateway
Is this a route one application or a route two application?	Route one
Name of lead applicant:	<Redacted>
Address of lead applicant:	c/o S&DA, 2nd Floor, Suffolk House (East Entrance), George Street, Croydon, CR0 0YN
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single free school
If 'Something else' please describe your group:	N/A
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	N/A

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	STEM Academy Education Trust
Company address:	2nd Floor, Suffolk House (East Entrance), George Street, Croydon, CR0 0YN
Company registration number:	7952115
Date when company was incorporated:	16/02/2012
Please confirm the total number of company members (must be a minimum of 3):	5
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	S&DA Ltd (corporate member)

Please give the names of all company members:	

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	STEM Academy Education Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	123347
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	N/A STEM Academy Tech City opened in September 2013 and has not yet had its first inspection
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	N/A STEM Academy Tech City opened in September 2013 and has not yet had its first inspection
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	N/A STEM Academy Tech City opened in September 2013 and has not yet had its first set of results
--	--

How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>STEM Academy Education Trust was founded by S&amp;DA Limited, a Company Limited by Guarantee, Companies House number: 5258081.</p> <p>S&amp;DA is a corporate member of STEM Academy and aims to remain involved in a steering capacity in line with its role and responsibilities as a Company Member, this will include ensuring that the Trust remains consistent to its stated vision, ethos, and aims &amp; objectives and operates in line with its agreed constitution and articles of association.</p>
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>There are no religious organisations or institutions connected to our application.</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>Advisory support and assistance received from S&amp;DA (STEM Academy Education Trust founders). S&amp;DA will support the set up of STEM Academy Croydon Gateway by sitting on the project steering committee, providing advisory support (based on experiences and lessons learned from first STEM Academy), seconding some of its staff to the Project pre-opening Group on a fractional basis (subject to need) and sharing its expertise in key areas such as: HR practices, business planning, financial management, funding compliance and all other business critical areas.</p> <p>S&amp;DA will not be directly involved in the running of the school post-opening, rather its role will be that of a strategic partner sharing expertise, contacts and best practice and fulfilment of its statutory role as company member. S&amp;DA will also be a champion for the academy within the community and education sector.</p>



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SECTION B: OUTLINE OF THE SCHOOL

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	N/A
In which local authority is your preferred location?	CROYDON
Proposed opening year:	2015
Age Range:	16-19
If 'other' please specify	N/A
Will the school have a sixth form?	YES
Will your school be co-educational or single sex?	CO-EDUCATIONAL
Is your school a hybrid type?	Not a hybrid
Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	NO
Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	NO
If you answered yes to either of the above questions, please say which faith:	N/A
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	NONE
If other, please specify	N/A
Maximum capacity of proposed free school:	460
Please say which year groups the school will have in first year and the PAN for each	YEAR 12 - 230 students (Y1)
Date proposed school will reach expected capacity in all year groups:	Jul-05
Will your proposed school include residential provision?	NO
If 'Yes', please give further detail:	N/A

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Nov-16
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Are you planning to contract the management of your school to another organisation?	NO
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Have you already identified a principal?	NO
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If yes please say when you propose the principal would start:	N/A
---	-----

Please say how many people will sit on your governing body:	06-Oct
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**Use of freedoms**

Will you operate a non-standard school day?	YES
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Will you operate a non-standard school year?	NO
--	----

Will you adopt the national curriculum?	NO (not applicable 16-19 school)
---	----------------------------------

Will you adopt non-standard terms and conditions for teachers?	YES
--	-----

Do you plan to make employ teachers without QTS?	NO
--	----

Please list any other freedoms you intend to use	The Trust intends to use available freedoms to develop innovative learning techniques that will ensure STEM Academy becomes one of the best post-16/STEM-specialist institutions in the UK and
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## Section C: Education vision

### C1 - A credible proposal

#### 1 - Overview

STEM Academy Education Trust is seeking to open a 16-19 STEM free school in or near Croydon, South London. The Trust currently operates one existing free school, **STEM Academy Tech City**, a 16-19 free school based in Tech City, East London.

STEM Academy Education Trust was founded in September 2011 with the key objectives of:

- promoting excellence, aspiration & high expectations, irrespective of students' background;
- increasing access to outstanding STEM education for young people of all backgrounds; and
- providing vital career preparation support to all students, including provision of high-quality career advice, employability skills, entrepreneurial skills, commercial awareness and relevant work experience.

The Trust aims to equip its students with relevant and highly valued academic, technical and employability skills that will prepare them for employment in an increasingly global competitive environment. Students will be supported to progress from the Academy into leading UK and International Universities, high quality Apprenticeship programmes, or directly into enterprise and employment.

The Trust has strong links with STEM-sector corporate companies such as Google, Shell, Johnson Matthey, RAF, Barclays, Ernst Young and IBM amongst others. We also have working relationships with a range of small to mid-size STEM companies. These links are being utilised to give our students real access to industry through work experience, workplace visits, master classes and professional mentoring. The Trust has also received donations in kinds from these organisations such as 1000 Raspberry Pi's and use of Google Village Hall for our open days and staff events. The Trust is also forming an Advisory Board made up of industry professionals that will actively support our work as 'professional friends' of STEM Academy.

#### 2 - Rationale and local context

The Trust proposes to open a 16-19 Free School in or near Croydon, South London. The Academy will offer places to **460** students and will bring added value, diversity and high quality provision to the local area.

STEM Academy's specialist focus and curriculum makes it distinctive from other available provision in Croydon and across South London. The Trust believes that high-quality, specialist STEM education should be available to all young people across London with an interest and passion for STEM, yet there is currently no local provision available specifically dedicated to STEM specialist subjects. In this regard, STEM Academy Croydon Gateway would provide a unique and valued opportunity for potential students with an aptitude or interest in STEM.

At STEM Academy, students will be able to thrive in an environment that allows them to focus and immerse themselves in STEM subjects in a supportive and driven environment where their teachers and fellow students will share their enthusiasm, dedication and interest in science, technology, engineering and mathematics.

London Borough of Croydon is centrally located in outer South London and is easily accessible to wider South London, as well as a number of South East Local Authority areas including, Kent, Surrey and Sussex.

Croydon has **363,400** residents which makes it the most populated Local Authority in London. Over the last ten years Croydon's population has increased by **8.4%**,<sup>1</sup> 1.3 percent points higher than the national average.

**49,419** pupils currently attend state-funded schools in Croydon, the recent significant growth in population has created a lack of local school places at all levels with significant numbers of 16-19 year olds presently travelling outside of the Borough for post-16 education. The raising of the participation age will further add to Croydon's need for high quality places and increased choice for its young people post-16.

As illustrated in the table below, between the period of 2012 to 2030 London's 16-19 population will increase by over **25%** indicating a clear local need for new high quality provision for this age group.

**Croydon forecast 16-19 population 2012 - 2030<sup>2</sup>**

PRESENT	FUTURE			
	2015	2020	2025	2030
12,985	13,214	13,497	15,002	16,261

Croydon currently has **21** state-funded institutions providing **16-19** education. Of these **21** institutions:

- **16** are school-based sixth forms with limited range and choice of provision due to their size and capacity, none offer STEM specialist provision and there is limited availability for external applicants;
- **2** are general FE Colleges offering a wide-range of qualifications to anyone aged 16+ within a populous, varied and non-specialist environment;
- **2** are stand-alone sixth form institutions based in the southern end of the Borough, neither being STEM-specialist institutions; and
- **1** is a 14-19 performing arts specialist school (BRIT School).
- Published data and reports available from Croydon Council's Croydon Observatory<sup>3</sup> provides a useful and accurate overview of services and outcomes for children and young people across the Borough. This data tells us that:
  - as of October 2012, **8.9%** of 16-18 year olds in London Borough of Croydon were classified as not in education, employment or training (NEET), this compares to a London average of **4.8%** and national average of **6.6%** during the same reporting period;
  - there has been a reduction in the number of applications for university from Croydon young people; and
  - Key Stage 5 achievement in Croydon is significantly below local and national average.

### **Croydon Key Stage 5 Performance Analysis**

A level (or equivalent) performance in Croydon educational institutions is significantly below national average, as demonstrated by A level average point score table below.

<sup>1</sup> 2001 and 2011 census data (Office for National Statistics).

<sup>2</sup> Source: Croydon Council 14-19 school improvement team.

<sup>3</sup> <http://www.croydonobservatory.org/childrenandyoungpeople/1175480/> website.

Average point score per student (including A* grade in 2010)	2008	2009	2010
<b>Croydon Average</b>	687.6	688.3	693.3
<b>England (State funded schools only)</b>	740.0	739.3	744.9
<b>England (All schools)</b>	721.3	721.3	726.6

During this same period, 5.3% of those taking A Levels in Croydon state-funded schools achieved three or more grades at A\*-A. This is below the England average for state-funded schools (9.8%) and the overall England average (12.8%).

% candidates achieving 3 or more A* - A grades at GCE A Level	2009/2010
Croydon	5.30%
England (State Funded)	9.80%
England Average	12.80%

The percentage of all students, (both male and female), who achieved passes of AAB in 3 or more subjects is significantly lower than Croydon's nearest neighbours and the national average.

	Percentage of candidates achieving AAB or more passes at GCE/Applied GCE A levels and Double Awards		
	Males	Females	Total
Croydon	7.6	11.7	10.1
Average of statistical neighbours	16	17	17
England Average	20.0	20.8	20.4

Source: Year: 2010/11 GCE (Provisional) Publication

The above data and analysis demonstrates a real need in the Borough for improved choice and high quality provision that can meet the needs and aspirations of Croydon's young people and their parents.

Croydon's underperformance at Key Stage 5 is all the more concerning given that Key Stage 4 performance in Croydon is above local and national averages. This demonstrates a significant and rapid decline in attainment at post-16 which can only be explained by low quality provision and standards across a number of existing providers. Croydon Council has also identified a need for existing education providers to work more closely with employers in order to improve social and economic outcomes post-16 (Croydon Council Children & Young People Plan 2010-2013).

There are presently 8,796 16-18 year olds studying in Croydon, of these **3,789 (43%)** are studying in under-performing institutions (rated by Ofsted as inadequate or requiring improvement).<sup>4</sup> A review of Ofsted inspection reports reveals that 33% of 16-19 providers in Croydon have received an inadequate, requires improvement or satisfactory rating in their last Ofsted inspection.<sup>5</sup> In a number of cases, Ofsted has noted that 'too many learners across the curriculum areas do not pass their qualifications or achieve to their potential' and that 'poor attendance and punctuality' is impacting on achievement and progress and 'that there is a need for regular and sustained tracking and assessment'. These are all areas that the Trust has addressed as part of its Education Plan and Vision.

<sup>4</sup> <http://www.education.gov.uk/cgi-bin/schools/performance/group>

<sup>5</sup> [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

STEM Academy's innovative and distinctive curriculum will add value and diversity to local post-16 provision and will contribute to **raising standards** locally, especially with regard to the provision of Science, Maths and wider STEM subjects. In particular STEM Academy is committed to:

- increasing choice and driving up standards in local post-16 provision;
- improving attainment at KS5 and narrowing the achievement gap;
- reducing the number of young people who are NEET;
- increasing the numbers of students progressing into high-quality higher education;
- delivering high quality and relevant employability and career preparation programmes;
- ensuring students who have not yet achieved A\*-C in GCSE maths and English are supported to achieve these.

STEM Academy will ensure that all leavers are science and technology literate individuals with high levels of employability skills. These are all skills that are becoming increasingly relevant and necessary in today's workplace and more generally in daily life.

### **3 - STEM Academy vision, ethos and values**

The Trust's vision is to deliver high-quality science, technology, engineering and maths provision to young people with an interest and passion for STEM. The Trust believes in a philosophy of 'Science & Technology for Life' and aims to help young people achieve their goals and aspirations through the power of STEM.

The Trust's ethos is to promote excellence and high aspiration regardless of individual background or personal circumstance. The Trust aims to increase participation in STEM amongst disadvantaged and under-represented groups and aims to work collaboratively with students, parents, teachers, employers and community stakeholders to improve outcomes for its students.

The Trust believes passionately in equality of opportunity and strives to create an environment where all students feel empowered to succeed and where equal chances are available to young people of all backgrounds.

The Trust aims to benefit local communities by providing access to its premises outside of school hours, welcoming community involvement in the development and running of its schools and providing specialist science, computing and maths provision for local children and youth.

The Trust also works with community providers to broker additional support and provision for students and their families as needed and is developing a home outreach programme to support inter-generational social mobility by providing education, skills and employment advice to the parents and carers of its students, helping to raise aspirations and ambitions within the wider family unit.

#### **STEM Academy Education Trust Values**

- 1. Quality:** excellence and innovation in STEM and post-16 education
- 2. STEM Specialism:** teacher expertise, focussed curriculum and specialist facilities
- 3. Career Focus:** high quality careers advice and preparation for successful future careers
- 4. Higher Education:** preparation for entry to top UK and International universities
- 5. High Value:** only highly valued qualifications and programmes are offered (endorsed by universities and industry)
- 6. Widening Access:** independent education experience for young people of all backgrounds

The Trust's approach to teaching and learning is based on **9 key principles** which are fully in line with the Academy's **vision** and **ethos**:

1. High expectations for all
2. Master the basics
3. Focus on results and end outcome
4. Personal accountability
5. Mutual respect
6. Tough love
7. All are able to learn
8. All are able to improve
9. All are treated equally with dignity and respect

STEM Academy's provision and approach to teaching and learning will equip students with key qualities that will serve them a lifetime:

- self-motivation
- independent learning
- team work
- self-awareness
- questioning mind
- leadership skills
- moral courage
- eloquence and wider communication skills
- work ethic
- accountability
- problem-solving
- goal and target-setting

The vision that underpins this application is based on the need to improve the relation between education and the world of work, particularly in STEM-related industries. There is a wealth of external analysis, historical and current, that has examined the threat that poor STEM education presents to the UK economy.

In a speech to the Royal Society on maths and science on 29 June 2011, Michael Gove stated that *'British 15-year-olds' maths skills are now more than two whole academic years behind 15-year-olds in China. In the last decade, we have plummeted down the international league tables from 6th to 16th place in science; and from 8th to 28th in maths. At undergraduate level, over half of degrees in China, Singapore and Japan are awarded in science and engineering subjects – compared to around a third in the UK, EU and US*<sup>6</sup>.

Latest figures from the Royal Academy of Engineering show that Britain needs an additional 100,000 science, technology, engineering and maths graduates each year to meet a desperate skills shortage<sup>7</sup>.

STEM skills can be applied to almost all areas of work and life including careers in medicine, architecture and design, teaching, construction, creative & digital arts, transport & logistics, business services, sport & leisure, entertainment/gaming and many others, providing unique job and life-long career opportunities for students of STEM Academy.

About **23%** of the 131,000 jobs created since June 2010 have been in the highly paid computer programming industry where the average hourly wage is **£18.40** compared to the average hourly wage of **£8** for 75% of all other jobs created in London since June 2010.<sup>8</sup>

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<sup>6</sup> Michael Gove speaks to the Royal Society on maths and science – 29 June 2011.

<sup>7</sup> Evening Standard 31 July 2013.

<sup>8</sup> Evening Standard 15 July 2013.

#### **4 - Key features of STEM Academy**

STEM Academy's curriculum model is aimed at developing young people's capabilities to the full, assisting them to develop skills for meaningful future careers and develop their entrepreneurial skills and knowledge.

STEM Academy students will have a choice of **12** academic pathways and **3** technical pathways at Level 3, and **3** academic pathways at Level 2. Students will receive support and comprehensive guidance to enable them to select the level and pathway most suited to their needs, ability, area of interest and future career aspirations.

All academic pathways are mapped against the Russell Group subject choices for entry into STEM-related subjects at university including degrees in maths, medicine, pharmacy, computer science, engineering disciplines and a wide range of other related STEM degree options. All students following an academic pathway will be enrolled on the AQA Baccalaureate giving students an edge in the highly competitive employment &/or Higher Education markets.

All technical pathways are based on the new TechBacc framework and will focus on STEM qualifications that offer robust foundations in STEM principles rather than more narrow occupationally-related qualifications, thus giving students a broader range of options for entry to higher education or employment. All students will be supported to achieve merit, distinction or distinction\* grades in their technical qualifications as the Academy would not expect its students to simply achieve a pass. This will ensure the widest possible progression options are available to our students whether they desire to progress onto university, employment or higher level apprenticeships. Students following a technical pathway will complete an additional maths module and undertake the Extended Project Qualification (EPQ) giving students an edge in the highly competitive employment &/or Higher Education markets.

A Level 2 pathway will also be on offer for young people who failed to achieve required grade(s) at GCSE Level. Based on the GCSE English Baccalaureate curriculum, STEM Academy's Foundation for Progression (FfP) provision is aimed at students who wish to progress onto Level 3 study in STEM-related subjects but did not achieve the required grades at Level 2. The Academy's Level 2 FfP provision will enable students to successfully progress onto Level 3 study following completion of a one-year intensive programme which will include specialist educational mentoring, life skills and career skills provision as part of its wider programme of support.

STEM Academy will have at its heart a strong focus and commitment to preparing its students for the world of work. The Academy aims to address the lack of employability skills and employment-readiness consistently reported by employers and industry, this will be achieved through STEM Academy's innovative concept of the 'Career First Academy'.

Utilising a project-based learning approach, Career First Academy will be a distinctive physical space within the academy that will provide a simulated working environment for students and will build links with industry, universities and local STEM-related employers. Career First Academy will offer a rich mix of opportunities to enhance and improve the entrepreneurial and employment-readiness skills of STEM Academy's students through a wide variety of employability and professional skills provision including, brokerage of high-quality work experience placements for ALL students; relevant and high-quality career advice, employability skills, enterprise awareness and professional skills; and university preparation provision.

In keeping with our ethos of preparing students for successful future lives and careers, the curriculum will extend outside the classroom to enhance and enrich the students' learning experience and social awareness. STEM Academy's extra-curricular provision will include opportunities for students to explore their personal interests, stay fit and gain valuable complementary skills in areas such as creativity, teamwork, leadership and resilience.

## **5 - Delivering our vision and ethos**

STEM Academy's specialist curriculum will stimulate, challenge, engage and inspire students leading to the achievement of high outcomes and increased ambition and aspiration from students and their families.

The curriculum will be delivered by **outstanding** teachers who focus relentlessly on improving outcomes for their students, are committed to continuously improving their own skills and knowledge and are dedicated to being specialists in their field.

STEM Academy will monitor student progress through a defined and structured monitoring strategy that will include regular and sustained personalised tracking and assessment ensuring that students receive appropriate intervention, help and challenge when needed and are supported to achieve to the best of their potential.

STEM Academy has high aspirations and expectations for its students, these aspirations have been translated into **Key Performance Indicators** that cover what success would look like on an individual (student) and organisational (school) level.

The Key Performance Indicators (KPI's) have been selected based on their relevance to STEM Academy's vision and ethos and the overall vision and ethos of the Free School initiative. Where relevant, KPI targets have been benchmarked against national statistics available on the Department for Education website. Other sources of reference for KPI's include Ofsted, Education Funding Agency and DfE good governance guidance including, Academies Financial Handbook and Governors' Handbook.

