Department for Education

Free School Application Form 2013

Mainstream and 16 to 19

Bedford Technical Academy

73057

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form **by 5pm on Friday 4 April?**	✓	☐
2. Have you established a company limited by guarantee?	✓	☐
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	☐
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	✓	☐
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?	✓	☐
5. Have you fully completed the budget plans?	✓	☐
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐
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	☐	☐
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?	✓	☐

9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below? ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.	✓	☐
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	✓	☐

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

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

Section I of your application		
11. Have you sent: ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	✓	☐

Declaration

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: [redacted]

Position: Member of Company

Print name: [redacted]

Date: 02/05/14

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

Section C: Education vision

RATIONALE

Why is the Technical Academy needed?

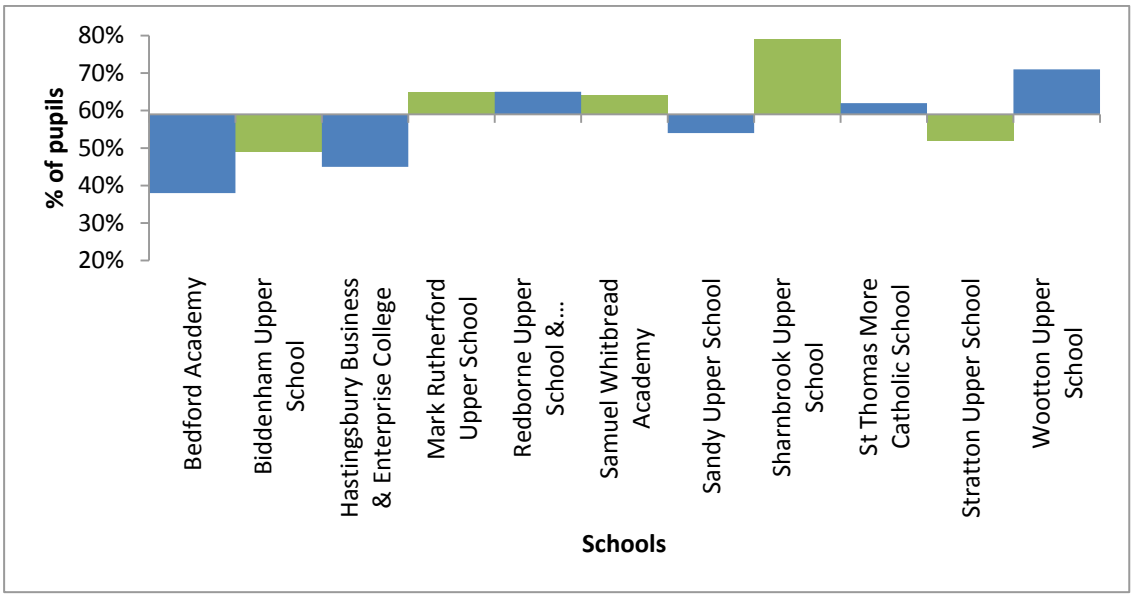
Bedford pupils and parents are currently poorly served, and would benefit from a new Technical Academy offering a rigorous combination of academic and technical education. In particular Bedford schools:

- Show weak results and low standards
- Are uniform in their curriculum offer and do not provide for the demand for advanced technical education
- As a consequence deliver poor outcomes in terms of employment and higher education progression
- Have insufficient places to cope with the population increase over the next decade

The Bedford Technical Academy will provide new, different and exciting opportunities for learning by delivering a high quality, inclusive and balanced curriculum for parents and pupils aged 13-19 in the Bedfordshire community. It will concentrate on providing a rigorous academic and technical experience for all its pupils with a particular emphasis on science, service and creative technologies. It will therefore meet local need, add to the range of choices, respond to parental demand, and help raise standards. It will also improve educational outcomes in terms of University progression and help meet employer demand for high level skills locally, and improve social mobility.

Local context- weak results and low standards

Local schools do not currently meet the needs and aspirations of young people and their parents. The 2013 GCSE results show that only 59.7% of pupils in Bedford Borough and 57.7% in Central Bedfordshire achieved five GCSEs A*-C including English and Mathematics, compared with the statistical neighbour comparator used by the local authority of 66.3 for Bedford Borough and 62.1 for Central Bedfordshire, and the national average of 59.2%. This is shown in more detail in the table below.



% of pupils with 5 GCSEs A-C compared to national average in 2013.*
Source: Ofsted School Data Dashboard 2013

Of the 11 upper schools in Bedford and Central Bedfordshire (Mid-Bedfordshire area) that form the likely prime catchment for the Technical Academy only two are judged outstanding and five judged as requiring improvement or worse. Only three out of the 11 sit in the top 40% overall of comparative attainment on the Ofsted dashboard data. Despite this poor achievement the gap in attainment between those with disadvantages and those without is still wide.

School	Ofsted Rating	Overall	English	Maths	Science
Bedford Academy	Good	Bottom 40%	Bottom 40%	Bottom 40%	Bottom 20%
Biddenham Upper School	Requires improvement	Middle 20%	Middle 20%	Middle 20%	Middle 20%
Hastingsbury Business & Enterprise College	Requires improvement	Bottom 40%	Bottom 20%	Middle 20%	Bottom 40%
Mark Rutherford Upper School	Good	Middle 20%	Top 40%	Middle 20%	Middle 20%
Redborne Upper School & Community College	Outstanding	Middle 20%	Middle 20%	Middle 20%	Middle 20%
Samuel Whitbread Academy	Requires improvement	Bottom 40%	Middle 20%	Middle 20%	Bottom 40%
Sandy Upper School	Inadequate	Bottom 40%	Bottom 20%	Bottom 20%	Bottom 20%
Sharnbrook Upper School	Good	Top 40%	Top 40%	Top 20%	Top 20%
St Thomas More Catholic School	Outstanding	Top 40%	Top 40%	Top 20%	Middle 20%
Stratton Upper School	Requires improvement	Bottom 40%	Bottom 40%	Middle 20%	Bottom 40%

Wootton Upper School	Good	Top 40%	Middle 20%	Middle 20%	Top 40%

Source: Ofsted School Data Dashboard 2013 and Ofsted.co.uk, School Inspection Reports

The schools included above with poor Ofsted outcomes educate between them 5,450 pupils aged 13-18, well in excess of the 624 pupil numbers planned for the Technical Academy:

Biddenham Upper School	1,000
Hastingsbury Upper School & Enterprise College	795
Samuel Whitbread Academy	1,640
Sandy Upper School	790
Stratton Upper School	1,225

The Ofsted grades for effectiveness at August 2013 for the upper and middle schools which may expand their age range from which we expect to draw most pupils are as follows:

School	**Ofsted grade as at August 2013**
Sandy Upper School	Inadequate
Samuel Whitbread Academy	Requires improvement
Hastingsbury Business & Enterprise College	Requires improvement
Bedford Academy	Good
Daubeney Academy	Requires improvement
Robert Bruce Middle School	Inadequate

Source: Ofsted.co.uk, School Inspection Reports

Unlike these local schools, Bedford College is an Ofsted 'good' FE College with outstanding gradings for all aspects of its 14-16 provision. It is an accredited schools provider, a directly funded (HEFCE) higher education provider, one of the largest providers of apprenticeship training in the local area and is the second largest provider of specialist academic education. The College has a national reputation for the quality of its technology and arts education, including an international reputation for engineering and sustainable technologies, and animal sciences.

Local context – uniform offer

The local schools offer almost identical provision in terms of GCSE options at KS4, reducing parental and pupil choice in comparison with other places. As a result too many young people are disengaged, fail to achieve their potential educationally and there is a major unmet demand for high quality technical education which includes a strong focus on demanding academic subjects.