### **Student outcomes:**

<b>85% of students on FfP pathway to achieve A*-C grades in English and maths (GCSE)</b>
<b>75% of students on FfP pathway to progress on to Level 3 provision (incl. Apprenticeship)</b>
<b>85% of students on technical pathway to achieve technical baccalaureate measure</b>
<b>Average L3 point score of 800 per student (Croydon average 628.2, England average 736.2)</b>
<b>20% of A-Level students to achieve AAB in facilitating subjects (Croydon average 3.8%, England average 7.4%)</b>
<b>35% of grades awarded to STEM Academy students to be A*- A grades (England average 26%)</b>
<b>90% of participating students to achieve AQA Baccalaureate</b>
<b>90% of participating students to achieve Extended Project Qualification</b>
<b>90% of participating students to complete the Duke of Edinburgh Award</b>
<b>100% of students to participate in Career First Academy</b>
<b>90% of students to graduate from STEM Academy having completed the full Career First Academy syllabus</b>
<b>100% of students to complete relevant and meaningful work experience and/or work placement</b>
<b>30% of students to progress to leading (Russell Group) university</b>
<b>98% of students to progress from STEM Academy to one or more positive outcomes: university; employment; Advanced Apprenticeship; further training/education.</b>

### **Organisational outcomes:**

<b>Grade 1 Ofsted within 5 years</b>
<b>Outstanding Leadership and Management Ofsted assessment within 5 years</b>
<b>Outstanding student attainment (measured through achievement of stated student outcomes)</b>
<b>Outstanding student overall attendance and punctuality (+95%)</b>
<b>Outstanding overall school effectiveness (measured by: student achievement, outcomes &amp; progression + quality of teaching + student</b>

behaviour and safety + leadership & management + added value and personal development)
Successful external Financial Assurance Audits (satisfactory audit opinion)
'Good or Excellent' financial management rating in external annual audited accounts
School operates within agreed budget/EFA grant - no deficit
Secure additional external funding/sponsorship within 2 years
Achieve positive equality indicators (increase female and BME participation in STEM, reduce attainment gap etc) above national averages
Effective community engagement (good relations and positive links with LEA, community groups, local civic/political representative, parents and employers)
Academy contributes to LEA's commitment to improving quality of local post-16 provision
High levels of satisfaction from parents and students (average rating of 9+ compared to national average 8.2)
Develop innovative and successful strategies in delivery of STEM education that can be shared and mainstreamed amongst wider education community
Academy achieves PAN Y1 and is over-subscribed by Y3

STEM Academy's provision will offer the best aspects of fee-paying schools (high quality teaching, valued extra-curricular provision, high quality university preparation and career coaching) – for free whilst still offering a high level of value for money to the tax-payer. STEM Academy will achieve this by ensuring efficient use of the funds and resources made available to them and by implementing a pro-active business development strategy.

STEM Academy's recruitment and employment policies and practices will fully support its stated ethos of providing excellence in all aspects of teaching and learning and having high expectations for both Academy staff and students. STEM Academy recognises that effective and inspiring teachers are vital to raising achievement.

## **6 - Future plans**

The Trust aims to develop further STEM-specialist schools and academies across England. The Trust's expansion strategy will be evidence-based and demand-led, in line with the Trust's wider vision, ethos, aims and objectives. If conditions are favourable, the Trust would hope to continue developing and expanding up to a total of 8-10 STEM-specialist schools in the foreseeable future, the Trust's key area of focus for development of existing and new schools is the area surrounding the M4 corridor, which provides the necessary proximity to relevant STEM-related industries and employers.

The **M4 corridor** is an area adjacent to the M4 motorway, which runs from London to South Wales. It is a major high-technology hub with important cities and towns including London, Reading Basingstoke, Bath and Bristol. The eastern end of the English M4 corridor is home to a large number of information technology and financial services businesses, including Cisco, Microsoft, ING Direct, Oracle, Prudential, Yell Group, Ericsson, Vodafone, O2 and Hutchison amongst others. For this reason part of the M4 Corridor is sometimes referred to as England's "Silicon Valley".

The Trust has developed a robust corporate and governance structure that can effectively support its planned growth and expansion and necessary funds and resources are being effectively planned and allocated to enable future growth and development.

## Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
<b>Reception</b>	N/A							
<b>Year 1</b>	N/A							
<b>Year 2</b>	N/A							
<b>Year 3</b>	N/A							
<b>Year 4</b>	N/A							
<b>Year 5</b>	N/A							
<b>Year 6</b>	N/A							
<b>Year 7</b>	N/A							
<b>Year 8</b>	N/A							
<b>Year 9</b>	N/A							
<b>Year 10</b>	N/A							
<b>Year 11</b>	N/A							
<b>Year 12</b>	N/A	230	230	230	230	230	230	230
<b>Year 13</b>	N/A	0	230	230	230	230	230	230
<b>Totals</b>	N/A	<b>230</b>	<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>	<b>460</b>

STEM Academy Croydon Gateway will build up to steady state over a two-year period. The Academy will admit 230 students in year 1; and another 230 in year 2 with initial year 1 students progressing to their second year of study giving the Academy an overall number of 460 students p/y from year 2 onwards. The academy will also have an operational strategy and admission policy arrangements in place for in-year transfers and additional subscriptions (over the 230) to accommodate for any early leavers or small numbers of students that don't progress from year 1 onto year 2 provision.

## Section D: Education plan – part 2

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

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

**Table 1 - Subject and enrichment activities**

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours p/week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
A-level pathway	20 - 22	Mandatory	A level students will follow a Science, Technology, Engineering or Math pathway as demonstrated in Table 2 below. Students on Math A-Level will receive 7 hours of instruction p/wk compared to usual 5 hours for other A-levels.
Technical pathway	20	Mandatory	Students on a technical pathway will undertake a BTEC Extended Diploma qualification alongside a core maths qualification as demonstrated in Table 2 below. The technical pathways will include mandatory work placement.
Foundation for Progression	20	Mandatory	Foundation for Progression (GCSE) students will follow a GCSE pathway based on the Ebacc subjects along with career and personal development skills provision.
English GCSE	4	Mandatory	Mandatory for all students that have not already achieved 'grade C or higher' in English GCSE
Math GCSE	4	Mandatory	Mandatory for all students that have not already achieved 'grade C or higher' in Math GCSE
Core Maths (new suite of qualifications)	1.5 - 2 <sup>9</sup>	Mandatory / Voluntary	Mandatory for all students on the Technical pathway. Voluntary for students on A-level pathway who are not studying math at A-level.
Career First Academy	2 - 4	Mandatory	Career 1st Academy is an innovative STEM Academy concept which proactively prepares young people for successful future careers through a structured programme of high quality and relevant work placements, professional

<sup>9</sup> Still awaiting launch of full curriculum details, indications are the new core maths quals will be roughly equivalent to a 1/3rd of regular A level programme.

			skills and employability skills provision
AQA Baccalaureate	3 (2 terms only)	Voluntary	Available to all students following the A-level pathway
EPQ (Extended Project)	1 (2 terms only)	Voluntary	Available to all students following the Tech Bacc pathway
Sports Leadership Award	1.5	Voluntary	Available to students following the Foundation for Progression pathway. The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the development of the individual student.
Duke of Edinburgh Award	Ad-hoc	Voluntary	6, 7 or 8 hours in total depending on level (bronze, silver or gold)
Prep Pro tutorial programme	Ad-hoc	Voluntary	University support programme <sup>10</sup>
Foreign language (conversational)	Ad-hoc	Voluntary	Evening and weekend tuition provided as part of modern language club
Clubs and Societies - various	Ad-hoc	Voluntary	Example clubs & societies include: social history, chess club, debate society, toastmasters international (public speaking) etc.
Masterclasses	Ad-hoc	Voluntary	High profile speakers from industry, society and academia
Gifted and talented	Ad-hoc	Voluntary	A wide variety of events and activities throughout the year
Dance	Ad-hoc	Voluntary	Students to sign up for 12-week courses 1-2 hrs per week depending on package selected
Sport	Ad-hoc	Voluntary	On offer will be a range of sports from 5-a-side football to martial arts.

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<sup>10</sup> Examples include University of Dundee P@SS Module and The University Manchester Study Skills provision.

Table 2 - Curriculum pathways

<b>Foundation for Progression Pathways (English, mathematics, history or geography, the sciences and a language)</b>						
	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4	SUBJECT 5	SUBJECT 6
Ebacc core 1	English	Maths	History or Geography	Biology, chemistry & physics	Modern Language**	Workskills or Sports Leadership Award
Ebacc core 2	English	Maths	History or Geography	Computer Science, chemistry & physics	Modern Language**	Workskills or Sports Leadership Award
Ebacc core 3	English	Maths	History or Geography	Computer Science, biology & physics	Modern Language**	Workskills or Sports Leadership Award

**\*\*Likely French, Spanish or German. Other languages may be offered subject to demand/availability.**

<b>Key Stage 5 - Advanced Level Pathways (A Levels and Technical )</b>				
Science Pathways	SUBJECT 1	SUBJECT 2	SUBJECT 3	SUBJECT 4 (AS)
Academic 1	Biology	Physics	Chemistry	<b>Complementary Subjects</b> <b>Choose one (or more) of the following complementary subjects:</b>  English Psychology Economics History Geography French Spanish German Sport Science Science and Society World Development
Academic 2	Biology	Chemistry	Maths	
Academic 3	Biology	Physics	Maths	
Academic 4	Physics	Chemistry	Maths	
Technology Pathways	SUBJECT 1	SUBJECT 2	SUBJECT 3	
Academic 1	Maths	Physics	Computer Science	
Academic 2	Maths	Further Maths	Computer Science	
Technical 1	BTEC Level 3 Extended Diploma in Information Technology		Core Maths	
Technical 2	BTEC Level 3 Extended Diploma in Music Technology		Core Maths	
Engineering Pathways	SUBJECT 1	SUBJECT 2	SUBJECT 3	
Academic 1	Maths	Further Maths	Physics	
Academic 2	Maths	Chemistry	Physics	
Technical 1	BTEC Level 3 Extended Diploma in Engineering		Core Maths	
Mathematics Pathways	SUBJECT 1	SUBJECT 2	SUBJECT 3	
Academic 1	Maths	Further Maths	Biology	
Academic 2	Maths	Further Maths	Chemistry	
Academic 3	Maths	Further Maths	Economics	
Academic 4	Maths	Economics	Physics	

**N.B. All Academic Pathways include the option of AQA Baccalaureate. All Technical Pathways include the option of the EPQ and Core Maths qualifications required for achievement of the Technical Baccalaureate measure.**

## **D1 - An ambitious and deliverable curriculum plan**

## **D2 - Measuring pupil performance**

## **D4 - The needs of all children are fully provided for within the curriculum**

***STEM Academy Croydon Gateway is a Route 1 Applicant we have provided a brief statement and commentary of significant differences between this application and our last approved application for criteria D1, D2 and D4.***

STEM Academy Education Trust has received exceptional feedback in regards to its existing educational plan and curriculum from a number of notable sources including, ██████████ and STEMNET amongst others.

The Trust has also received positive feedback and endorsement of its educational plan and curriculum from a number of local authority 14-19 education teams including Hackney, Islington, Lewisham and Croydon LEA's amongst others.

The Trust has a clear vision for its 16-19 STEM-specialist academies. The vision is to offer high quality STEM qualifications valued by employers, industry and universities. The qualifications are grouped together into coherent pathways that enable successful progression into leading universities as all pathways are checked against Oxbridge subject combination requirements for entry to STEM-related degree courses. In addition to the core STEM subjects on offer, students are able to select a complementary subject such as English, Modern Language or Social Science as part of their study programme.

A key part of the Trust's vision is that all STEM Academy schools will offer a common curriculum and have a shared educational plan, vision and ethos. The Trust is confident that this approach will lead to positive outcomes for students and local communities as they will be able to benefit from a focussed, coherent and evidence-based educational strategy based on industry and university requirements. This approach will also enable the Trust to build-up expertise in key areas; develop and embed best practice approaches across the Trust; facilitate staff professional development; and will ensure STEM Academy's impact and quality of offer is consistent across all of its institutions.

With the above in mind, STEM Academy Croydon Gateway proposes to offer the same curriculum and education plan as our first free school. STEM Academy Croydon Gateway will support a very similar cohort to STEM Academy Tech City. Croydon Gateway's students will be 16-19 year olds from London, living in areas with high levels of deprivation alongside areas of affluence. Like Islington and Hackney, Croydon has a high rate of 16-19 NEET and lacks appropriate provision to support those who did not achieve desired grades at GCSE. Like Islington and Hackney, Croydon lacks access to high quality STEM-specialist education opportunities at post-16 and like Islington and Hackney, Croydon LEA supports the work and vision of STEM Academy Education Trust. For these reasons, we feel confident that our existing education plan and curriculum will be suitable to the needs of Croydon's young people and the wider community.

Since our first application and following a number of recent education reforms, we've made the following updates to our curriculum and education plan:

#### 16-19 Study Programmes

In line with recent reforms (September 2013), all STEM Academy students will be expected to follow a study programme tailored to their individual needs, education and employment goals.

#### English and maths GCSE

In line with recent reforms (September 2013), all STEM Academy students who failed to achieve a grade C or better in English or maths GCSE must continue to study the subjects at STEM Academy until they achieve these qualifications.

#### TechBacc

The new Technical Baccalaureate measure is made up of three components an advanced (level 3) programme of at least one Department-approved occupational qualification, a level 3 maths qualification(s), and an extended project.

The Technical Baccalaureate will be on offer at STEM Academy Tech City from September 2014 and will be available at STEM Academy Croydon Gateway from the Academy's launch in Sept 2015.

STEM Academy's current technical/vocational provision is already closely aligned with the principles of the TechBacc and STEM Academy Tech City currently offers the following as part of its technical/vocational provision:

- BTEC L3 Extended Diplomas in Engineering and IT (both on the list of tech level qualifications approved for teaching from September 2014);
- Maths A Level option alongside its BTEC programmes;
- AQA EPQ (Extended Project).

#### Reform to A Levels

Further to Ministerial announcement about the changes to A level structure from September 2015, STEM Academy will be adapting its curriculum and programmes accordingly. The AS Level will be offered as stand-alone qualification from September 2015. While new 'linear' A level qualifications will be offered from September 2015 onwards (in line with Ofqual A level reform timetable).

***Section D4 is not applicable to STEM Academy.***

## **D3 - Staffing structure**

### **1 - Staffing structure overview**

Our staffing structure has been designed to enable successful delivery and implementation of our intended Education Plan, and successful achievement of the wider aims and objectives of the Trust, within the funding levels available.

The Academy's structure includes an appropriate balance of roles, experience and expertise across its staffing complement and has the necessary flexibility to enable savings and payroll reductions in the event of reduced income; in-depth comments detailing how savings to staffing costs would be achieved in the event of reduced income have been included in section G3.

Tables 1-6 below:

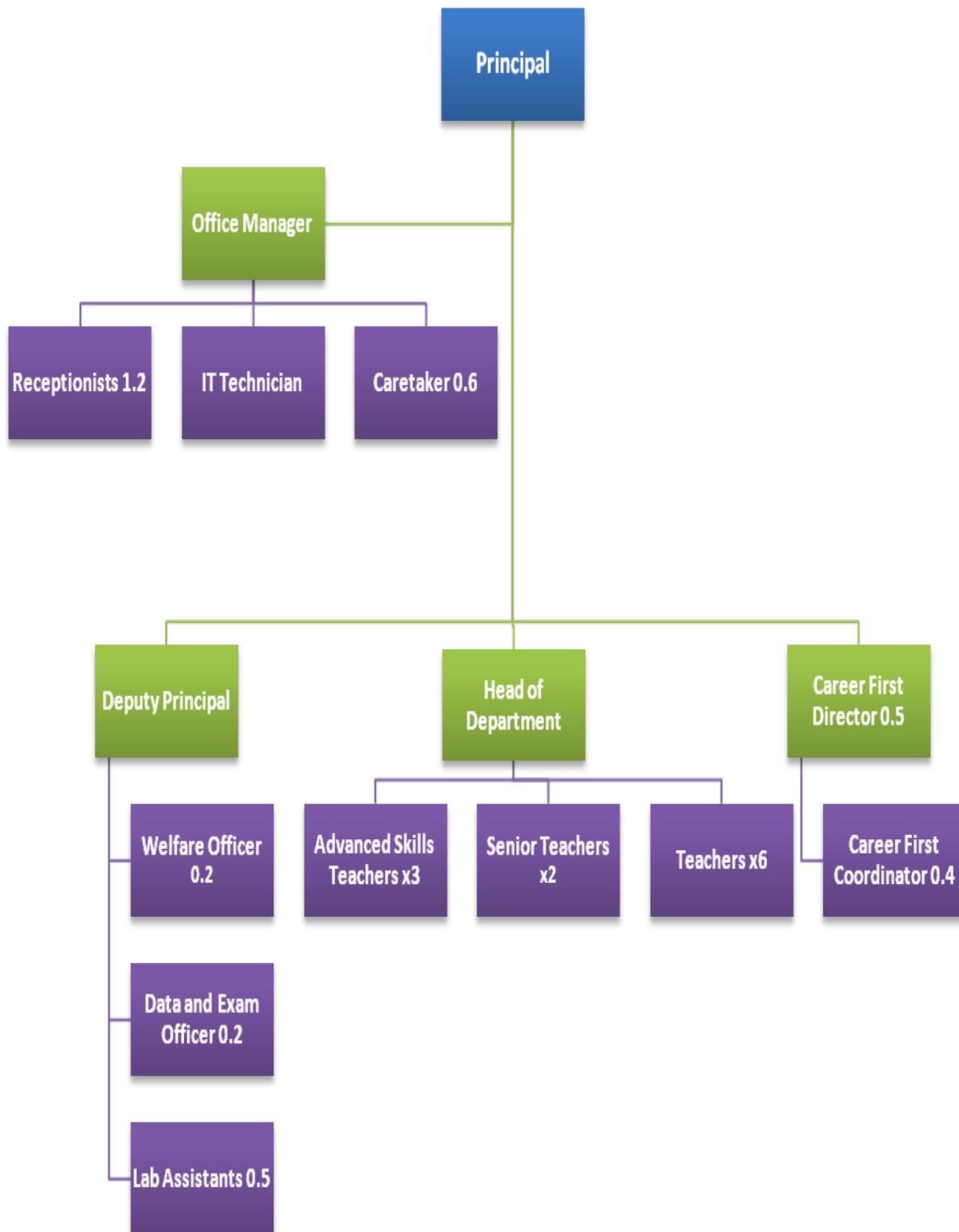
- provide an overview of the staffing structure of the Academy from Y1 through to steady state (Y2) including, a breakdown of central business services provided by the Trust;
- effectively illustrate the Line Management responsibilities and lines of authority/accountability within the Academy;
- demonstrate the increase in staffing and specific roles from Y1 through to steady state (Y2);
- provides an in-depth overview of the key roles, responsibilities and accountabilities of each Academy staff member;
- and provides a statement of assumptions to explain the effective deployment of teaching and learning staff, with details of how staffing numbers have been derived and agreed.

The Academy will have reduced staffing in its first year as it will be operating at 50% of full capacity. In year 1 the Academy will require teachers who are experienced, versatile and able to work independently as they will have responsibility for establishing and developing the curriculum as well as working across a number of areas: teaching, extra-curricular, tutorials etc. They will need to have a robust track record of successfully delivering the GCSE, A level and BTEC subjects on offer and a demonstrable commitment to the STEM Academy vision, ethos and objectives. This will include demonstrable commitment to achieving excellence; willingness to work extended days and demonstrate above-average attendance; commitment to regular and stretching CPD plans that include opportunities to further develop subject specialism's; commitment to putting student needs first; commitment to community engagement and public service; and evidence of commitment to equality of opportunity (word and action).

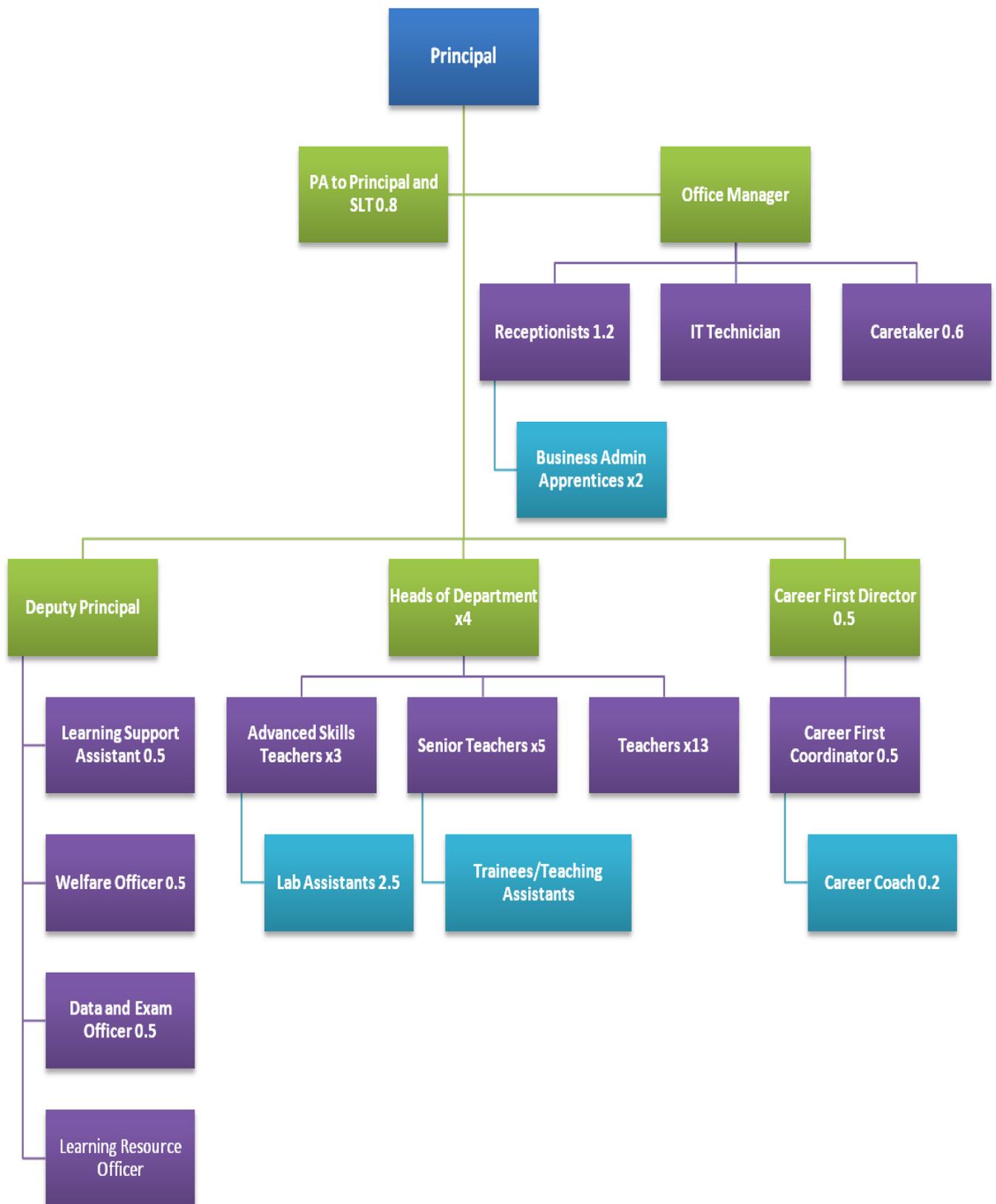
**Table 1 - STEM Academy Educational Trust - Business Services (Central Services run by the Trust)**

<b>SERVICE</b>	<b>KEY ROLES ASSOCIATED WITH SERVICE</b>	<b>COMMENTS</b>
<b>Finance and HR</b>	Finance Director HR & Quality Associate	The Trust manages payroll, finance, HR policy and recruitment services
<b>Educational Policy and School Improvement</b>	Senior Education / School Improvement Associates	The Trust has a number of staff and associates (named in Section F) that will provide education and school improvement support. The Trust also has a partnership arrangement with John Ruskin College (a sixth form college rated Outstanding in November 2013).
<b>Corporate and Strategic Development</b>	Lead Proposer / Strategic and Development Lead	
<b>Corporate PR and Communications</b>	PR & Comms Associate	The Trust also has access to external professional services providers. These will be managed and coordinated centrally by the Trust central services.
<b>Career First Academy</b>	Lead Proposer / Strategic and Development Lead	Each Academy will have a P/T Career First Academy Director responsible for day to day delivery and operational management. The strategic development of the Career First programme and high level industry engagement will be supported by the Trust central services.
<b>Fundraising and Sponsorship</b>	PR & Comms Associate	The Trust is developing additional sources of funding and revenue to support its future development and special projects/services as well as added value services such as events, student trips, Maths Mastery and educational mentoring.
<b>ICT, Premises and Facilities</b>	Business Manager	The Trust also has access to external professional services providers. These are managed and coordinated centrally.
<b>Legal Services</b>	Business Manager	The Trust also has access to external professional services providers. These are managed and coordinated centrally.

**Table 2 - STEM Academy Croydon Gateway Organisational Structure (Year 1)**



**Table 3 - STEM Academy Croydon Gateway Organisational Structure (Year 2 onwards)**



**Table 4 - STEM Academy staffing overview table Year 1 to Year 2 onwards (steady state)**

Staff / Year	September 2015	September 2016
<b>STUDENTS ON ROLL</b>	<b>230</b>	<b>460</b>
<b>SENIOR LEADERSHIP TEAM</b>		
Principal	1	1
Deputy Principal	1	1
Head of Department – Foundation for Progression (GCSE)	1	1
Head of Department – Science and Technology	0	1
Head of Department – Maths and Engineering	0	1
Head of Department – Technical Provision (TechBacc)	0	1
Career First Director	0.5	0.5
<b>TEACHING STAFF</b>		
Advanced Skills Teachers - Maths	1	1
Advanced Skills Teachers - Science	1	1
Advanced Skills Teachers - Computer Science	1	1
Senior Teachers	2	5
Teachers	6	13
Trainees/Teaching Assistants	0	variable
Learning Support Assistant	0	0.5
<b>SUPPORT STAFF</b>		
Office Manager/Bookkeeper	1	1
Welfare Officer (shared role with STEM Academy Tech City)	0.2	0.5
Data and Exam Officer (shared role with STEM Academy Tech City)	0.2	0.5
Career First Coordinator (shared role with STEM Academy Tech City)	0.4	0.5
Receptionists	1.2	1.2
Lab Assistant	0.5	2.5
IT Technician	1	1
Learning Resource Officer	0	1
Career Coach (shared role with STEM Academy Tech City)	0	0.2
PA to Principal and SLT	0	0.8
Caretaker	0.6	0.6
Business Admin Apprentices	0	2
<b>TOTAL</b>	<b>19.6</b>	<b>39.8</b>

**Table 5 - Overview of staff roles and responsibilities**

SENIOR LEADERSHIP TEAM	
ROLE	AREA OF RESPONSIBILITY
<p><b>Principal</b></p>	<p>With equality of opportunity at its core, the Principal will have overall responsibility for the day to day running of the school; the quality of teaching and learning; the strategic leadership, implementation and monitoring of KPI's; and the effective deployment of staff (Year 1). From Year 2 the deployment of staff may be delegated to the Deputy Principal.</p> <p>The Principal will work closely with the Board of Governors to ensure the Academy is run effectively in line with all legal and best practice requirements and delivers fully to its stated aims, objectives and Vision.</p> <p>The Principal will have overall responsibility for the recruitment and assignment of staff including dismissal &amp;/or disciplinary procedures. The Principal will be supported in this role by SLT.</p> <p>Other key roles and responsibilities of the Principal:</p> <ul style="list-style-type: none"> <li>• Keep the academy's <b>vision</b> at the forefront of all decisions and practices, using the STEM Academy's Vision, ethos, aims &amp; objectives to guide the development of policies, practices, procedures, staff selection/recruitment, quality improvement and all other aspects of planning and delivery;</li> <li>• Chair staff meetings, SLT meetings and community partnership meetings (as appropriate);</li> <li>• First point of contact for DfE, EFA, LEA etc;</li> <li>• Keep up to date on all legislative and best practice updates and resources;</li> <li>• Attendance at Leadership meetings, conferences and events etc;</li> <li>• Work closely with the governing body to ensure the school stays on track with its vision and stated aims &amp; objectives;</li> <li>• Lead the effort to create budgets, staffing schedules and patterns, policies and practices that best serve teaching and learning;</li> <li>• Act as final point of reference for pupil disciplinary actions and referrals to external authorities in most severe circumstances;</li> <li>• Ensure a focus on high academic expectations, challenging curriculum, effective instruction, and support for all students – in line with STEM Academy's 9 Key Principles;</li> <li>• Ultimate accountability for the financial well-being of the school, including responsibility for effective coordination and delegation of fundraising activities;</li> <li>• Mobilise and support teacher leadership through Heads of Department and wider SLT group;</li> <li>• Line Management of identified SLT and support staff:               <ul style="list-style-type: none"> <li>○ Deputy Principal</li> <li>○ Heads of Department</li> <li>○ Office Manager</li> </ul> </li> <li>• Build strong relationships with Croydon LEA and wider local community;</li> <li>• Be involved in every aspect of the day-to-day life of STEM Academy and demonstrate knowledge and understanding encompassing every role and feature of STEM Academy's operations, teaching and learning, and service delivery;</li> <li>• Overall responsibility for Ofsted and other statutory inspections and related reports including self-assessment and Quality Improvement Plan;</li> <li>• Undertake business planning activities: development of 5-year Business Plan in partnership with governing body and other members of SLT, development and update of annual operations and quality plans;</li> <li>• Lead on achievement of Academy-wide quality standards and kite-marks;</li> <li>• Act as a Champion and ambassador for STEM Academy both internally and externally.</li> </ul>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied to the role of Principal:</p> <ul style="list-style-type: none"> <li>- ensure performance bonus includes link to affordability (i.e. based on funds being available)</li> <li>- increase teaching allocation if needed</li> </ul>	

<b>Deputy Principal</b>	With equality of opportunity at its core, the Deputy Principal will support the Principal in the day to day running and management of the Academy and will have a small teaching allocation (expected to be around 0.2).
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied to the role of Deputy Principal:</p> <ul style="list-style-type: none"> <li>- increase teaching allocation</li> <li>- reduced role from FT to PT (e.g. 4 days per week)</li> </ul>	<p>In Year 1 the Deputy Principal will also perform the role of Head of Curriculum working with the Principal and teachers to design, develop and deliver appropriate programmes of learning in line with STEM Academy’s 9 Key Principles of Learning and stated requirements of Ofqual and appropriate Awarding Bodies.</p> <p>The Deputy Principal will be accountable to the Principal for the effective management and administration of the relevant areas of his/her responsibility and will deputise for Principal in his/her absence. In collaboration with the Principal and other members of SLT, the Deputy Principal will provide educational leadership in the school and the community by developing and promoting the school vision. The Deputy Principal will lead and motivate staff in quality improvement and planning with a specific focus on STEM Academy Key Performance Indicators as referred to in Section D4. A key aspect of the role will be to assist in facilitating workforce effectiveness i.e. effective deployment of staff. The Deputy Principal will lead on staff development and the strategies for improvement of professional performance. The Deputy Principal will contribute to the planning and continued development of the Academy through collaborative decision making, including assisting in developing policies, processes and establishing and maintaining systems. The Deputy Principal will have a significant role in the daily management of staff and student well-being including attendance and ensuring good behaviour. The Deputy Principal will take the lead in the implementation and monitoring of Academy policies and procedures. The Deputy Principal will lead on community engagement partnerships and strategies and will be first point for of contact for community partners, schools, friends of STEM Academy and other community partnerships. The Deputy Principal will also assist the Principal in ensuring compliance with relevant legislation.</p> <p>The Deputy Principal will ensure all are provided with timely and appropriate feedback about their performance, opportunities for professional development (including coaching and mentoring). The Deputy Principal will support the Principal in planning, preparation and achievement of Academy-wide quality standards and kite-marks;</p> <p>On appointment, the Deputy principal will accept overall accountability for following key areas: coordination, implementation and monitoring of SEN policy and strategy; coordination, implementation and monitoring of pupil admissions policy and strategy; coordination and implementation of behaviour management, pupil wellbeing and attendance policies and strategies; coordination, implementation and monitoring of Key Performance Framework; community relations and partnerships (including partnerships with other schools and liaison with Local Authority); overall responsibility for staff professional development and monitoring of performance in partnership with Principal.</p> <p>By Year 2, four Heads of Department (HoD) will be in post with responsibility for leading on curriculum design and delivery in their identified curriculum area/s. The Deputy Principal will focus on student experience and pastoral care. The Deputy Principal will Line Manage SEN (Learning Support), Welfare and Student Support staff along with some of the academy support staff (e.g. Exams Officer and IT Technician).</p>
<b>Career First Director</b>	The Career First Director will be a shared role between STEM Academy Tech City and STEM Academy Croydon Gateway. The role will form part of the Senior Leadership Teams of both

<p><b>Reduced income contingency</b></p> <p>This will be a shared role between STEM Academy Tech City and STEM Academy Croydon Gateway, this will provide opportunity to reduce time allocated to STEM Academy Croydon Gateway as needed.</p>	<p>schools and will also be closely integrated in the work of the Trust's central services especially in relation to Business and Strategic Development.</p> <p>Career First forms a key part of STEM Academy's vision in effectively preparing students for the world of work and giving them the skills, knowledge and experiences for future successful careers. The key roles and responsibilities for the Career First Director will be:</p> <ul style="list-style-type: none"> <li>• to ensure the effective running of Career First in line with stated vision and objectives;</li> <li>• to secure corporate sponsorship and support for Career First provision;</li> <li>• develop high-level contact/networking with business community to ensure successful delivery of Career First provision (e.g. Service Level Agreements with businesses for Work Experience, pupil mentoring, potential school governors/advisors, speakers etc);</li> <li>• undertake strategic planning and direction for future development of the Career First Academy (e.g. expansion of services, offering Career First services to other schools/youth organisations).</li> </ul> <p>The Career First Director will also support the business development strategy of STEM Academy which would include areas such as: strategy and implementation for community/external use of premises and equipment; development of complimentary services/activities (e.g. school holiday provision); international development opportunities; partnerships with other schools/youth organisation (sale or exchange of services); supporting the growth of STEM Academy Education Trust (i.e. further academies); general first point of contact for industry and business opps.</p> <p>The Career First Director will work effectively with industry bodies such as STEMNET, New Engineering Foundation, National STEM Centre, Business in the Community, Speakers for Schools, Inspiring the Future etc.</p>
<p><b>Heads of Department</b></p>	<p>In Year 1 there will be one Head of Department. The Head of Department will focus on Foundation for Progression (GCSE) and Technical (BTEC/TechBacc) provision.</p>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <ul style="list-style-type: none"> <li>- In yr 1 the Trust may consider reducing the role from FT to PT (e.g. 3 or 4 days)</li> <li>- In yr 2, the Trust would consider deferring the growth in HoD from 3 to 2 additional HoD's with the third joining in a future year subject to affordability</li> </ul>	<p>The key remit of the post-holder will be the design and development of the Foundation for Progression and BTEC/TechBacc curricula in partnership with Principal, Deputy Principal and relevant Senior Teachers.</p> <p>From Year 2 onwards three more Heads of Department will join the Academy, who along with responsibility for performance and curriculum development in their subject area may also be delegated tasks such as timetabling and deployment of staffing and resources within their department.</p> <p>Heads of Department will have demonstrable experience of teaching and in-depth subject knowledge as well as experience and expertise in monitoring quality of learning and observing teaching.</p> <p>Heads of Department will be allocated as follows:</p> <ul style="list-style-type: none"> <li>• HoD – Academic provision: Science and Technology</li> <li>• HoD – Academic provision: Maths and Engineering</li> <li>• HoD – Technical provision (BTEC/TechBacc)</li> <li>• HoD – Foundation for Progression (GCSE)</li> </ul> <p>Heads of Department will each have Line Management responsibilities for Teaching Staff within their area of responsibility (including Lab Assistants and Trainee Teachers/Teaching Assistants).</p> <p>Heads of Department will have immediate accountability for performance within their departments across a wide range of indicators including: staff performance; student performance; student behaviour, attendance and participation; parent, student and staff satisfaction; effective use of finance, staffing and resources etc.</p> <p>It is also anticipated that one of the Heads of Department will take responsibility for UCAS preparation and co-ordination of references. Heads of Department will have a maximum allocation of 18 contact/teaching hours per week and will focus on specific subject areas</p>

	<p>which we are confident will enable us to develop subject expertise as set out in our education plan.</p> <p>Heads of Department may also be called upon to perform Head of House/Senior Tutor duties (especially in earlier years) if it is deemed that there are not sufficient senior teachers to undertake this role.</p>
<p><b>Office Manager</b></p> <p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies would be considered:</p> <ul style="list-style-type: none"> <li>- Restrict role to term time only</li> <li>- Expand role to include Data and Exam Officer function</li> </ul>	<p>The Office Manager will be responsible for effective office management and related key administrative duties, including: purchasing and procurement; maintaining the Academy's inventory of equipment, stationary, learner resources and the like; maintaining/managing the Academy's estates and facilities including control/management of related in-house staff (e.g. caretaker, security, reception) and sub-contractors; managing all out-sourced services (e.g. catering); overseeing health &amp; safety; maintaining records of student and staff attendance, leave and absences; internal recruitment activities (with support from HR Central Service; maintaining records of student and staff expenses; maintaining staff HR-related records (CPD, appraisal, DBS etc); undertaking basic bookkeeping duties and liaising with the Trust central services for all related activities and actions including: payroll, staff recruitment and general HR, PR &amp; Comms, finance, ICT, premises and facilities, business development etc.</p> <p>The Office Manager will be supported in their role by a number of administrative and support staff, including Receptionists, Learning Resource Officer, Caretaker and Business Admin Apprentices.</p> <p>The role of Office Manager is expressed at a FT post however, there is a possibility that the role will be offered on a job-share basis to two members of staff with complementary skill sets (e.g. one may focus more on staffing/HR elements and the other on procurement/finance related items). It's crucial that the Academy is well supported by effective office and management functions in order to perform effectively and this will require staff with existing experience and to perform with minimal supervision.</p> <p>Due to the critical importance of the Office Manager's role to the efficient running of the Academy, we envisage this be a full time post from Year 1 – this will enable the Office Manager in Year 1 to contribute significantly to the planning considerations required to move the Academy to steady state. In Yr1 the Office Manager will also manage and administrate the learner discretionary support fund.</p> <p>By year 2 when the Academy reaches full capacity the Office Manager will Line Manage the following roles:</p> <ul style="list-style-type: none"> <li>• Data and Exam Officer</li> <li>• IT/Network Technician</li> <li>• Learning Resource Officer</li> <li>• Caretaker</li> </ul>