Our comprehensive research with parents shows they are concerned that local schools are not differentiating their offers. The desire for a demanding academic curriculum (even if choice of GCSE options is limited), and for technical education linked to local skills gaps, is strong. The project team has already demonstrated the success of this differentiation strategy locally with Shuttleworth College (30% growth in demand since 2009 for specialist land-based curriculum), The Bedford Sixth Form (27% growth for specialist A Level Centre), and the Bedford Free School (recruitment to plan for small school, academic experience).

The research presented in Section E shows demand for this specific mix of focused GCSE choice plus technical education to advanced levels is high among particular ACORN groups, including both “affluent” families and “struggling” families. It has particular appeal to some BME groups. The Technical Academy curriculum is therefore deliberately designed to attract a broadly equal gender mix, and to be attractive to the relevant parent groups above.

Local context – poor outcomes for pupils

Recent government statistics show that Bedford pupils completing Level 3 programmes are far less likely to proceed to work, higher education or a good university than do pupils in other areas:

	Overall education/employment outcome	**Higher Education progression**	**Russell Group progression**
Bedford	63%	42%	5%
England	69%	47%	8%

Key stage 5 outcomes 2012

Source: Department of Education, SFR19/3013, Destination of key stage 4 and key stage 5 pupils, publication date June 2013.

While school results in Bedfordshire are weak they are particularly weak in the urban Bedford area. Urban schools are characterised by high pupil numbers with English as not a first language, high disadvantage and schools that serve these groups particularly poorly are shown below:

School	SEN statement	English not first language	Free School Meals	Low attainers getting 5 good GCSEs incl E&M	Disadvantaged getting 5 good GCSEs incl E&M
Bedford Academy	2%	36%	31%	6%	32%
Biddenham Upper School	8%	47%	22%	7%	25%
Hastingsbury Business & Enterprise College	5%	25%	13%	4%	23%
Mark Rutherford Upper School	4%	10%	15%	8%	36%
Sandy Upper School	7%	3%	8%	0%	10%
Samuel Whitbread Academy	3%	2%	6%	4%	39%
National averages*	1.9%	13.6%	15.1%		

Source: Department of Education, School Performance Tables, Department of Education SFR21/2013 Schools, Pupils & Characteristics January 2013, Department of Education SFR30/2013, Special Educational Needs in England January 2013

Disadvantaged data 2012 – Updated data not available

**National averages 2013. All other data - 2014 School Census.*

The table above shows that these schools have a very poor record of getting low attainers to achieve good GCSE scores, and none reach the floor GCSE target for disadvantaged learners.

We believe the very poor attainment by the lowest attainers and by those in the most deprived areas will be significantly improved if they can access easily the Technical

Academy offer described in Section D. The 2010 Indices of Multiple Deprivation (IMD) show that Bedford ranks 159th out of 326 authorities, and Central Bedfordshire ranks much higher. However, four Lower Super Output Areas (LSAOs) in Bedford are in the most deprived 10%. These are in the Castle (2), Cauldwell and Harpur wards. In addition the Academy will draw from Sandy and Flitwick which are two Central Bedfordshire LSAOs in the 20-30% most deprived decile.

As a result the Technical Academy will be based in Bedford to best serve this urban underperformance and provide easy transport access from the underperforming urban schools in Mid-Bedfordshire. Our preferred location is in the Harpur ward, the most deprived LSAO in Bedford.

Local context – shortage of places

The Academy will primarily serve Bedford and Mid-Bedfordshire. The figures provided by the DfE show current school capacity as follows:

*	Bedford	Places	16,161	Roll	14,648
*	Central Beds	Places	25,543	Roll	21,631

However, this masks a significant issue relating to the three-tier system adopted in the areas, where middle schools are being phased out as new schools emerge or upper schools seek to extend their age range. The county will also see a very sharp increase in the school population over the next six years. These are explored below.