	<ul style="list-style-type: none"> <li>• Receptionists</li> <li>• Business Admin Apprentices</li> </ul>
<b>Learning Support Coordinator (SENCO)</b>	<p>The role of Learning Support Coordinator (SENCO) will be performed by an appropriately qualified member of the Senior Leadership Team (Deputy Principal or Head of Department).</p> <p>The designated Learning Support Coordinator will be responsible for the coordination and oversight of STEM Academy's policies and practices for students with additional support needs. It will be part of the SENCO's responsibilities to ensure that resources and support are appropriately allocated and maintained for all students with additional support needs.</p>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- N/A</p>	<p>Specific responsibilities will include:</p> <ul style="list-style-type: none"> <li>• Line Management of Welfare Officer, Learning Support Assistant and coordination of the effective deployment of Teaching Assistants (Line Managed by Heads of Department);</li> <li>• Ensuring all pupils, including those with special or additional needs receive their full educational entitlement and have access to the full curriculum;</li> <li>• Managing support initiatives and interventions and development/coordination of alternative teaching strategies and individual programmes where necessary;</li> <li>• Advising STEM Academy policy and strategy from a student needs point of view;</li> <li>• Supporting staff in their understanding and effective response to additional support needs;</li> <li>• Preparation, delivery and assessment of staff training and development pertaining to SEN/Additional Support Needs;</li> <li>• Strategic overview of SEN/Additional Support Needs and Inclusion throughout the school including planning, policy writing, advising and supporting other staff;</li> <li>• Preparing and managing statutory assessment paperwork;</li> <li>• Organisation and oversight of pupil monthly, quarterly and annual reports (as appropriate);</li> <li>• Meeting with parents, carers and statutory agencies (as applicable);</li> <li>• Management and coordination of referrals to external partnership agencies and monitoring of outcomes/implementation of recommended actions;</li> <li>• Some teaching responsibilities –small groups or one to one (when needed);</li> <li>• Leading on effective collation and analysis of data including effective interpretation of pupil progress/performance data.</li> </ul>
<b>ACADEMY STAFF</b>	
<b>ROLE</b>	<b>AREA OF RESPONSIBILITY</b>
<b>Teaching/tutorial Staff</b>	<p>Teaching staff include the following roles: Teachers, Senior Teachers and Advanced Skills Teachers. The Heads of Department, Deputy Principal and Principal (in Y1) will also have teaching allocations.</p>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Some teachers would receive PT or temp contract allocations and to ensure teacher hours are closely matched to need.</p>	<p>It is assumed that teaching staff will have contracts for 36 hours per week of which 24 hours will be contact with pupils and the remaining 12 hours will be used for preparation and marking. Of the 24 hours contact time 20 hours will be 'hard' contact - that is teaching of a subject to a class of approximately 16-18 pupils, and 4 hours will be 'soft' contact which will include tutorials and running an enrichment activity such as one of the extended day clubs. By deploying staff hours in this format the academy will be able to deliver the extra-curricular programme without any additional staffing costs.</p> <p>In Year 1 there will be a reduced staffing complement as the school will not yet be operating at capacity, Y1 will have 11 teachers/tutors. The school will reach capacity at Year 2 and will at that stage have a full staffing complement of 21 teachers/tutors which will remain consistent for future years.</p> <p>Teaching staff are responsible for the planning, preparation and delivery of classes to meet the needs of all pupils.</p>

	<p>Teaching staff will be expected to set and mark work, track and record student progress effectively and prepare monthly reports of pupil progress for each of their classes/subject areas.</p> <p>STEM Academy teaching staff will be passionate, committed to their profession, demonstrate excellent subject knowledge and will be committed to STEM Academy's 9 Key Principles. Teaching Staff will also have responsibility for a tutorial group which will include a pastoral role. More experienced teachers will have the opportunity for additional responsibility as designated 'Head of House' which will include offering support to other tutors. Teachers will also run, coordinate or supervise one or more of the enrichment/extra-curricular activities (detailed in the Education Plan). Time for enrichment/extra-curricular provision has been accounted for in their 36 hour contracts.</p>
<b>Trainee Teachers and Teaching Assistants</b>	From year 2 onwards the school will sponsor Trainee Teachers and will engage P/T Teaching Assistants as needed based on students additional support needs and the needs of the curriculum.
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- TA role to be term-time only</p>	<p>Teaching Assistants will support teachers in and out of the classroom and will be effectively deployed to support specific students (in and out of the classroom) as needed. Teaching Assistants will also form part of the English as an additional language strategy effectively supporting pupils with English language needs.</p> <p>Trainee Teachers and Teaching Assistants will also play a vital role in supporting the effective running and administration of extra-curricular activities.</p>
<b>Lab Assistant/s</b>	In Y1 there will be a reduced staffing complement as the school will not be operating at full capacity, in Y1 there will be 1 PT Lab Assistant (0.5). The school will reach capacity at Y2 and will at that stage have a full staffing complement of 2.5 Lab Assistants.
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Role to be term-time only</p> <p>- Reduce hours/number of posts</p>	<p>The Lab Assistant/s will liaise with and support the subject teachers by ensuring the appropriate equipment is available and in good working condition. The Lab assistant/s will also act as a classroom assistant when experiments and /or practical activities are being carried out to ensure health &amp; safety procedures are maintained. The Lab Assistant posts are expressed as either 2.5 FTE and in reality may be filled by 3-4 PT up to the full FTE quoted, it is expected these could be graduate students or trainee teachers/practitioners.</p>
<b>Career First Coordinator</b>	The Career First Coordinator will be a shared role between STEM Academy Tech City and STEM Academy Croydon Gateway. The Career First Coordinator is likely to have had extensive experience of work based learning &/or commercial/industrial experience. The post-holder will be experienced in working with young people and will be adept at dealing and negotiating with employers. The Career First Coordinator will support the Career First Director in the effective management and administration of the Career First. The Career First Coordinator will have responsibility for the day-to-day coordination of the Academy including:
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Role to be term-time only</p> <p>- Reduce hours</p>	<ul style="list-style-type: none"> <li>• Coordination of Career Coach activities/bookings;</li> <li>• Development and delivery of Career First programmes;</li> <li>• Coordination and Work Experience placements;</li> <li>• Organisation of Career First competitions and awards and entry to external competitions/awards;</li> </ul>

	<ul style="list-style-type: none"> <li>• Coordination of STEM Academy staff, volunteers and professional contributors for delivery of selected Career First programmes (e.g. ECDL, Enterprise Skills, Microsoft Project Management etc);</li> <li>• Organisation of external events and exhibitions (e.g. World Skills, Career events, STEM-focussed events etc);</li> <li>• Support and coordination of employer and industry involvement in Career First;</li> <li>• Effective communication with internal and external sources re: the work of Career First.</li> </ul>
<b>Welfare Officer</b>	<p>The Welfare Officer will be a shared role between STEM Academy Tech City and STEM Academy Croydon Gateway. The role of Welfare Officer will be a PT role with responsibility for coordinating and supporting students' additional social needs. The Welfare Officer will report to the designated SENCO representative and will support pupils with a range of welfare-related support needs, effectively engaging with community partners, local authorities, parents/carers, LA's as appropriate. The Welfare Officer will also take the lead in the Administration and management of the STEM Academy discretionary support fund including fundraising activities to supplement statutory pupil funding.</p> <p>Key areas of likely support needs for pupils may include: housing; family difficulties; bereavement; care/leaving care concerns; financial difficulties (esp. related to transport); offending or 'at risk' of offending behaviour; substance misuse; poor attendance (as a result of one or more of the previous) etc.</p>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Role to be fulfilled by another member of staff on a PT/shared role basis</p> <p>- Reduce hours</p>	
<b>Career Coach</b>	<p>The Career Coach will be a PT role and will be a shared role between STEM Academy Tech City and STEM Academy Croydon Gateway.</p> <p>The Career Coach is expected to join the Academy in Year 2, the role previously being performed by the Career First Director until the Academy reaches full capacity in Yr 2. The Career Coach will offer an effective career advice service to pupils offering genuine and realistic advice pertaining to education, training and careers for work. The Career Coach will be expected to demonstrate high level industry understanding and expertise and will stay abreast of labour market needs, patterns and evolution.</p>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Role to be fulfilled by another member of staff on a PT/shared role basis</p> <p>- Reduce hours</p>	
<b>Data and Exam Officer</b>	<p>The Data and Exam Officer will be a shared role between STEM Academy Tech City and STEM Academy Croydon Gateway. The Data and Exam Officer will be a PT role which will involve the accurate administration, organisation and smooth running of examinations and data administration.</p> <p>The role of the data and examinations officer will require strong organisational, administrative skills as well as making qualified judgements under strict conditions. The role of Exams Officer will include:</p> <ul style="list-style-type: none"> <li>• Liaising with Heads of Department, invigilators, teachers and Awarding Organisations;</li> <li>• Issuing rules of conduct to all pupils and staff;</li> <li>• Issuing pupils with their entry slips and making any necessary corrections;</li> <li>• Drawing up examination timetables;</li> <li>• Preparing, organising and supervising examinations in accordance with the</li> </ul>
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Exam Officer role to be term-time only</p>	

	<p>regulations laid down by all the examination boards;</p> <ul style="list-style-type: none"> <li>• Supplying all the necessary stationery and materials related to the smooth running of the examination system;</li> <li>• Dealing with certification issues;</li> <li>• Liaison with Awarding Bodies and representatives;</li> <li>• Attending result days, distributing documentation to staff and dealing with queries, where appropriate, from pupils, staff and parents;</li> <li>• Maintaining statistical data and undertaking statistical analysis including benchmarking of STEM Academy statistics including local, regional and national statistics;</li> <li>• Checking all examination fees and charges from each examination board;</li> <li>• Data entry, administration, management and interpretation.</li> </ul>
<b>Learning Resource Officer</b>	The Learning Resource Officer will manage the Learning Resource Centre (LRC) and will be responsible for all aspects of the effective running and management of Learning Resources, including:
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- LRO role to be term-time only</p>	<ul style="list-style-type: none"> <li>• Management and day-to-day running of LRC;</li> <li>• Oversight and monitoring of pupils using the LRC, ensuring appropriate behaviour and use of equipment;</li> <li>• Booking system of LRC and small guidance rooms;</li> <li>• Coordination and update of online learning portal;</li> <li>• Administration and monitoring of the borrowing of books/resources/equipment;</li> <li>• Supporting pupils in their use of equipment and searching for specific information;</li> <li>• Other tasks and responsibilities related to effective management of LRC space.</li> </ul>
<b>Support staff</b>	Other Support Staff will include:
<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <p>- Hours/roles to be reduced</p> <p>- Roles to be term-time only</p>	<ul style="list-style-type: none"> <li>• IT/Network Technician</li> <li>• Caretaker</li> <li>• Receptionists</li> <li>• PA to Principal and SLT</li> <li>• Business Admin Apprentices</li> </ul> <p>(the recruitment and engagement of Business Admin Apprentices demonstrates our commitment to supporting youth employment and providing additional administrative and assistant support to staff and students as needed).</p>
<b>Clerk to the Governors</b>	The Clerk to the Governors will be a PT role on an hourly paid basis. The clerk will demonstrate a genuine commitment to STEM Academy's Vision and Ethos. The clerk to Governors will play an important role in governing body effectiveness, not

<p><b>Reduced income contingency</b></p> <p>In the event of reduced income the following contingencies may be applied:</p> <ul style="list-style-type: none"> <li>- Reduce the number of days contracted</li> </ul>	<p>least by ensuring the governors have an efficient administration support and offering procedural advice and guidance.</p> <p>The clerk to the Governing Body will:</p> <p><b>Meetings</b></p> <ul style="list-style-type: none"> <li>• work effectively with the chair and Principal to prepare a purposeful agenda</li> <li>• produce, collate and distribute the agenda and papers for receipt at least 7 days before the meeting</li> <li>• record the attendance of governors at meetings</li> <li>• advise the governing body on governance legislation and procedural matters where necessary</li> <li>• record all decisions accurately and objectively</li> <li>• send draft minutes to the Chair and Principal for amendment/approval by the Chair</li> <li>• circulate approved draft minutes within agreed timescales</li> <li>• liaise with the chair to receive updates of action points</li> <li>• Chair that part of the meeting at which the Chair is elected</li> </ul> <p><b>Membership</b></p> <ul style="list-style-type: none"> <li>• maintain a database of names, addresses and category of governing body members, and their term of office</li> <li>• initiate a welcome pack being sent to new governors and assist in the recruitment and selection of new governors</li> <li>• maintain copies of terms of reference, committee membership and nominated governors, e.g. literacy</li> <li>• advise governors and legal bodies of expiry of terms of office and new appointments</li> <li>• ensure a register of governing body pecuniary interests is maintained and reviewed annually</li> </ul> <p><b>Advice and information</b></p> <ul style="list-style-type: none"> <li>• support new governors to understand and implement Trust policies and procedures</li> <li>• advise the governing body on procedural issues</li> <li>• develop and maintain access to appropriate legal advice and guidance</li> <li>• ensure that new governors have a copy of the DfE Governance Handbook and other relevant information</li> <li>• advise on the requisite contents of the school prospectus and annual report to parents</li> <li>• ensure that statutory policies are in place</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• successfully complete the National Training Programme for Clerks to Governing Bodies, or its equivalent</li> <li>• attend termly briefings</li> <li>• keep up-to-date with current developments and legislation</li> </ul>
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**Table 6 - Statement of Assumptions for Timetabling & Staffing**

Reference	Assumption
<b>Lesson Periods</b>	<p>The weekly timetable has been divided into periods to maximise the use of resources (i.e. rooms, staffing) and ensure efficiency of guided learning hours. Each school day is divided up into 10 periods, within one week there are 50 periods. Each period lasts for 50 minutes and pupils will usually have double periods that last for 1 hour and 40 minutes.</p> <p>The decision for allocating 50 minutes to each period is based on the following assumptions derived from the recommended guided learning hours (glh) for each qualification detailed in table.</p>
<b>Tutorial periods</b>	<p>In total there will be 12 groups, each group will have a tutorial period each week which has been added to the total number of periods per week.</p>
<b>Career First Academy</b>	<p>Each group will have time allocated in the Career First each week. It is envisioned that each group will spend 4 periods per week in the Career First equating to a total of 48 periods in total per week.</p>

## Staffing

It is assumed that 1.0 FTE teacher will be contracted for 36 hours per week, of this 24 hours will be contact time which will be apportioned as 20 hours 'hard' class contact (i.e. teaching a subject) and 4 hours will be 'soft' contact (i.e. tutorials, running an enrichment activity etc).

In Year 1 we will have 12 teaching staff (FTE) and years 2 onwards (steady state) we will have 26 teachers (FTE) per year which gives some additional flexibility for smaller class sizes (>18) where needed and also additional time for teachers/tutors to contribute towards enrichment and extra-curricular activities.

Heads of Department, Deputy Principal and Principal (Y1) will all have teaching allocations contributing to the above-described Full Time Equivalent (FTE) and ensuring we are always above the minimum 1:18 staff/pupil ratio and there are opportunities for flexibility and responding to need as and when these arise.

## **2 - Shared staffing roles**

STEM Academy Tech City and STEM Academy Croydon Gateway schools will both be based in Greater London within commuting distance. This provides the opportunity to share a number of support roles and resources between the two academies. In order to avoid incurring additional costs, staff would not be expected to travel between academies during the working day and staff who work across different academies would do so on whole day basis (i.e. home to work and work to home), this will avoid incurring additional travel expenses from shared staffing arrangements).

The functions performed within the Trust's central services provision will cater for the business needs of both Tech City and Croydon Gateway Academies and any future academies set up by the Trust.

The functions in the Trust's central services unit include: Finance and HR; ICT, Premises and Facilities; Business and Strategic Development; PR and Comms; Educational Quality; Career First Academy. These functions have been chosen for inclusion in the central services provision based on the advice and experience of Harris Federation who have provided us with useful insight and expertise in running a successful multi-academy trust as well as the support and advice of other free school trusts that have developed into multi-academies. The functions chosen include back office services that support the effective running and management of the local academy enabling the school to focus on teaching quality, innovation, teacher development and student progress.

In addition to sharing roles related to the Trust central services function, it is also envisaged that the two academies will share a number of PT support staff, enabling those staff to increase their hours should they wish to do so. We also believe that sharing those specific support roles will contribute to high levels of consistency, quality and best practice across our two academies as they represent key support services where the Trust aims to develop best practice and would aim to invest time, training and resources in those staff to ensure a high quality and high value service is delivered to students, parents, community and the Trust itself.

The shared roles in question include:

- Career First Director (shared between both academies)
- Career First Coordinator (shared between both academies)
- Welfare Officer (shared between both academies)
- Career Coach (shared between both academies)
- Data and Exam Officer (shared between both academies)

Apprentices may also be shared between both academies and the central services function.

## 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
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>	230	311		135%	230	207		90%
<b>Year 13</b>	0	0		n/a	230	311		135%
<b>Totals</b>	<b>230</b>	<b>311</b>		<b>135%</b>	<b>460</b>	<b>518</b>		<b>112%</b>

## **Section E: Evidence of need – part 2**

### **E1 - Provide valid evidence that there is a need for this school in the area**

#### **1 - Context and overview of evidence of demand gathering**

STEM Academy Croydon Gateway received 518 (112% PAN) correctly completed, positive demand surveys from young people and parents that would select STEM Academy Croydon Gateway as their first choice option, 311 (135% of PAN) positive responses were received for year 1 where many young people are already planning and considering their options, and the remaining 207 (90% PAN) were received for year 2. There were less responses for year 2, mostly due to the fact that these young people (aged 13) and their parents are in most cases not actively considering post-16 options as yet, therefore there is less engagement/interest at this stage however, we are still very pleased with the level and enthusiasm of initial responses which is considerably more than we received for our first academy (STEM Academy Tech City), at this stage of the application where we had 68 positive responses for Y2 (31.4% of PAN) and overall 234 positive responses, representing 54.1% of overall PAN.

For this application, we have been able to use our experience and expertise, gained from our last application, to effectively deploy staff and resources in gathering evidence of demand in the most effective and efficient ways.

Evidence of demand for STEM Academy Croydon Gateway was gathered through a range of methods, including:

- Canvassing in Croydon Town Centre and local shopping facilities
- Attendance at youth-focussed events and fairs
- Attendance at business and community events
- School meetings, events and contact
- Website and social networking
- Local press (Your Croydon magazine)

In gathering evidence of demand, STEM Academy Croydon Gateway wished to ensure that the level and detail of the information provided about the proposed Academy was sufficient to enable respondents to make an informed choice about stating their preference to attend STEM Academy.

We have included the document and text used in undertaking Evidence of Demand surveys immediately below.

# STEM Academy Croydon Gateway

*The place to be for Science, Technology, Engineering and Maths*

**We are currently collecting surveys to measure support for a new 16-19 STEM specialist school in Croydon, South London.  
We may share this information with the Department of Education as part of our application for a new school.**

**Please register your interest in attending or sending your son/daughter to this school by completing the form below. If you provide us with your contact details we will keep you updated on the progress of the campaign.**

**Please complete this survey if you aged between 13-16 years old or are a parent of a 13-16 year old**

## About Us

Following the successful opening of STEM Academy Tech City in September 2013, STEM Academy Education Trust is proposing to open a STEM Academy school in Croydon, South London in **September 2015**.

Based in the locality of **Croydon Gateway** (East Croydon), the Academy will offer places to students aged 16-19 who are interested in Science, Technology, Engineering and Mathematics (STEM).

The Academy will equip students with the skills and knowledge to prepare them for entry to top universities and employment in an increasingly global competitive environment. Our curriculum is based on qualifications and courses that are highly valued and respected by both employers and universities and lead to some of the best career opportunities now and in the future. STEM Academy's innovative Career First provision is geared to providing students with the necessary skills to succeed and excel in the world of work. Amongst services offered, Career First will provide: work placements and access to leading employers, employment-readiness and professional skills, networking skills and opportunities, master-classes, and access to business skills via our enterprise hub.

The UK currently faces critical skills shortages in all STEM industry areas providing unique job and life-long career opportunities for students of STEM Academy. STEM subjects can be applied to almost all areas of work and life including careers in medicine, teaching, construction, creative & digital arts, transport & logistics, hospitality, accountancy, business services, sport & leisure, entertainment/gaming and many others.

You can find out more about us on the STEM Academy website: [www.stemacademy.org.uk](http://www.stemacademy.org.uk) or contact us with your queries: [info@stemacademy.org.uk](mailto:info@stemacademy.org.uk).

**Places at the school will be entirely free of charge.**

## Tell us what you think

Please answer a few very brief questions on the attached survey. The information from this survey will help us assess the level of demand for places at the school from September 2015, please note that it is not an application for a school place and returning this survey does not guarantee a place at STEM Academy Croydon Gateway, although we will contact you with updates/admission information if you provide contact details. Thank You.

### **Survey instructions**

Please note:

- All fields in marked with an \* are mandatory
- Your preferred contact details would be very helpful so that we can keep you informed of future developments
- Please be aware that under Data Protection, the information provided to us in this survey is confidential, only **ages** and **postcodes** will be shared with the Department for Education.

**Please note that by selecting YES you are under no obligation to apply to attend STEM Academy Croydon Gateway. This information will only be used to assess the demand for places at the school in September 2015 and September 2016.**

Name	*Surname	*Postcode	*Date of Birth	* I would select STEM Academy as my first choice 6th Form		* I am interested in finding out more information		Contact details Please supply ONE of the following: a)Email b)Phone Number c)Address	I would like to attend this school because: (please select as many as you like) A- I Want to Study STEM Subjects B- I like Science/Technology/Engineering/Maths C- Good Location D- Good career Prospects E- I Agree with the Ethos & Objectives of STEM Academy F- Other (please state)
				YES	NO	YES	NO		

In gathering evidence of demand we have ensured that respondents live within commuting distance of the proposed academy, with this in mind key transport links: train, tram and bus were mapped out and evidence of demand was collected accordingly.

Below we have provided a map of the key areas where we have received evidence of demand surveys. The letters (A-P) denote the volume of evidence of demand received from each location from greatest to least.



## **2 - Local context and overview of current 16 to 19 provision in Croydon**

The Trust seeks to open its next 16-19 STEM Academy free school in or near Croydon, South London. Our first free school, STEM Academy Tech City is based in City Road in the heart of East London's Tech City zone. London Borough of Croydon also benefits from its own nascent Science and Technology enterprise cluster known as Croydon Tech City (CTC). There are over 350 digital, science and tech firms in Croydon, and the University of Sussex, one of our Higher Education partners, is opening a 20,000 sq/ft 'innovation centre' in the borough making this an ideal area for a STEM-focussed academy for 16-19 year olds in South London.

Croydon currently has **21** state-funded institutions providing **post-16** education, none of these institutions are categorised as STEM-specialist institutions:

- **16** are school-based sixth forms with limited range and choice of provision due to their size and capacity, none offer STEM specialist provision and there is limited availability for external applicants;
- **2** are general FE Colleges offering a wide-range of qualifications to anyone aged 16+ within a populous, varied and non-specialist environment;
- **2** are stand-alone sixth form institutions based in the southern end of the borough, neither being STEM-specialist institutions; and
- **1** is a 14-19 performing arts specialist school (BRIT School).

As illustrated in the table below, between 2012 to 2030 London's 16-19 population will increase by over **25%** indicating a clear local need for new high quality provision for this age group.

**Croydon forecast 16-19 population 2012 - 2030<sup>11</sup>**

<b>PRESENT</b>	<b>FUTURE</b>			
<b>2012</b>	<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>2030</b>
12,985	13,214	13,497	15,002	16,261

Published data available from Department for Education Performance Tables<sup>12</sup> demonstrate that Key Stage 5 achievement in Croydon is significantly below local and national average as demonstrated in Key Stage performance analysis in table below.

**Croydon Key Stage 5 Performance Analysis**

A level (or equivalent) performance in Croydon educational institutions is below national average and has been for the last four years, as demonstrated by A level average point score table below.

<b>CROYDON LOCAL AUTHORITY</b>	<b>Average point score per student (including equivalences)</b>			
	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>England - all schools and colleges</b>	733.3	746.0	744.9	739.3
<b>England - state funded schools and colleges</b>	714.5	728.3	726.6	721.3
<b>Local Authority</b>	692.7	712.7	693.3	688.3

Performance for the latest available reporting period (2012) shows that the percentage of Key Stage 5 students achieving 1 or more A Levels at A\*-E is also below national averages across all reported indicators.

<sup>11</sup> Source: Croydon Council 14-19 school improvement team.

<sup>12</sup><http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qttype=LA&superview=p16&view=aat&set=1&sort=&ord=&tab=154&no=306&pg=1>

<b>CROYDON LOCAL AUTHORITY</b>	School/College Type	% of KS5 students achieving 3 or more A levels at A*-E	% of KS5 students achieving 2 or more A levels at A*-E	% of KS5 students achieving at least 1 A level at A*-E
England - all schools and colleges		55.5%	63.7%	68.0%
England - state funded schools and colleges		52.3%	60.7%	65.3%
Local Authority		37.5%	44.8%	52.4%

During this same period, only 2% of Key Stage 5 students in Croydon achieved 3 A Levels at AAB in facilitating subjects, less than 50% of the national average of state funded school and colleges which stands at 4.8%. Croydon is also below national averages across all other reported indicators for achievement of AAB in facilitating subjects as shown below:

<b>CROYDON LOCAL AUTHORITY</b>	School/College Type	% of KS5 students achieving 3 A levels at AAB in facilitating subjects	% of A level students achieving 3 A levels at AAB in facilitating subjects	% of KS5 students achieving 3 A levels at AAB of which at least 2 are in facilitating subjects
England - all schools and colleges		6.5%	9.5%	10.4%
England - state funded schools and colleges		4.8%	7.4%	7.8%
Local Authority		2.0%	3.8%	3.4%

Croydon's underperformance at Key Stage 5 is all the more concerning given that Key Stage 4 performance in Croydon is above local and national averages. This demonstrates a significant and rapid decline in attainment at post-16 which can only be explained by widespread underperformance and a lack of quality provision in the borough. This is backed up by Ofsted which has rated 32% of Croydon's 16-19 providers as inadequate or requiring improvement.

There are presently **8796** 16-18 year olds studying in Croydon, of these **3789** (43%) are studying in under-performing institutions (rated by Ofsted as inadequate or requiring improvement).<sup>13</sup>

<sup>13</sup><http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?qtype=LA&superview=p16&view=ofsted&sort=o.inspoutcome&ord=desc&no=306&pg=1>

The above data demonstrates a need for improved choice and high quality provision that can meet the needs and aspirations of Croydon's young people and their parents.

STEM Academy's innovative and distinctive curriculum will add value and diversity to local post-16 provision and will contribute to **raising standards** locally, especially in regards to the provision of priority subjects such as: English, science, maths, technology and engineering. In particular STEM Academy is committed to:

- increasing choice and driving up standards in local post-16 provision;
- improving attainment at KS5 and narrowing the achievement gap;
- reducing the number of young people who are NEET;
- increasing the numbers of students progressing into high-quality higher education;
- delivering high quality and relevant employability and career preparation;
- ensuring students who have not yet achieved A\*-C in GCSE maths and English are supported to achieve these.

*Please refer to pages 18-20 of section C for an overview of our educational targets and KPI's.*

In a meeting with Croydon Council's post-16 education team on the 22nd of November 2013, Croydon Council's representatives confirmed there is currently no institution like STEM Academy in the borough and there is no current post-16 provision akin to STEM Academy's Foundation for Progression pathway. The Council also felt that STEM Academy's innovative Career First programme would be a welcome offer across the entire Borough with potential for partnerships and joint working with other schools and institutions.

The Council also informed us that Croydon experiences a significant travel to learn movement at post-16 with approximately 50% of 16-19 students travelling outside the borough at Key Stage 5. The Council revealed that the key reason for this is primarily the negative perception of low quality at some of Croydon's post-16 institutions, leading brighter or more aspirational students to choose out-of-borough and/or independent education options at post-16.

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## **E2 – Successful engagement with the local community**

### **1 - Overview of Croydon's local community**

London Borough of Croydon is a borough in South London, and is the largest London borough by population. Croydon is one of London's leading business, financial and cultural centres and has a diverse and varied local community.

Social - Croydon is a socio-economically diverse borough. It is ranked 19th out of 32 London boroughs in terms of overall deprivation, it has some wards with low levels of disadvantage and others which are amongst the most deprived in England.

Economy - The current employment rate in the borough is 70.7% (June 2012). The highest JSA claimant rate is for the **18-24 age group at 9.4%**. The banking, finance and insurance sector employs 24.5% of workers in Croydon (8.4% higher than the national average), and is the 2nd highest employment sector in Croydon (after health & public sectors).

Adult education & skills - 37% of Croydon's working age population has level 4+ qualifications (degree and above), Croydon's number of level 4+ qualifications has reduced by 2.6% since 2010 and is now 8.9% below London average. The population in Croydon with NVQ Level 1 or 2 qualifications only has increased by 4.8% between 2007 - 2011.

Children and young people - 49,419 pupils attend state funded schools in Croydon. 57% of all students in Croydon's state funded schools are from black and minority ethnic backgrounds (BME); 29.9% have English as an additional language and 19.9% of the total school population are eligible for Free School Meals. Approximately 1 in 4 (24%) of the children in Croydon state funded education have some type of special educational need and there are 739 looked after children (LAC) in Croydon. Croydon's GCSE results for pupils achieving 5 or more grades at A\* to C have been consistently improving since 2005/06 and are higher than national and local average. Local performance at key stage 5 (A- Level) is below national average for state funded schools and overall national average.

Health & Social Care - Life expectancy in Croydon is 79.6 years for men and 82.6 years for women, comparable to national figures 78.6 years and 82.6 years respectively. There are 5,379 adults (aged 18-64yrs) in Croydon with a learning disability and 16,579 adults (aged 18-64yrs) have a physical disability.

### **2 - Community engagement**

In preparing its proposal for STEM Academy Croydon Gateway, the Trust has sought to effectively engage with a wide and varied cross-section of Croydon's diverse and vibrant local community. Below we have provided an overview of the consultation and engagement activities undertaken with each key section of the community.

#### **Local Authority and local government**

The Trust has met with representatives from Croydon Council, attended a range of events and has had ongoing communication and consultation with Council representatives via phone and email. We have taken advice from the Council in regards to location (Central Croydon), population growth and potential schools we could partner with. The Council has also advised us on the most attractive aspects of our offer: Career First, Foundation for Progression and STEM specialism's, and key areas of concern regarding underperformance in current provision.

The Trust has written to Croydon's MPs, local Councillors and Greater London Authority members.

#### Schools and educational providers

The Trust has written to all schools in the borough including, primary, secondary and post-16 providers. We have been invited to a number of meetings and assemblies and have already formed partnerships or referral agreements with a number of schools in the borough. STEM Academy has formed a mutually beneficial partnership with John Ruskin College (a Croydon sixth form college rated Outstanding in November 2013). The Trust has also met with and received valuable support from Harris Federation who have 4 secondary schools in the borough. We have contacted Croydon's six independent schools that offer 6th Form provision and are discussing potential sponsorship or knowledge-exchange partnership opportunities, Croydon Council is assisting the Trust in its engagement with local schools and education providers.

We have taken advice on board from both schools and Croydon Council re: location (i.e. Central or North or the borough as lots of post-16 provision is currently concentrated in southern end of the borough).

#### Community groups and organisations

The Trust has consulted with a wide range of local groups and associations, including: Skills & Development Agency, Princes Trust, Tomorrow's People, Generating Genius, Street League, The Movement Factory, Turnaround Centre, Lifeline, Foyer @ Croydon, Salvation Army, YMCA, Kids Company, Stephen Lawrence Trust, Norwood Action Group, Asian Resource Centre, Croydon BME Forum, London Community Foundation, Croydon Black Boys Can and Croydon Youth Development Trust amongst others.

We have also visited and written to Croydon's 9 Youth Centres and Croydon's network of sponsored leisure centres. We have also contacted Crystal Palace National Sports Centre about a potential partnership on a sport science programme.

#### Employers and industry

The Trust is working in partnership with Croydon Tech City to coordinate employer and industry links within the borough. There are already a number of prominent employers seeking to become involved in STEM education locally and we are putting together a number of proposals for partnerships with industry.

We are also using the Croydon Tech City networks and a number of local events and conferences, including: We Mean Business Expo at Croydon Fairfield Halls, Develop Croydon conference and London Skills event to raise awareness of our proposal amongst businesses and industry and to gain support and commitment from relevant employers all of whom have responded enthusiastically to STEM Academy's plans.

The Trust works with a number of key employers including: Barclays, Microsoft, Google, Ernst Young, Mansell, Deloitte, Balfour Beatty, IBM, Mountavil, Thames Tideway Tunnel, Thames Water, Deutsche Bank and Transport for London amongst others. The Trust has also engaged with appropriate industry representatives, including: Construction Youth Trust, New Engineering Foundation, STEMNET, Wellcome Trust, L'Oreal Foundation, STEM Chartered and professional institutes, Centre for Science Education, Construction Youth Trust, Engineering Development Trust, Inspiring the Future, The National STEM Centre, Nesta, Robogals, ScienceGrrl, Smallpiece Trust, SEPnet (The South East

Physics Network), Teacher Scientist Network, Teentech, Tomorrow's Engineers, Women's Engineering Society and Young Engineers amongst others.

At the Develop Croydon conference, held in November 2013, delegates heard that Croydon, like the rest of the UK, suffered from a serious skills shortage in STEM and related areas. A panel of seven digital business experts told the Develop Croydon conference that they are facing "massive problems finding potential employees with the right skillset."

[REDACTED]

[REDACTED]

### Wider public

We have sought to engage and consult with the wider public about our proposals. In order to engage with the wider public we have undertaken the following actions and activities:

- 
- STEM Academy has been featured in Your Croydon magazine;
  - Canvassing in Croydon town centre;
  - Posters displayed and leaflets distributed in public and community venues;
  - Press releases to local press;
  - Introductory letters to all key stakeholders;
  - Attendance/key note speeches at local events, conferences and town hall meeting;
  - Website and social networking
  - Notice on Croydon website and Croydon Council publication for local residents.
- 

STEM Academy is especially keen to promote its offer to young women and other minorities who are under-represented in STEM related occupations. The Trust aims to achieve this through positive images and messages in its advertising and promotional materials as well as pro-actively engaging with this target group through partnerships with schools, community groups and other organisations that have access to or specifically support these target groups; this approach was very successful in our first academy where over 70% of existing students are from minority ethnic backgrounds and 34% are female.

STEM Academy also aims to be accessible to young people with physical and/or learning disabilities and has planned resources, staffing expertise and premises accessibility requirements accordingly.

As of the time of writing, STEM Academy has not received any objections to its plans and proposals from the Local Authority, schools and/or any members of the public. If any objections are put forward in the future, STEM Academy will engage with these individuals/stakeholders constructively and seek to address their concerns. Where

relevant, the Trust will seek to make changes and amendments to its plans in line with feedback received (as we previously done following our meeting with Local Authority).

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## 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**

The Trust is able to demonstrate that it has access to individuals with high-quality and relevant education, finance, project management, PR & marketing, leadership and HR expertise and who also have the necessary knowledge, skill and time commitment to support the set-up of a new school. The Trust has maintained the key staff that supported the pre-opening of its first academy (STEM Academy Tech City), these staff will use their prior experience, expertise and lessons learned to ensure the successful set-up and development of STEM Academy Croydon Gateway. We have provided details of our project group in the table below.

Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs p/wk)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	14

[REDACTED]	[REDACTED]	▪ [REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	▪ [REDACTED]	[REDACTED]	14
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2

██████████	██████████	██████████	██████████	7
██████████	██████████	██████████	██████████	2
██████████	██████████	▪ ██████████	██████████	2
██████████	██████████	██████████	██████████	2
██████████	██████████	██████████	██████████	2

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7
[REDACTED]	[REDACTED]	▪ [REDACTED]	[REDACTED]	14
[REDACTED]	[REDACTED]	▪ [REDACTED]	[REDACTED]	7
[REDACTED]	[REDACTED]	▪ [REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7

████████	████████	████████	████████	7
████████	████████	████████	████████	5

## F1 (b) Skills gap in pre-opening

Below we have provided a table showing our most recent skills assessment of our project group, this includes all Trust members, governors and members of the existing project team, all of whom are fully committed to supporting the set-up and development of STEM Academy Croydon Gateway. This provides a useful introduction to the next table where we have identified our skills gap.