The school capacity tables show that 55% of Bedford schools are in rural areas, as are 53% of Central Bedfordshire schools. This compares with the national average of 31%. Given that most population growth will be in urban parts of the county, spare capacity in most rural schools cannot be eliminated. In Bedford there is likely to be a reduction in the number of schools, particularly middle schools. For example the two middle schools within the Bedford Academy catchment will close in 2014 as the Academy widens it age range. Some lower schools may also seek to use their capacity to become primary schools leading to further pressure to close middle schools. This was the proposed plan of the Borough when it sought to move to a 2-tier system.

The DfE capacity tables show significant population growth:

	2011-12 pupils	**2016-17 pri. pupils 2018-19 sec. pupils**	**Growth**
Bedford primary	12,949	14,230	1,281 (10%)
Central Beds primary	20,539	25,569	5,030 (24%)
Bedford secondary	11,246	12,002	756 (7%)
Central Beds secondary	16,847	20,513	3,666 (22%)
Total secondary	28,093	32,515	4,422 (16%)

Source: Department of Education, SFR01/2013, pupils of primary school age and secondary school age 2011/2012 and pupil forecasts 2012/2013 to 2018/2019.

The March 2013 School Organisation Plan for Central Bedfordshire states there will be a need to accommodate 6,000 more pupils (15%) in authority schools over the next five years, and that the raising of the participation age will add a further 12% demand on local sixth forms. In Bedford the participation age changes add similarly to post-16 demand. Primary demand rises 9.8% over the next five years meaning secondary capacity will need to increase by a similar amount. By 2015 average annual primary output will be 2,323 against secondary capacity of less than 2,000.

VISION AND ETHOS

A distinctive ethos

The Bedford Technical Academy offers a distinctive curriculum but also a distinctive ethos. It will be heavily committed to improving social mobility (given the poor outcomes in terms of university and jobs, especially for the more disadvantaged). We believe social mobility is best achieved by having no selection of intake, but having a culture of no excuses too. We will ensure an ethos that does not distinguish between academic and technical routes. Instead we believe pupils choosing our Academy will be choosing an approach that brings a rigorous combination of advanced academic and advanced technical/scientific education. The ethos will include very strong employer involvement and direction, including work experience for all, and an ethos of innovation, experimentation and problem-solving. The “no excuses” culture will be underpinned by strong support mechanisms to overcome specific disadvantage such as English (when not a first language), learning difficulties etc.

The key features of the Technical Academy

We want the Academy to complement existing provision and compete with it on the basis of distinctiveness and quality. Bedfordshire schools are largely organised in three tiers. Lower schools perform well. The need for this distinctive offer is greatest from age 13. For these reasons the Academy will take pupils from age 13 to 18, and be part of the local admissions arrangements. If locally, schools move to a secondary system in future then we may seek to adjust the age range down to 11 years at that point.

The Academy will serve 624 pupils at full capacity. It is anticipated that the creation of a new academy will help retain more local pupils who currently travel outside town centre catchments, and will also act as a spur to other schools to improve. We believe the size of the school is important and that the small scale of the Academy will enable staff to develop better relationships with all pupils and give it a strong community feel.

There will be no selection of intake to the School, because we wish to be open to anyone who feels the curriculum offer is right for them. Our marketing plan will be specifically aimed at the most disadvantaged and the location of the Academy (within the most deprived wards of the town centre as measured by the IMD) will mean that the most disadvantaged will get preference on admissions by virtue of proximity to the Academy building.

At a national level 16% of secondary pupils are eligible for free school meals. In Bedford town centre the figure rises to about 26%. We demonstrated in our work for Bedford Free School that we could attract a truly representative pupil intake and the first year intake shows 27% on Free School Meals. We expect the Technical Academy to show an intake proportion of 25%-30%.