*N.B. Leads have green ticks*

STEM Academy Education Trust Skills Assessment											
<i>(based on individual's experience, expertise, proven track record, qualifications and references)</i>											
Overview of key skills/areas of expertise of Project Group	EDUCATION	FINANCE	LEGAL	PROJECT MANAGEMENT	PR & COMMS	LEADERSHIP	HR	FACILITIES	BUSINESS MANAGEMENT	GOVERNANCE	MAT STRUCTURE
1	██████████ ██████████										
2	██████████ ██████████										
3	██████████ ██████████										
4	██████████ ██████████										

5												
6												
7												
8												
9												
10												
11												

		■	■	■		■	■	■	■	■	■	
12	■	■	■	■	■	■	■	■	■	■	■	
13	■	■	■	■	■	■	■	■	■	■	■	
14	■	■	■	■	■	■	■	■	■	■	■	
15	■	■	■	■	■	■	■	■	■	■	■	
16	■	■	■	■	■	■	■	■	■	■	■	
17	■	■	■	■	■	■	■	■	■	■	■	

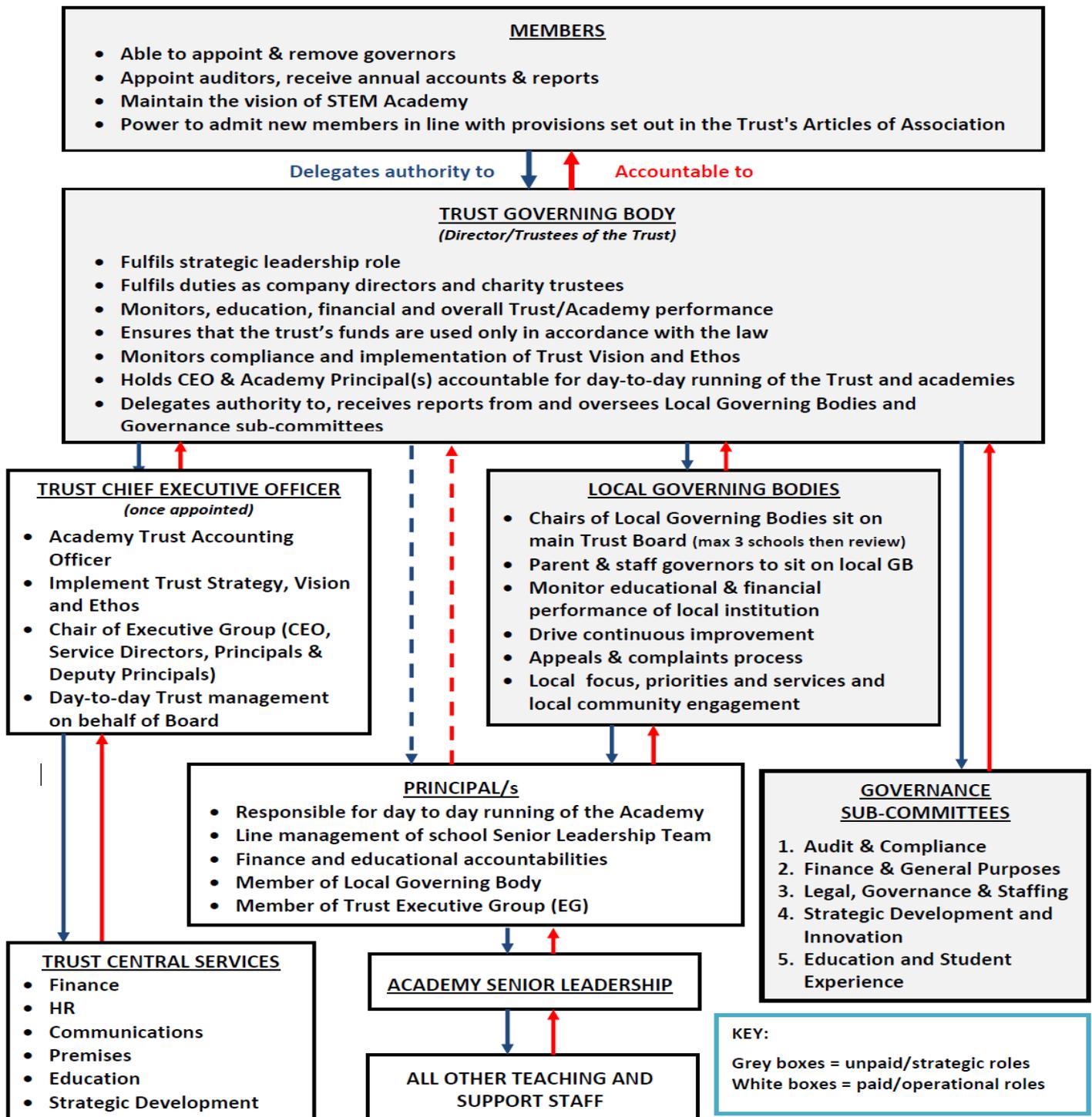
18		✓			✓	✓	✓					

Skills/experience missing	How you plan to fill the gap
Multi Academy Trust structure	<p>The Trust has received support from Harris Federation in developing the structure of its MAT and deciding the key roles and delegated responsibilities between the main Board (MAT) and Local Governing Bodies.</p> <p>STEM Academy Education Trust has also formed a collaborative partnership with Wootton Trust, a recently formed multi academy trust with a 16-19 STEM College (free school) that opened in September 2013. Wootton Trust and STEM Academy Education Trust have exchanged ideas, best practice, knowledge and expertise in a number of areas with STEM Academy providing Wootton Trust with procurement assistance and Wootton Trust supporting STEM Academy with Governance skills and expertise.</p> <p>The Trust also intends to appoint experienced legal advisors that will support the Trust in transitioning to a successful multi academy trust structure. The Trust has previously been supported by [REDACTED] as its legal representative/provider during the set-up phase of STEM Academy Tech City, [REDACTED] has significant experience and expertise of free school/academy governance including legal structures of Multi Academy Trusts and has supported some of the most successful Multi Academy Trusts across the country.</p>

## F2 - Governance structure

### 1 - STEM Academy Education Trust corporate and governance structure

STEM Academy Education Trust has provided a diagram demonstrating the Trust's proposed governance structure, including lines of accountability between the Trust members, governors, local governing body, CEO, Trust central services and Academy Principals. Our proposed governance structure is in line with the Trust's MAA's and the Academies Financial Handbook (Oct 2013).



## **2 - STEM Academy Education Trust corporate roles and responsibilities**

### **Company Members**

The **Members** are the owners and guarantors of the Trust and have rights comparable to shareholders in a private company. Company law stipulates that Members exert the ultimate control over The Trust as a company as they are able to amend the Articles of Association (subject to DfE approval), appoint more Members and both appoint and remove Governors.

The Founding Members have the power to appoint additional Members to the Trust in line with provisions set out in the Trust's Articles. Members therefore have a critical role in shaping the vision of STEM Academy Education Trust by helping to choose the key personnel involved with the Trust.

The members will receive the annual accounts of STEM Academy Education Trust, copies of annual reports and attend the AGM. They will therefore be able to monitor the progress of STEM Academy Education Trust but will not have any executive responsibilities in their role as members.

### **Trust Governing Body (MAT)**

The **Governors** of STEM Academy Education Trust are the Directors of the company and are also classed as the Trustees – because the Trust is a *charitable* company; this differs from Governors on the *Local Governing Body* who do not hold legal standing of their own right either as Directors or Trustees (unless they also sit as a Governor/Director on the main Trust Board).

### **STEM Academy Education Trust**

#### **Standards of corporate governance:**

- Effective decision-making
- Effective financial accountability and stewardship
- Effective monitoring of the school's performance
- Legal compliance and accountability to the Secretary of State, parents, students and the local community

#### **Core strategic functions:**

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Principal/s and Senior Leadership Team/s to account for educational performance of the academy and its students
- Overseeing the financial performance of the Trust and making sure its money is well spent

The Governors of STEM Academy Education Trust are the key strategic decision makers of the Trust and are responsible for the day-to-day running of the Trust and the oversight of the individual academies within the Trust. The Governors will delegate some roles and responsibilities to the Local Governing Body in line with its MAA's and Scheme of Delegation. The key roles and responsibilities delegated to Local Governing Bodies are set out in the section below.

As legal trustees of STEM Academy Education Trust the Governors must comply with the duties placed upon charity trustees to advance the purposes of the charity. This includes, amongst other things, the duty to act in the best interests of STEM Academy

Education Trust and avoid any conflict of interest between their personal interests and those of STEM Academy Education Trust.

The Trust Governing Body will have a maximum of 12 members that have the necessary capabilities, skills, experience and expertise to ensure that high standards of corporate governance are maintained. The Trust Governing Body will meet a minimum of 4 times a year, any member of the Governing Body has the power to convene an emergency meeting in the event of any urgent or significant matters.

The Trust Governing Body has at least 2 governors with the skills and experience to understand and interpret the full detail of financial information available and least 3 governors with the skills and experience to understand and interpret the full detail of performance data available. These governors ensure that the wider governing body has a correct understanding of the academy's performance and finances and the issues that most need to be discussed based on the data and information received.

All governors receive an in-depth induction on joining the board and also benefit from ongoing training opportunities to improve their confidence and skills in looking at and interpreting performance data and financial information and understanding their statutory duties as governors. Each governor is required to complete an annual skills assessment which is reviewed and assessed by the Chair and appropriate external advisors leading to an individualised Professional Development Plan for each governor.

The Trust Governing Body will be further supported in their duties by specialist external support and advice in key areas, including:

- educational improvement;
- audit and compliance;
- STEM specialist curriculum areas.

The governing body will provide both support and challenge to its academies and the Trust Central Services team. The Trust requires all information and data provided by academies and employees to be evidence-based, accurate and provided in an appropriate and consistent format to enable appropriate scrutiny and comparison against local and national indicators to avoid any confusion or lack of clarity about performance and achievement of targets. Governors will visit the academies frequently to stay informed of operations and will engage with staff, student and parents in a strategic capacity. Governors (or their representatives) will also undertake focussed and thematic visits to academies focussing on key areas such as behaviour, TLA quality and implementation of Trust Vision & Ethos throughout the academy.

The governing body will operate in line with the **Governors Handbook**, **Academies Financial Handbook** and **Ofsted** regulations with due regard for all related legislation and guidance. The governing body will operate in line with and best practice guidance and will examine all school performance indicators, including: parent/student satisfaction, staff satisfaction, educational performance, student behaviour & attendance, student progress & destination, accreditations & external kitemarks, career preparation provision, staff CPD and observation grades etc. The governing body will take appropriate action where there are issues of concern or identified weaknesses in any of its academies.

The MAT governing body will appoint the Principal of each academy and will formally delegate the powers and functions to the Principal to manage the internal organisation, management and control of the individual academies (excepting a formal schedule of matters reserved for the MAT governing body). The powers delegated to each Principal will include the implementation of all policies and processes approved by the governors and the management and delivery of teaching and curriculum at individual academies.

The governing body will agree a formal schedule of matters reserved for their decision, i.e. those which will not be delegated to Principals and Local Governing Bodies. Under the Trust's current Terms of Reference, the matters reserved for the Trust (MAT) Governing Body include:

- a) the determination and periodic review of the educational vision, ethos, character and mission of the Trust and its academies;
- b) oversight of the activities and strategic development of the Trust and its academies;
- c) approving the quality strategy of the Trust and its academies;
- d) approving the Trust curriculum strategy and any changes to the education plan;
- e) ensuring the effective and efficient use of resources, the solvency of the Trust and its academies and for safeguarding all Trust assets;
- f) approving annual estimates of income and expenditure for the Trust and individual academies;
- g) the appointment, grading, suspension and dismissal of all senior post holders;<sup>14</sup>
- h) the appointment, grading, suspension and dismissal of clerks to the governors, including, where the clerk is, or is to be appointed as, a member of staff, the clerk's appointment, grading, suspension, dismissal and determination of pay in the capacity as a member of staff;
- i) approving a framework for the pay and conditions of service of all other Trust and individual academy staff and any proposed changes, amendments or update thereof;
- j) setting the policy and structure for the payments of any fees to the Trust and/or individual academies and the proper use of such fees;
- k) effective planning and development of the strategic direction of the Trust and its academies, including corporate and resource planning;
- l) setting the framework for performance management and appropriate target-setting arrangements within Trust and its academies to keep up momentum on school improvement. Monitoring of the implementation and effectiveness of these arrangements;
- m) ensuring sound management and administration of the Trust and its academies, and ensuring that senior staff are equipped with relevant skills and guidance to operate effectively;

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<sup>14</sup> "Senior Post" refers to the posts of CEO, Principal, Vice Principal, Directors, Heads of Departments and such other senior posts as the Governors may designate.

- n) ensuring compliance with legal requirements and any statutory guidance and establishing and maintaining a transparent system of prudent and effective internal controls;
- o) monitoring performance and the achievement of set KPI's, ensuring that plans for improvement are proactively set and acted upon and that there is a clear framework for quality improvement and monitoring with specific and measurable target-setting;
- p) setting the Trust's standards of conduct and corporate values;
- q) assessing and managing risk to the Trust and its academies;
- r) responsibility, stewardship and management of trust property and estates;
- s) adjudicating in final appeals in line with appeals policies in matters relating to: admission, Academy and Trust policies, staff disciplinary and grievance, complaints and other matters of contention (the appellant's must have first exhausted all other options, including appealing to the Local Governing Body (if applicable));
- t) oversight of the Academy Principals within the Trust, and of the CEO (once appointed);
- u) ensuring the Trust and its academies remain responsive to the needs of parents, students and local communities and remains fully focussed on positive outcomes for students and raising standards and aspirations within the wider community.

The Trust Governing Body will hold the Principal/s and Senior Leadership Team/s to account by setting realistic yet challenging KPI's which the Principal will formally report against on a quarterly basis. The Trust will also request in-depth data and information regarding all aspects of academy performance and operations, including:

- student learning, enrichment and progress;
- student applications, admissions, attendance, punctuality and exclusions;
- quality of teaching, learning and assessment;
- student outcomes, progression and destinations;
- staff absence, recruitment, retention, morale and performance;
- delivery of trust vision and ethos;
- financial performance and compliance.

#### Governance Committees

The governing body has established a number **committees** which are responsible for specific areas of business in accordance with agreed terms of reference. The frequency of meetings for each committee varies but will usually be termly, meeting dates are arranged in line with Trust Annual Plan and to coincide with GB meetings.

Each committee has agreed formal terms of reference including purpose, remit, aims & objectives, membership and frequency of meetings. The terms of reference for each committee are reviewed annually.

Each committee is chaired by a governor. The membership of individual committees will include persons who are not governors (external advisors, senior staff members, student representatives) however, the majority of each committee's membership are governors. The committees record decisions in written minutes of their meetings and provide feedback to the governing body so that the committee findings and recommendations can be considered formally by the governors.

Each committee is fully accountable to the wider governing body and will prepare an annual report summarising the committee's activities for the preceding operational year, including an assessment of their own performance. Committee reports are submitted to the governing body along with key recommendations and meeting minutes.

The Trust's Governance Committees are set out below:

1. Audit and compliance committee
2. Finance and general purposes committee
3. Legal, governance and staffing committee
4. Strategic vision, innovation and ethos committee
5. Education and student experience committee

### Local Governing Bodies

The STEM Academy Education Trust Board carries the legal Director and Trustee responsibilities for all of the academies within the Trust. In addition to the main Trust Governing Body, each academy will also have local governing body. The members of the local governing bodies will not be Directors of the Trust (unless any of these members also sit on the MAT Board), their role will be to monitor the performance of the individual academy, maintain local focus by developing links with the community and advising the Trust board on all aspects of progress and development within the individual academy. Local governing bodies will meet formally each term.

Each local governing body will have at least 1 governor with the skills and experience to understand and interpret the full detail of financial information available and least 1 governor with the skills and experience to understand and interpret the full detail of performance data available. These governors will ensure that the wider governing body has a correct understanding of the academy's performance and finances and will identify from the information and data provided the issues that most need to be discussed.

All governors receive an in-depth induction on joining the board and also benefit from ongoing training opportunities to improve their confidence and skills in looking at and interpreting data. Each governor is required to complete an annual skills assessment which is reviewed and assessed by the Chair and appropriate external advisors leading to an individualised Professional Development Plan for each governor.

The key roles and remits of Local Governing Bodies will include:

- a) Line Management of the Principal, by the Chair of the Local Governing Body (under the oversight of the MAT Board);
- b) making recommendations to the MAT Board regarding the annual estimates of income and expenditure for the Academy;
- c) advising the MAT Board on all aspects of Academy life, operations, performance and developments;
- d) community engagement and development of local networks and supporters to raise the profile of the Academy within the community and ensure it delivers on its intended vision of being a local asset and resource;
- e) resource and event planning;
- f) advising the MAT Board of any desired growth plans, revenue raising proposals and fee strategies for the rental/supply of premises, equipment, goods and services (as applicable);

- g) ensuring that sound management and administration principles are exercised within the Academy, and that Academy senior staff are equipped with relevant skills and guidance to operate effectively;
- h) ensuring compliance with Trust policies and procedures, legal requirements and any statutory guidance of relevance;
- i) monitoring performance and achievement of KPI's agreed with the MAT Trust and ensuring that plans for improvement are proactively set and acted upon;
- j) ensuring the Academy is responsive to the needs of parents, students and the community and is fully focussed on positive outcomes for students and raising standards and aspirations;
- k) adjudicating in appeals, in line with appeals policies, in matters relating to: admission, Academy and Trust policies, staff disciplinary and grievance, complaints and other matters of contention (if unresolved, final appeals will be heard by the MAT Governing Body);
- l) advising the MAT Board regarding local focus, developments, priorities and opportunities.

#### Trust Chief Executive Officer

The Trust does not currently have a CEO however, we have included this role in the governance structure diagram to demonstrate the longer-term planned structure of the Trust in line with its stated future growth and development plans. As the Trust aims to grow into a Multi-Academy Trust with multiple STEM-specialist academies, the role of CEO will be crucial in ensuring the Trust has the necessary capacity and strategic leadership to realise its plans and ambitions.

The role of CEO will form part of the Trust Central Services team and will sit on the MAT governing body in an ex-officio capacity. In a structure/model similar to ARK Education Trust - on a much smaller scale, the Trust intends that the role of CEO will focus primarily on the business and strategic development of the Trust, enabling academy principals to focus on the quality of teaching and learning within their establishments. The CEO will report directly to the MAT Governing Body as well as and will manage the Trust on a day to day basis on behalf of the MAT Board working closely with MAT Governors, local Governors and Academy Principals to ensure the Trust delivers fully on its stated vision and ethos.

The CEO will ensure there is consistency, clarity of vision and a coherent corporate strategy in place across the Trust and its academies. The CEO will also lead on business development, external revenue generation and will manage the business and operational aspects of the Trust, including: oversight and management of Central Services; corporate and strategic growth; strategic partnerships and sponsorship; development, management and monitoring of corporate standards, policies and procedures; corporate and statutory responsibilities and requirements; corporate communications; fundraising and income generation amongst others.

#### Principal and Senior Leadership Team

The Principal will have overall responsibility for the day to day management, organisation and administration of the school; the quality of learning and teaching; strategic leadership within the school; implementation and monitoring of Key Performance Indicators (KPIs); and the effective and efficient utilisation of resources and deployment of staff within the school.

The Principal will work closely with the local Board of Governors to ensure the Academy is run effectively in line with all legal and best practice requirements and delivers fully to its stated aims, objectives and vision. The Principal will also be required to report to the MAT governing body on all items that are reserved for the consideration of the MAT governing body (refer to above section), and will be required to submit comprehensive reports on the quality of teaching and learning, student progress and learner outcomes in advance of each MAT governing body meeting, in a format specified by the governing body.