Overall our pupils will therefore show a slightly lower average prior attainment, slightly higher proportion qualifying for Free School Meals, higher numbers of pupils with ESOL or specialist support needs (e.g. deaf pupils), but probably a wider spread of ability range given the very mixed catchment and outstanding reputation of the College.

The Academy will be based in the urban centre of Bedford and serve the communities of Bedfordshire. The Animal Science specialist strand of the curriculum will be delivered at Shuttleworth College, 8 miles from Bedford.

In addition to the very specialist and unique mix of a demanding academic and technical curriculum, the Academy will promote active citizenship, and has established access to a range of unusual facilities and experiences to achieve that:

- access to College swimming facilities, leisure facilities, outdoor education facilities, and South Bank Arts Centre
- guaranteed places on enrichment programmes like the National Citizenship Service
- access to the database of 800 employers used for work experience by the College
- work closely with the local volunteering centres
- the Academy curriculum will allow space for a broad programme of enrichment and visits

We will have very high expectations of pupils and will serve a disproportionate number of disadvantaged pupils to correct the very poor local attainment statistics of these groups. We will have access to the extensive specialist support of Bedford College in terms of support for autism, dyslexia, deafness and physical disabilities. In undertaking the project management of Bedford Free School we developed a marketing plan to ensure a fair intake, representative of our community. The current cohort shows Free School meal pupil numbers slightly above the Bedford average. We will employ the same marketing approach to ensure a similar profile so that the whole community can participate.

The Technical Academy will seek to compare itself to the best schools, rather than local schools. We aim to ensure we offer higher standards in terms of pupil behaviour; advice and guidance; quality of curriculum; teaching quality; pupil outcomes, and expertise of support services.

The Academy will ensure it provides Matrix-accredited impartial advice and guidance to ensure pupils choose the most appropriate programmes of study, and make the best progression decisions. No local school currently uses Matrix accredited services.

All pupils will be expected to achieve at level 2 by age 16. As a result the Academy's post-16 offer will be level 3 only. We will not seek to replicate the wide choice of GCSEs but stick to subjects valued by Universities.
The Academy Curriculum will:

- Provide a high quality and rigorous academic education alongside an equally rigorous and high quality technical education to produce highly employable pupils
- Focus on health, medical, engineering and animal sciences as the core of its technical curriculum alongside a strong academic curriculum at both GCSE and A Level
- Provide targeted intervention across all year groups to ensure that all pupils acquire a good standard of English and Mathematics to maximise achievement. All pupils will be expected to improve their level of Maths and English in every year including to the age of 18
- Develop employability and life skills through its curriculum to ensure that pupils are prepared for the world of work in a technical and sustainable society
- Employ highly qualified and experienced staff, who act as role models across the Academy to develop productive relationships with pupils
- Stretch, challenge and support all pupils, by developing strong links with our best universities and using innovative employer designed projects promoting a greater degree of personalised learning
- Promote high expectations of both pupils and staff, embedding our vision, ethos and values across the curriculum
- Ensure that all pupils have a genuine choice in their subsequent study and career paths by providing a wide range of both academic and technically related learning opportunities

Pre-16 we will offer a focused range of GCSE subjects, mainly those that are most highly regarded by Russell Group Universities. We expect our 5 GCSE incl. Maths & English score to be in the top quartile within 3 years of opening.

Table: Russell Group facilitating subjects

Maths	Further Maths	Physics
Chemistry	Biology	English (Literature)
History	Geography	Languages

The expectation is that pupils will progress within the Academy so the curriculum is seen as a five-year curriculum rather than having a disconnect at age 16. Pupils will therefore already be being prepared for the post-16 curriculum which will be a level 3 curriculum. Pupils will be able to study A Levels and Level 3 Technical qualifications designed to allow entry to top Universities. The curriculum is designed to improve social mobility. The Academy specialisms are specifically linked to the needs of the local area aiding employment outcomes.

The importance leading high-technology employers will play in the Academy cannot be overstated. There will be strong employer representation on the governing body and in developing strands of the curriculum. For example, key employers will provide

work placement opportunities, they have pledged staff time to come into the Academy to help deliver some sessions and attend parents evenings, they will provide materials and equipment, and they will provide opportunities for staff to update their industry experience.

Support and partnership – Bedford College etc.

A Technical Academy with a very distinctive vision and ethos must be given real independence to develop and compete on the basis of its distinctiveness and quality. The Academy will see itself as part of a local system with a strong commitment to productive partnerships with parents, employers and other local educators.

Bedford College has identified real demand for this distinct offer and has an excellent track record of developing new provision and new opportunities locally. The College's financial expertise and the scale of its support services are also helpful. This is however, a stand-alone application, deliberately to ensure the Academy's independence. The College's support can therefore be reduced over time should governors wish, but we believe it is an essential requirement initially. The College is supporting an Academy that will be led and developed by highly respected educators and employers. The College will be a member of the Academy but not be in a majority.

Bedford College is an Ofsted 'good' FE College with outstanding gradings for all aspects of its 14-16 provision. It is an accredited schools provider, a directly funded (HEFCE) higher education provider, one of the largest providers of apprenticeship training in the local area and is the second largest provider of specialist academic education. The College has a national reputation for the quality of its technology and arts education, including an international reputation for engineering and sustainable technologies, and animal sciences.

Bedford College has been an independent and autonomous institution for 20 years and has been at the forefront of making use of the freedoms it has been granted. We intend to use from the outset three particular freedoms in the areas of curriculum; organisation of the year and staff pay and conditions.

Because the project team is largely drawn from highly experienced Bedford College staff, supplemented by people with additional expertise in key stages 3 and 4 education, the successful quality systems will ensure the Academy achieves similar levels of success. The highly respected EFQM Quality Model is at the heart of the way success will be embedded and replicated. The College was the first such organisation to achieve 5 Star European success and won the British leadership award in 2009.

OUTCOMES FOR THE TECHNICAL ACADEMY

What will success look like?

The Technical Academy will set targets related to its core teaching processes covering:

- Pupil attendance
- Pupil achievement
- Pupil progression and outcomes

- Quality of teaching and learning

It will also set targets related to ensuring its reputation with parents, employers and its staff:

- Parental satisfaction
- Pupil satisfaction
- Staff attendance
- Staff turnover
- Staff satisfaction
- Employer satisfaction

Where possible we set out below the initial targets with reasons:

Measure	Initial Target	Rationale
Pupil attendance Overall absence rate Persistent absence rate	 5% 6%	Persistent absence is an issue in Bedford town centre schools so target based on achieving national average initially.
Pupil achievement 5 Good GCSEs incl E/M Average GCSE grade Pupils achieving 3 A Levels or equivalent Average A Level grade Low attainers achieving the 5 GCSE measure	 65% (rising to >80%) B 90% B >10% (rising to >40%)	Local schools are achieving <58% good GCSEs at present so it will take some time to achieve our end target. The quality of achievement is also important. At present <2% of low attainers get % good GCSEs so this is a key target for high performance
Pupil progression/outcome Positive outcome (HE, Job etc.) Progression to HE Progression to Russell Gp.	 >92% >50% (subject to change) >20%	At present outcomes in Bedford are 63% with Russell Group outcomes of 5%
Quality of teaching Teacher observations above grade 3 Observations at grade 1	 100% >20%	We aspire to use our specific HR policies to achieve outstanding teaching
Parental satisfaction Recommend the Academy? >Satisfied with child's progress?	 >95% >90% (rising to >95%)	The stretching targets are based on those achieved by the College
Employer satisfaction Satisfied with work experience pupils? Recommend the	 >85% (rising to >90%) >90%	Initially these are based on targets used by the College so can be refined

Academy? Believe it produces pupils with high skills and employability?	>85% (rising to >90%)	
Pupil satisfaction Enjoy the Academy? Think teaching is good or better?	 >95% >95%	These are based on the College targets
Staff attendance Short term absence p.a.	 <3 days (moving to <2.5 days)	We want to show absence among the best in the region
Staff turnover Overall turnover Resigning within 1 year	 <15% <2%	Turnover under 10% can be an issue, over 20% can also point to issues
Staff satisfaction Recommend as employer? Satisfied with job role? Feel supported, motivated and inspired by management?	 >88% >85% >83%	Based on very high scores achieved by the College. In FE these scores nationally are about 40% so are very stretching

A deliverable vision?