The Principal will have overall responsibility for the recruitment and deployment of academy staff including dismissal and/or disciplinary procedures. The Principal will be supported in this role by the Senior Leadership Team.

### **3 - Minimising conflicts of interest and independent challenge**

The Articles of Association for STEM Academy Education Trust set out a procedure for managing conflicts of interest among governors (Articles 6, 98 and 99) and the governing body will act in accordance with these.

The Articles stipulate that any governor who has any direct or indirect duty or personal interest which conflicts with their duties as a governor must disclose this to the governing body as soon as they become aware of it. The governor in question must then absent themselves from any discussions of the governing body in which it is possible that a conflict will arise between the governor's duty to act in the best interests of STEM Academy Education Trust and any duty or personal interest. Any personal financial interest is specifically recognised as providing a potential conflict of interest. An example of this would be any decisions being made by the governing body in relation to the remuneration of a governor, who is also an employee or contractor of STEM Academy Education Trust. In this situation, the governor would need to be absent for any part of the governing body's meeting discussing the remuneration and would not be able to vote on any decision on the matter.

In addition, the governing body has adopted a robust conflicts of interest process and policy which ensures that conflicts are identified at an early stage and appropriate action is taken to resolve them. This policy will include the keeping of a register of interests.

Where a potential conflict of interest is identified, the relevant member of the governing body will complete a declaration of interest which will be used to complete the register of interests. Governors will be asked to update the declarations on a regular basis.

All governors are clear that no trustee, governor, employee or related individual or organisation gains from their position by receiving payment under terms that are preferential to those that would be offered to an individual or organisation with no connection to the Trust.

Any payments made to governors or related parties will satisfy the no-profit principles as set out in the Academies Financial Handbook and will be in line with Trust Articles and in compliance with the terms of our Funding Agreement and the Academies Financial Handbook.

Additional independent challenge will be provided by the Trust's appointed auditors and specific advice will be sought by Governors regarding any issues of contention or

potential concern, this could be by consulting the Department for Education or Education Funding Agency or seeking advice from appropriate legal or professional approved provider.

#### **4 - STEM Academy Education Trust known conflicts of interest**

<b>Type of conflict</b>	<b>Nature of conflict</b>	<b>Management of potential conflict</b>
<b>S&amp;DA (sponsor/ founder)</b>	<p>STEM Academy Education Trust was founded by S&amp;DA (Skills &amp; Development Agency) a not-for-profit community organisation. S&amp;DA is a corporate founding member of STEM Academy Education Trust and has two existing employees of S&amp;DA on the board of STEM Academy Education Trust.</p> <p>S&amp;DA seconded a number of staff to the Project Development Team (on a fractional basis) during the STEM Academy Tech City pre-opening phase and currently has one employee who remains on secondment to STEM Academy.</p>	<p>These arrangements were agreed with our DfE Lead and with full transparency. S&amp;DA is itself a publicly funded organisation (BIS/SFA) with a duty to supply its accounts to a government agency on an annual basis. Other than staff salaries (secondments) no other financial payments were made to S&amp;DA and no current financial or contract arrangements are in place between S&amp;DA and the Trust for provision of services.</p> <p>The potential conflict has been declared at Governing Body meetings. Before confirming the secondment arrangements for any related party, the Trust has first considered that it is in the best interest of the Trust for the secondment to take place, this includes considerations such as pre-existing knowledge and involvement in relevant piece of work, client/stakeholder pre-existing relationships/partnerships and ongoing work which may be at risk if the individual's role was discontinued or substituted. The Trust has also ensured that salary commitments for seconded staff are appropriate to the individual's skills and experience and the salary rates paid in the wider market. There is no salary mark-up or additional allowance paid either to S&amp;DA or the secondee as part of this arrangement.</p> <p>S&amp;DA staff seconded to the Trust were performance managed by the Trust and subject to the same employment conduct rules as staff directly employed by the Trust. The salary for the seconded member of staff is covered by the Trust on an at-cost basis only (i.e. salary, NI and pensions) without mark-up, or profit margin (i.e there is no element of benefit to S&amp;DA). When the secondment comes to an end, the staff member returns to their original position at S&amp;DA and there is no further liability or costs to the Trust.</p>
<b>Payments to Governors</b>	[REDACTED]	In line with our MAA's the number of governors that have previously received payment from the Trust (in this case through an employer) is less than a third of present governing body members. No governor has

		<p>received payment for their role as governor.</p> <p>The arrangements for secondments during the pre-opening stage were openly discussed and agreed with DfE in advance. Salaries and proposed roles were sent to the DfE (including any pro-bono/in-kind contributions) and agreed before being implemented, the vast majority of the work was performed on a pro-bono basis.</p> <p>██████████</p>
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**F3 (a) Proposed governors**

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs p/wk)
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>▪ [REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>


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### F3 (b) Skills gap for governing body

The current Board has a wide range of skills, experience and expertise amongst its members, including: education (specifically post-16), finance, legal, HR, public policy, marketing, leadership, business management and project management, amongst others. The governors identified in the above table (F3a) have proven skills and expertise in school finance and leadership. Governors will also take part in regular CPD and research to ensure their skills and experience remain up to date to meet the needs of the Trust.

The Trust has an existing Chair of Governors (MAT) however, we will also recruit a local Chair of Governors for STEM Academy Croydon Gateway Local Governing Body (currently Chaired on an interim basis by our Trust Chair). If successful, we will also recruit additional local governors to the local governing body including parent and staff governors.

Skills/experience missing	How you plan to fill the gap
Chair (Local Governing Body)	<p>The Trust has set out that the Chairs of its governing bodies (including local governing bodies) must have appropriate education experience and knowledge to enable the appropriate oversight of the Principal and the school's Senior Leadership Team. Preferably this experience should apply to post-16 education or alternatively secondary education.</p> <p>Chairs must also be able to demonstrate an excellent grasp of governance principles, applicable legal and statutory regulations and compliance.</p> <p>The Chair must also be able to demonstrate the following key skills and expertise: leadership; organisation; integrity; impartiality; delegation skills; good time management; excellent communication, negotiation and</p>

Skills/experience missing	How you plan to fill the gap
	<p>interpersonal skills.</p> <p>It is expected that the recruitment for Chair will begin within 6 weeks of notification of successful application. We expect to have a nominated Chair in place within 12-16 weeks of successful notification. This will allow enough time in the event we need to run two recruitment rounds for the recruitment of Chair.</p> <p>Chair recruitment will form part of our pre-opening Project Plan. <b>Details of our governor recruitment process are included in row below.</b></p>
<p>Croydon Gateway currently has three confirmed members on its Local Governing body, this includes governors with skills and expertise in education, finance and STEM industry experience.</p> <p>If successful, we will be seeking to recruit additional governors (up to a maximum of 12) that can offer a high level of skills and expertise in the following areas:</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Human resources</li> <li>• Local knowledge</li> <li>• Community engagement</li> <li>• Fundraising and</li> </ul>	<p>The Trust has already received a number of enquiries from members of the local community (including businesses) who would potentially be interested in applying to be governors on the local governing body if this application is successful.</p> <p>The Trust has also had great success in using free services that match skilled potential Governors/Trustees to charities and schools. The services we intend to use include:</p> <ul style="list-style-type: none"> <li>• SGOSS</li> <li>• REACH</li> <li>• NCVO</li> </ul> <p>In addition to the above we will also encourage applications from our supporters, contributors and members of the existing project group with the right skills set who may wish to apply to become local governors. Existing governors will also be encouraged to reach out their professional networks and contacts. We will also use our various events to raise awareness of governor recruitment (e.g. student open days, staff open days, consultation events etc).</p> <p>The governor recruitment process will include the following key actions:</p> <ul style="list-style-type: none"> <li>• Comprehensive application pack/supporting information</li> <li>• Opportunity to visit the academy, the Trust and meet Members/Governors</li> <li>• Candidate submits correctly completed application form, conflict of interest declaration and references</li> <li>• Application review, scoring and shortlisting</li> <li>• Shortlisted candidates invited to interview</li> <li>• Successful candidates informed subject to due diligence checks</li> <li>• Due diligence checks (DBS, references, section I etc)</li> </ul>

Skills/experience missing	How you plan to fill the gap
sponsorship	<ul style="list-style-type: none"> <li>• Formal notification/acceptance</li> <li>• Induction</li> <li>• Probation period</li> </ul> <p>It is expected that recruitment for additional governors will begin within 12 weeks of notification of successful application. We expect to have a full local governing body in place (excluding parent and staff governors) within 20 weeks of successful notification. This will allow enough time in the event we need to run further recruitment rounds for governors.</p> <p>Governor recruitment will form part of our pre-opening Project Plan.</p>

## F4 – A credible plan for recruiting a high quality principal

### 1 - Recruitment process

The Trust will seek to appoint an individual whose vision and beliefs matches those of the Trust especially in regards to equality and diversity, high expectations for all, and commitment to excellence and innovation in education. The Trust will appoint a talented individual with excellent leadership attributes and competencies and the ability to pioneer new methods and approaches to raise standards and ensure best possible results.

The successful applicant will need to demonstrate an extensive range of skills and attributes including: clarity of vision, exemplary leadership, excellent communication skills, people management skills, motivation, commitment, honesty, integrity, collaborative and accountable. The Trust will use the **Future Leaders Competencies** and NGA guidance as useful guidance for measuring and evaluating the potential suitability of applicants to the post of Principal. The Trust also knows from experience that the Founding Principal needs to demonstrate specific abilities and qualities, including: resilience; innovation; teamwork/cooperative working; entrepreneurial skills and the ability to translate a vision into action. We will seek to assess these skills through a variety of means including informal discussions, potential visit/s to current place of work and in-depth understanding of both formal and informal experience and skills which may have led the candidate to demonstrate or gain the above skills.

The Trust will implement a carefully planned and rigorous application process for the appointment of Principal and will build on the experience and expertise learned from recruiting a Principal for its first academy. The key stages of the planned Principal recruitment and appointment process are detailed below.

ACTIVITY	TIMESCALES <sup>15</sup>
<p><b>ADVERTISING AND RECRUITMENT</b></p> <p>The Trust will advertise in appropriate publications such as the TES and Guardian and will raise awareness of the advert through a range of mediums including:</p> <ul style="list-style-type: none"> <li>▪ STEM Academy Education Trust websites and social networking</li> <li>▪ Special Schools &amp; Academies Trust (SSAT)</li> <li>▪ National Association of Head Teachers</li> <li>▪ Association of Colleges</li> <li>▪ FEJobs.com</li> <li>▪ E-teach</li> <li>▪ Association for Science Education (www.ase.org.uk)</li> <li>▪ Local authority education departments</li> <li>▪ TES</li> </ul>	<p><b>Jul - Aug 14</b></p>
<p><b>APPLICATION</b></p> <p>STEM Academy Education Trust will use a standard Application Form with</p>	<p><b>Aug 2014</b></p>

<sup>15</sup> Timescales are based on the assumption of successful Free School applications being announced in May/June 2014.

Personal Statement to ensure all candidates are compared on a fair and consistent basis and to ensure the Trust receives all key information it feels it needs in order to assess candidates accurately and effectively.	
<b>SHORTLISTING</b>	<b>Aug 2014</b>
<ul style="list-style-type: none"> <li>▪ Applications will be assessed and scored against defined assessment criteria by a panel comprising the Trust Chair, Trust Governor, DfE Education Advisor, Project Team nominated Education Specialist.</li> <li>▪ References will be taken at assessment stage</li> <li>▪ Where possible visits to applicants existing schools or institutions may be arranged if this can be done on a fair basis which does not favour an applicant above another</li> </ul>	
<b>INTERVIEW AND SELECTION</b>	<b>Aug - Sep 14</b>
The interview and selection process will take place over a period of 2 days and will include a number of relevant tasks, including: observation of learning and accurate assessment of quality of assessed learning (in line with Ofsted criteria), presentation/teaching task, data interpretation task, crisis management tasks (e.g. safeguarding, press, facilities issues etc.) and staff support task. Those with the highest scores at the end of day 1 will be invited to a panel interview on day 2. Candidates will be asked for their expectations re: salary and benefits and arrangements re: notice period and formal start date.	
<b>DUE DILIGENCE</b>	<b>Aug - Sep 14</b>
The preferred candidate will be informed of their selection and further due diligence undertaken as appropriate: health questionnaire, review references, verify salary/T&C, verify Ofsted/school performance data provided, check notice period, Right to Work checks, undertake DBS, agree start date etc...	
<b>T&amp;C's, OFFER LETTER AND CONTRACT</b>	<b>Sept 2014</b>
Salary and T&C's to be discussed and agreed. Candidate will receive a conditional offer letter with proposed T&C's pending outcome of due diligence.  On completion of Due Diligence and full agreement of T&C's, contract to be agreed and signed by successful candidate and countersigned by Trust Chair.	
<b>KICK-OFF MEETING &amp; INITIAL INDUCTION</b>	<b>Oct 2014</b>
Meet the team event within 4 weeks of confirmed/successful selection and enhanced induction to ensure successful candidate has full understanding of Trust vision, ethos and objectives.  Agreement re: level of participation/role during Principal Designate formal notice period. Consider if arrangement is possible with existing school/institution for early release or partial release of PD during notice period.	
<b>NOTICE PERIOD</b>	<b>Oct - Dec 14</b>
Preparation in advance of PD start with Trust. All key structures in place to facilitate smooth PD start. Negotiate with existing employer for release days for PD to attend strategic and Steering Committee Mtngs (if appropriate).	
<b>FORMAL START AND FULL INDUCTION</b>	<b>January 15</b>
Starter Form completed to enable pay and pension. In-depth induction into all aspects of school ethos and vision, DfE application, Trust policies and processes, pre-opening project development plan and upcoming actions/priorities, Project Development Team (roles and responsibilities including PD designated roles & responsibilities), Trust structure, governance arrangements, PD pre-opening support needs/resources, etc.	

## **2 - Job Role and salary**

With equality of opportunity at its core, the Principal will have overall responsibility for the day to day management, organisation and administration of the school; the quality of learning and teaching; strategic leadership, implementation and monitoring of Key Performance Indicators (KPIs) and the effective and efficient utilisation of resources and staff.

The Principal will have line management responsibility for the Academy's Senior Leadership Team, Office Manager and other designated staff. The Principal will work closely with the MAT and local governing bodies to ensure the Academy is run effectively in line with all legal and best practice requirements and delivers fully to its stated aims, objectives and vision as set out in Section C of this application. The Principal will have overall responsibility for the recruitment and deployment of non-SLT staff including dismissal and/or disciplinary procedures. The Principal will be supported in this role by the Senior Leadership Team (SLT) and the Office Manager.

The Principal will act as champion for the Academy both internally and externally and will build effective and positive local partnerships and networks. The Principal will ensure a focus on high academic expectations, challenging and innovative curriculum, effective instruction, and that support for all students is embedded in the culture of the Academy. The Principal will set challenging targets for achievement and will inspire and motivate staff and pupils to achieve them. The Principal will ensure every pupil has a personalised learning programme that will enable them to learn, grow and improve and achieve their full potential. The Principal will promote equality of opportunity in every aspect of Academy life ensuring the needs of each pupil are met. The Principal will promote and facilitate innovation and creativity in every aspect of the academy and will promote a culture of excellence, continual improvement and mutual respect.

██████████. The Trust is confident that this salary range represents a competitive salary for an Outer London founding principal role, whilst also ensuring good value for money and affordability against potential academy income.

The Trust is confident it will attract high calibre candidates to the role of Founding Principal as it is a highly attractive opportunity to lead a specialist post-16 Academy with links to industry, a supportive and active governing body and a growing Trust with clear purpose and vision. The Trust is offering an attractive compensation package and opportunities for personal and professional development. The recruitment for our first academy was highly successful and most staff reported that the key driver for applying was the Trust's specialist curriculum, equipment and focus.

## F5 - Educational track record

### **1 - School improvement support and Central Services staff**

We have provided CVs for each individual that will provide school improvement services to STEM Academy Croydon Gateway and have briefly outlined details of services and provision below.

List of people/organisations that will provide school improvement services	
Individual/organisation	Details of support to be offered <i>Examples of school improvement training and support provision that will be available subject to need and priorities (lists are not exhaustive)</i>
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

List of people/organisations that will provide any central service/support to the trust/academies	
Individual/organisation	Details of support to be offered
[REDACTED]	[REDACTED]

We have provided CVs in the annex for each of the above individuals.

### **2 - Ensuring value for money**

The Trust is committed, through its corporate strategy, to working to achieve efficiency, effectiveness and economy in all of its activities. Guidance has been developed to support Governors, Senior Managers and budget holders to seek and achieve value for money in all services and spending decisions.

Outsourced services and Trust Central Services will be regularly assessed and reviewed to ensure the highest levels of value for money taking into account economy, efficiency and effectiveness of the service and/or function being provided. Effective procurement processes will ensure the Trust is able to procure best value in its goods and services and effective monitoring processes will ensure the Trust is able to successfully evaluate the effective of the service/goods and undertake remedial actions if necessary. All procurement will meet rules and regulations as set out in the Academies Handbook and related DfE guidance and toolkits.

All Trust salaries and services are assessed against financial benchmarks and based on pre-defined salary scales agreed and set out by the Trust governing body. The Trust has also ensured that salaries are appropriate to the skills and experience of the individual and the salary rates paid in the wider market. Consultation has also taken place with other schools, Academies and Free School groups to ascertain the cost of specific services/functions, appropriate levels of pay for staff and staff benefit options.

### **3 - Ofsted inspection judgements and recent performance data**

STEM Academy Tech City opened in September 2013 and has not yet been fully inspected by Ofsted. The school's pre-opening Ofsted inspection was very positive and the inspector, [REDACTED] described it as one of the best pre-opening inspections he has conducted.

Due to opening in September 2013, STEM Academy does not currently have any formal performance data available. Initial internal performance data available from our first assessment point in our first term in operation:

Overall attendance	90.5%
Retention	100%
Predicted/targeted average point score per entry for level 3 qualifications	816
Predicted/targeted average point score per student for level 3 qualifications	255
Predicted % of A levels at grades A*-B	40.2%
Predicted % of KS5 students achieving 3 or more A levels at A*-E	90.2%

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

### **1 - Financial expertise**

The Trust Finance Director is an experienced Management Chartered Accountant with over 20 years' experience working for publicly funded organisations including schools, Trusts and community learning and skills organisations. He has particular skills and expertise in financial probity, assurance and compliance and is qualified and skilled across a wide range of financially-related roles, including: payroll, bookkeeping, management accounts, audit, tax, budget planning and forecasting, procurement processes. As a previous Lecturer the Trust's Finance Director is uniquely placed to provide financial training and awareness to Governors and senior Trust/Academy staff which has proved popular and successful to date.

The Trust Finance Governor (and designated Finance Lead) is a Fellow of the Association of Accounting Technicians (FMAAT) and has nearly 30 years' experience in providing internal audit, finance advisory and consultancy services to the public sector including central government, local government, education, regeneration, housing and health sectors.

The Finance Director and designated Finance Governors CV's are included in the annex.

### **2 - Effectiveness of Trust model for future growth and development**

The Trust's model will allow the trust to successfully grow and develop as it is based on a sound business model of providing high quality, robust and well-resourced central services to support the effective running of individual academies.