The project team is well established and has a number of recent successes that show its approach to new educational ventures delivers the required end product. The acquisition of Shuttleworth College, development of The Bedford Sixth Form, creation of the Bedford Free School have been three successes. The team has been particularly assured at assessing demand, delivering pupil numbers to plan, and hitting operational deadlines.

We recognise this project has some additional challenges and the team is being broadened to ensure a greater level of expertise in key stage 3 curriculum.

Because of the active involvement of Bedford College the Academy is able to draw on a range of well-established policies and practices that will speed up implementation. The access to support and administrative service expertise regarded as among the best in the sector also reduces the risk of finding appropriate expertise on time.

Track-record, experience of converting demand into enrolments, specialist expertise and strong local reputation mean the Department should feel confident the Academy can be delivered successfully to time.

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 making a case to open in 2014, please add a column at the beginning.

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**
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9		100	100	100	100	100	100	100
Year 10			100	100	100	100	100	100
Year 11				100	100	100	100	100
Year 12		162	162	162	162	162	162	162
Year 13			162	162	162	162	162	162
Totals		**262**	**524**	**624**	**624**	**624**	**624**	**624**

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.

Subject/other activity (e.g. enrichment)	**Hours per week**	**Mandatory/ Voluntary**	**Comments**
Year 9			
English (Language and Literature) pre-GCSE	4	Mandatory	
Maths pre-GCSE	5	Mandatory	
Science pre-GCSE	3	Mandatory	
ICT GCSE	3	Mandatory	
PE	2	Mandatory	
PSHE/RS/Thinking Skills	1	Mandatory (see comments)	Pupils requiring intensive ESOL support would be exempt from this subject at a sliding scale according to need
Innovation (project based)	3	Mandatory (see comments)	Pupils requiring intensive ESOL support would be exempt from this subject at a sliding scale according to need
Pathway preparation	4	Mandatory (see comments)	Pupils requiring intensive ESOL support would be exempt from this subject at a sliding scale according to need
Intensive ESOL	8	Mandatory for those pupils indicated	For pupils whose diagnostic assessment indicate that they will struggle accessing a GCSE curriculum

Year 10 &11			
Work placement	N/A	Mandatory	2 weeks following examinations in Year 11
Mathematics	3	Mandatory	
English Language	2	Mandatory	4 hours overall to be allocated to both English Language & Literature
English Literature	2	Mandatory	4 hours overall to be allocated to both English Language & Literature
Science (core and addition)	5	Mandatory	
ICT	3	Mandatory	
PE	2	Mandatory	
RS	1	Mandatory	
Computer Science	3	Mandatory for Science pathway	Compulsory for those on science technician pathway
French	3	Optional	French or Spanish is compulsory for those on service technician pathway
Spanish	3	Optional	French or Spanish is compulsory for those on service technician pathway
Design Technology	3	Mandatory for Creative pathway	Compulsory for those on the creative technician pathway
BTEC Level 2 Extended Certificate in Applied Science (600/6318/X)	4	Mandatory for Science pathway	Compulsory for those on science technician pathway
OCR Level 2 Cambridge National Certificate in Business and Enterprise (600/5080/9)	4	Mandatory for Service pathway	Compulsory for those on service technician pathway
Edexcel Level 2 First Certificate in Creative Digital Media Production (600/7045/6)	4	Mandatory for Creative pathway	Compulsory for those on the creative technician pathway