The central services function will ensure that individual academies within the Trust are operating to a common framework and model set by the Trust in areas such as quality, organisational policies, staff pay and conditions, human resources, corporate communications and messaging and financial processes and procedures, including procurement. The central services team will also provide additional assurance as key staff and expert advisors will monitor academy compliance and performance against the above-mentioned areas (e.g. finance, HR, procurement, policies etc).

The services provided by the central services function will be based on back-office and management support services that will release the Principal and senior staff to focus on their primary duty of providing high quality education and positive outcomes for their students.

Our proposed centralised services and overarching MAT Governing Body structure with local governing bodies is effective because the Trust will be able to provide a clear, consistent and robust corporate vision and strategic direction, whilst maintaining local focus and engagement through its local governing bodies.

The MAT Governing Body will be supported in its strategic planning and guidance by the work of the central services team who will work under the direct direction and oversight of the Trust and eventually the CEO (once appointed).

In addition to providing business and technical support to existing academies, the central services team will support the development and project management of new schools/academies and the coordination of Trust services such as Career First provision, summer clubs and specialist STEM education advisory and wider school improvement services. The central services team will also coordinate the Trust corporate communications

and will lead on developing and managing high-value partnerships and corporate relationships.

The Governors of the MAT will continue to provide on-going challenge and support to our existing academy as well as any new academies by receiving regular updates and reports from the local governing body and Principal/s and requesting Principal/s to provide detailed reports and presentations (where required) at Governing Body meetings. MAT Governors will also visit the academies on a regular basis; local governors will be expected to visit their local academy a minimum of once per term.

The Trust has provisions in place to source additional capacity if required. The Trust has in the past received support from S&DA (the Trust founder and sponsor) and continues to benefit from S&DA's ongoing support and goodwill in areas such as local knowledge, established organisational policies and processes and volunteering networks. The Trust has also started to develop a number of formal and informal partnerships with other organisations and providers that it can draw on for support. Some of these organisations include: John Ruskin College, Princes Trust, Stephen Lawrence Centre, London Academy of Excellence, Wootton Academy Trust, Harris Federation, Islington Council, Hackney Learning Trust, Croydon Council, Mansell construction, Generating Genius, Croydon Tech City, Financial Times and Google amongst others.

### **3 - Shared efficiencies and economies of scale**

The Trust has identified significant opportunities for efficiencies and economies of scale through sharing services and provision across our institutions, some brief examples are provided below:

- Legal services will be shared across the Trust, the Trust currently has a legal retention service, with the addition of a further academy the costs will increase marginally by 10% rather than doubling, this represents a saving of 45% for both academies;
- The Trust currently benefits from an external HR management and advisory service which includes an HR database service for managing DBS, sickness, leave, staff CPD and appraisal arrangements etc. with the addition of a further academy the costs will increase by a maximum of 50% (written quote from supplier) this represents a minimum saving of 25% to both institutions;
- 4 staffing roles have been identified as shared roles between the two institutions resulting in savings related to salaries and employer on-costs;
- The Trust central services functions will also result in savings from back office and management costs in areas such as Finance, HR and facilities and will lead to greater efficiency and standardisation due to centrally produced resources, policies and frameworks. The central services will also lead to further quality improvements and expertise as the Trust will be able to share expertise across its academies;
- There are also non-financial gains from having more than one academy, for instance, Advanced Skills Teachers and specialist practitioners will be able to share skills and knowledge, teaching resources and best practice; partnerships, such as supporters and employer contacts can be shared across the schools and key functions such as securing work experience for our student will also be arranged and administered centrally;
- Key functions such as procurement can be conducted as a joint exercise and staff members will gain improved opportunities for advancement or flexible working. Some teachers/senior staff may actively seek to work between both academies;

- The sharing of skills, best practice and resources between the two academies will be embedded from inception.

#### **4 - Financial performance of our academy/trust**

The academy opened in September 2013 and has not yet had its first audit or full year in operation. Our financial performance to date has been good, our first Academy is operating to budget and within the financial parameters agreed by the Governing Body. The Academy is on track to have a healthy first financial year without deficit. There are no audit or compliance issues or concerns. The Trust returned its budget forecast to EFA within specified timescale and has submitted its Financial management and governance self-assessment, the EFA visited the academy on the 6th December 2013 and were very happy with the academy's financial staff, controls and procedures.

#### **5 - Additional skills and expertise within the shared service function**

There are no additional skills within the shared service function that have not already been covered under F1 and F2 sections however, it is important to note that the central services team will operate in an operational paid capacity whilst governors and members operate in a strategic capacity and on a pro-bono basis. In this way the skills of the members/governors and central services team are complimentary rather than duplicated.

The skills provided by the central services team are detailed in the table below F6(a).

#### **6 - Financing of the shared service function**

The central services function will be funded through contributions of 4% of income from each academy within the Trust. The Trust will also seek additional funding and sponsorship from external sources for special projects and aims to develop a range of revenue raising services, most notably Career First Academy services and provision.

The services to be provided by the Trust central services are summarised in the table below.

<b>SERVICE</b>	<b>COMMENTS</b>
<b>Finance and HR</b>	The Trust central services will manage payroll, finance, HR policy and recruitment services on behalf of individual academies.
<b>Educational Policy and School Improvement</b>	The Trust has a number of staff/associates that will provide education and school improvement support. The Trust also has a strategic partnership arrangement with John Ruskin College (a sixth form college rated Outstanding in November 2013) for school improvement support and advisory services.
<b>Corporate and Strategic Development</b>	The MAT Governing Body and Lead Proposer are coordinating the further growth and development of the Trust centrally.
<b>Corporate PR and Communications</b>	Corporate PR & Communications will be managed and coordinated centrally by the Trust central services.
<b>Career First Academy</b>	Each Academy will have a P/T Career First Academy Director responsible for day to day delivery and operational management of Career First. The strategic development of the Career First programme and high level industry engagement will be supported by the Trust central services.
<b>Fundraising and Sponsorship</b>	The Trust is developing additional sources of funding and revenue to support its future development and special projects/services as well as added value services such as events, student trips, Maths Mastery programme and

	educational mentoring. Fundraising and sponsorship is currently being undertaken by governors and will be further supported and coordinated by central services staff.
<b>ICT, Premises and Facilities</b>	Building works, refurbishments and facilities procurement is managed and administered by the Trust centrally.
<b>Legal Services</b>	The Trust also has access to external professional services providers. These are managed and coordinated centrally.

Individual academies will be able to directly purchase a range of additional services subject to their needs, some of these services will be provided by central services and others will be sourced and coordinated via central services on behalf of the academy. The list of potential additional services are briefly detailed below. The list is not exhaustive and the Trust central services will develop access to further services/functions subject to need.

<b>Additional Services</b>	<b>Approximate Costs</b>
Marketing	
Website management	
IT Technical Support	
Procurement support	
Data and MI support	
Student work experience/placement service	
Staff CPD	

### **7 - Performance management of the shared-service function**

The central services function will be held to account by the Trust governing body and will have to meet or exceed a varied number of KPI's and service standards. The effectiveness, efficiency and cost of the central services function will be reviewed on a regular basis and will form a standing item on local and MAT Governor Meeting agendas. Individual academies, Principals and other senior staff will be asked to evaluate their satisfaction with the central service on a regular basis and stakeholders will be consulted regarding areas for growth and improvement. The Trust will regularly review the cost of the central service to ensure it continues to represent good value for money with remedial actions taken as necessary.

### **8 - Capacity to grow**

The Trust believes it has a good capacity to grow and develop further. The strength of the MAT Governing Body provides a solid foundation for growth and the Trust's coherent and shared long-term strategic vision will ensure that its growth is effectively managed and based on realistic ambitions and business principles.

The Trust's rapid development and implementation of robust policies and processes, its strong educational and curriculum framework and development wide-ranging partnerships within education sector and STEM industry demonstrates the effectiveness of the Trust's approach in planning and implementation of key business and strategic objectives.

As evidence by the EFA and DfE Education advisor at a monitoring visits to STEM Academy Tech City on 6th of December, the Trust has robust development and improvement plans in place for its academies, the DfE education advisor was impressed at the level of knowledge and understanding the Chair of Governors had regarding the student performance and data analysis. Over 50% of governors have significant education

experience and skills and are skilled in interpreting performance data and understanding education sector terminology and performance frameworks. Governors are also highly skilled in all school and business areas including HR, finance, safeguarding, equality and performance management amongst others, this provides us with the ability to provide in-depth scrutiny and intervene swiftly across all areas of the academy if any concerns arise, there are also sufficient governors and members of the central services to fully support and supervise our existing and planned academy.

The Trust has a detailed and well thought out scheme of delegation in place which allows for appropriate delegation of activities and actions to executive staff whilst maintaining overall responsibility for corporate responsibilities and strategic decision-making.

The Trust has robust risk management plans and process in place (shared with DfE during pre-opening phase of our last academy) to safeguard the sustainability and business continuity of the Trust and individual academies. The Trust also has appropriate contingency plans in place for finance, staffing and all other major business and operational areas.

The Trust intends to finance its growth by reserving a small percentage of its budgeted central services income and cumulative surplus towards innovation and growth, the Trust also intends to apply for capacity building funds available from central government and grant-making trusts. The Trust is also in discussion with a number of large STEM-industry employers regarding potential sponsorship opportunities, donations or services in kind all of which will support the further growth and development of the Trust. The governing body has agreed a Trust external fundraising target of [REDACTED] for the 14/15 financial year to support its further growth and development.

## 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 £
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

## F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
Contributions are based on 4% income from each academy		
STEM Academy Tech City (existing)	██████████	██████████

<i>STEM Academy Croydon Gateway (proposed)</i>		██████████		██████████
<b>TOTAL</b>		██████████		██████████

**F7 – Independent schools have a good educational track record**

Not applicable to STEM Academy

**F8 – Independent schools have a good financial track record**

Not applicable to STEM Academy

# Section G: Budget planning and affordability

## G1 - Accurate financial plans













**G3 Financial resilience to reductions in income**







## **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.

1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.</p>	<p>The Trust proposes to establish its next STEM Academy in or near Croydon, South London. The current STEM Academy is located on &lt;Redacted&gt;, in the heart of Tech City. There is also an emerging Science and Technology enterprise cluster in the London Borough of Croydon, known as Croydon Tech City. With over 350 digital, science and technology firms in Croydon, and the University of Sussex opening an 'innovation centre' in the borough, Croydon is the ideal location for a STEM-focussed academy for 16-19 year olds in South London.</p> <p>In addition, Croydon is one of London's leading business, financial and cultural centres and is undergoing continuous development, bringing major economic benefits to its diverse local community</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>N/A</p>
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**Preferred site**

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p>&lt;Redacted&gt;, Croydon &lt;Redacted&gt;</p>
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<p>In which local authority is the site?</p>	<p>London Borough of Croydon</p>
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>N/A</p>
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>N/A</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>N/A</p>
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<p>Please tell us how you found the site:</p>	<p>On a walk-about of the central Croydon area</p>
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<p>Please confirm the tenure:</p>	<p>Lease</p>
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<p>If other, please explain further:</p>	<p>N/A</p>
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<p>Please include information on purchase or lease price if known:</p>	<p>£10 per sq ft per annum</p>
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<p>Who owns the site?</p>	<p>Other</p>
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<p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)</p>	<p>Yes</p>
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<p>Name and contact details of owner:</p>	<p>&lt;Redacted&gt;</p>
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<p>Name and contact details of agent or local authority representative where available:</p>	<p>&lt;Redacted&gt;</p>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	N/A
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What kind of site is it?	Existing building
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	Currently vacant; previously occupied by UKBA (Home Office).
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Why have you chosen this site? What makes it suitable for your free school?	The site is centrally located and has excellent public transport links, being conveniently located within 10 minutes walk from both East Croydon and West Croydon mainline train stations, as well as several bus routes and London Tramlink. The building has been well maintained and the open plan
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Space is available from 5,961 - 76,392 sq ft. Further information will be sent to Premises.Freeschools.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The building has been well maintained, however, it will require refurbishment. Photos will be sent to Premises.Freeschools.
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**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Croydon <Redacted>
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In which local authority is the site?	London Borough of Croydon
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If the preferred site is near to the boundary with another local authority, please say which:	N/A
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If the preferred site is near to the boundary with a third local authority, please say which:	N/A
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If the preferred site is near to the boundary with a fourth local authority, please say which:	N/A
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Please tell us how you found the site:	Internet search
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Please confirm the tenure:	Freehold purchase
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If other, please explain further:	N/A
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Who owns the site?	Other
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Please include information on purchase or lease price if known:	Offers in excess of <Redacted>
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Not sure
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Name and contact details of owner:	Not disclosed
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	N/A
What kind of site is it?	Existing building
What is the current use?	Office
If government building or 'other' - please describe:	N/A
Why have you chosen this site? What makes it suitable for your free school?	This site is situated in the heart of Croydon town centre, a short walk from public transport links including East and West Croydon mainline stations and London Tramlink. The property is freehold, which would provide a long-term asset.
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Approx 46,780 sq ft. The brochure will be sent to Premises.Freeschools.
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The building has been well maintained by the previous tenant.
<b>Third choice site</b>	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Croydon <Redacted>
In which local authority is the site?	London Borough of Croydon
If the preferred site is near to the boundary with another local authority, please say which:	N/A
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	Internet search
Please confirm the tenure:	Lease
If other, please explain further:	N/A
Please include information on purchase or lease price if known:	£7.50 per sq ft, per annum
Who owns the site?	Other
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Existing building
What is the current use?	School/education building
If government building or 'other' - please describe:	N/A
Why have you chosen this site? What makes it suitable for your free school?	As an ex-college building, the site already has D1 educational use. Whilst the building would require refurbishment to provide the specialist resources required by STEM Academy, the site provides educational space with a variety of classrooms. It is close to public transport links and local retail and
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	3,294 - 70,751 sq ft over eight floors and a basement.
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The building is in need of refurbishment. The brochure will be sent to Premises.Freeschools.
<b>Fourth choice site</b>	
Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Croydon <Redacted>
In which local authority is the site?	London Borough of Croydon
If the preferred site is near to the boundary with another local authority, please say which:	N/A
If the preferred site is near to the boundary with a third local authority, please say which:	N/A
If the preferred site is near to the boundary with a fourth local authority, please say which:	N/A
Please tell us how you found the site:	Details received from the agent
Please confirm the tenure:	Lease
If other, please explain further:	N/A
Please include information on purchase or lease price if known:	Guide: £10 per sq ft per annum
Who owns the site?	Other
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Yes
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	N/A

What kind of site is it?	Existing building
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What is the current use?	Office
--------------------------	--------

If government building or 'other' - please describe:	N/A
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Why have you chosen this site? What makes it suitable for your free school?	The site is close to public transport links and local retail and leisure facilities.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The building has been well maintained.
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**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	N/A
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if yes, from what to what?	N/A
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Please confirm the size of your existing site:	N/A
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Please confirm the size of your existing buildings:	N/A
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	N/A
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## Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;  
and
- should be submitted as part of your application, i.e. as one Word document.

## CV's provided:

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]
8. [REDACTED]
9. [REDACTED]
10. [REDACTED]
11. [REDACTED]
12. [REDACTED]
13. [REDACTED]
14. [REDACTED]
15. [REDACTED]
16. [REDACTED]
17. [REDACTED]
18. [REDACTED]

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A

CV template		
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	N/A

CV template		
	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A

5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	N/A

	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A

CV template		
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include,</li> </ul>	N/A

CV template		
	as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## CV template - ██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles	██████████

CV template		
	<p>including:</p> <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	<p>[REDACTED]</p>
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results,</li> </ul>	n/a

CV template		
	<p>5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	n/a
6.	Brief comments on why your previous experience is relevant to the new school	

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

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	n/a

CV template		
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5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	n/a

CV template		
	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	n/a
8.	Reference names(s) and contact details	██████████

## CV template - <Redacted>

CV template		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[Redacted]
		[Redacted]
		[Redacted]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A

CV template		
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5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	N/A

CV template		
	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A

CV template		
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5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	N/A

CV template		
	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]

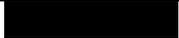
CV template		
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	N/A

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

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> <li>▪ name of school/</li> </ul>	[REDACTED]

CV template		
	<p>organisation</p> <ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including</li> </ul>	

CV template		
	<p>English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
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6.	Brief comments on why your previous experience is relevant to the new school	

CV template		
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8.	Reference names(s) and contact details	██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]

CV template		
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5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	n/a

CV template		
	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where	N/A

CV template	
	<p>available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>,</li> </ul>

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

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]

<b>CV template</b>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>
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CV template		
	GCSE including English and maths results or, for <b>16 to 19</b> , 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.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

# CV template - [REDACTED]

CV template	
1.	Name [REDACTED]
2.	Area of expertise (i.e. education or finance) [REDACTED]
3.	Details of your last three roles including: [REDACTED]
	<ul style="list-style-type: none"> <li>▪ name of school/ organisation [REDACTED]</li> <li>▪ position and responsibiliti es held</li> <li>▪ length of time in position</li> </ul>
	<p>This should cover the last four years. If not, please include additional roles</p>
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of</li> </ul>

CV template		
	<p>qualification</p> <ul style="list-style-type: none"> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
5. a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student</li> </ul>	

## CV template

	<p>for level 3 qualifications</p> <ul style="list-style-type: none"><li>▪ school's best 8 value added scores for the years you were in post, if applicable</li></ul>	
5. b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>▪ 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</li></ul>	

CV template		
	<p>results or, for <b>16 to 19</b>, 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><b>Optional:</b> 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><b>Full Name</b> ██████████</p> <p><b>Job Title</b> ██████████</p> <p><b>Company/School Name</b> ██████████</p> <p><b>Address</b> ██████████</p> <p><b>Tel</b> ██████████</p> <p><b>Email</b></p>

**CV template**

██████████

**Full Name**

██████████

**Job Title**

██████████

**Company/School Name**

██████████

**Address**

██████████

**Tel**

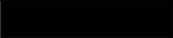
██████████

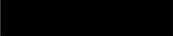
**Email**

██████████

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	n/a
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available):	n/a

CV template		
	<ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> </ul>	n/a
6.	Brief comments on why your previous experience is relevant to the new school	

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

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where	N/A

CV template		
	<p>available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>,</li> </ul>	N/A

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

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	n/a
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where	n/a

CV template		
	<p>available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>,</li> </ul>	n/a

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

## CV template - [REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> </ul>	N/A

CV template		
	<ul style="list-style-type: none"> <li>▪ how your qualifications are maintained</li> </ul>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	

**CV template**

5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"><li>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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li></ul>	n/a
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in	

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

## CV template - <Redacted>

CV template	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> <li>name of school/organisation</li> </ul>
	<ul style="list-style-type: none"> <li>position and responsibilities held</li> <li>length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>
4.	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>date of qualification</li> <li>professional body</li> </ul>

CV template		
	<p>membership number</p> <ul style="list-style-type: none"> <li>▪ how your qualifications are maintained</li> </ul>	
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ 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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years</li> </ul>	N/A

CV template		
	<p>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 <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p>	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> 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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Department  
for Education

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