Post 16			
English	1.5	Optional	Required where pupils do not currently have a level 2 English qualification
Maths (free standing Level 3 qualification)	1.5	Mandatory	
Extended Project	3	Mandatory	
Tutorial	1.5	Mandatory	
Placement	N/A	Mandatory	2 weeks block work placement
Science technician pathway • Extended Diploma in Applied Science • BVNA Level 3 Diploma in Veterinary Nursing • Extended Diploma in Applied Science (Medical Science) • IT (TBC)	12	Optional for Science pathway	Pupils follow one Level 3 pathway
Service technician pathway • Extended Diploma in Business (Retail pathway) • Hospitality & Hotel management Extended Diploma	12	Optional for Service pathway	Pupils follow one Level 3 pathway
Creative technician pathway • Product Design (CAD) Extended Diploma • Games Technology/Design Extended Diploma	12	Optional for Creative pathway	Pupils follow one Level 3 pathway

Section D1

As stated in Section C the Technical Academy will provide a rigorous academic and technical experience for all its pupils with a particular emphasis on science, service and creative technologies.

In order to help our pupils' progression into employment it is essential that the Academy meets the needs of our local employers. The 2012 Bedford Borough Labour Market report states that employers had identified the following local skills gaps:

- Practical mathematics/measurement skills
- Literacy / language and numeracy skills
- General employability/confidence/motivation
- Basic IT skills

Our proposed curriculum model with an emphasis on a high quality technical education with a focus on Maths skills would produce pupils who are employable on leaving the organisation

Expected pupil intake and needs

We are expecting an intake with the following characteristics. This is based on an average for other urban schools within Bedford.

A full table including all schools with results within 10 miles is also included.

	Predicted intake for Bedford Technical Academy	National
Proportion of low attainers	24.3%	15.7%
Proportion of middle attainers	50.6%	51.9%
Proportion of high attainers	17.1%	32.4%
EAL	29.7%	12.7%
Statements/school action plus	9.4%	9.7%
Disadvantaged pupils	39.9%	27%
% eligible for free school meals	21.6%	16.3%

Source: National data Dfe 2013 performance tables. All national averages are for all secondary state funded schools.

It is expected that the Academy will serve a disproportionate number of disadvantaged pupils as shown above. Overall it is expected that our pupils will show a:

- Slightly lower average prior attainment
- Slightly higher proportion qualifying for Free School Meals
- Higher number of pupils with ESOL needs
- Slightly higher proportion of pupils with specialist support needs (e.g. deaf pupils)

Pupils with EAL support needs may have some of the following barriers to learning:

- Levels of English speaking, listening and writing
- Limited English being spoken at home and limited access to community facilities and activities
- Different cultural expectations and experiences
- Previous experience of education in their first language
- Access to curriculum resources

<u>The Needs of our Prospective Intake</u>

Pupils qualifying for free school meals may have some of the following barriers to learning:

- Lower levels of education of parents and low parental expectations
- Lower literacy levels and language deprivation
- Poor attendance
- Lack of parental engagement with Children's schooling
- Low incomes/poverty

Pupils with lower average attainment may have some of the following barriers to learning:

- Barriers to accessing the curriculum
- Low self-esteem and confidence
- Poor motivation
- Behaviour difficulties

Our curriculum has been designed to ensure that all of our pupils are employable when they leave and that we meet their individual needs. Our strategy to address and meet the needs of all pupils outlines how we aim to overcome these barriers to learning.

Source: Dfe 2013 performance tables

School	KS4 cohort	Number of low attainers	Number of middle attainers	Number of high attainers	EAL	Statements/ school action plus	Disadvantaged pupils	% eligible for free school meals
Bedford urban								
Biddenham Upper School and Sports College	243	57	120	50	89	42	100	21.6%
Hastingbury Upper School & enterprise college	248	51	131	50	67	18	79	12.7%
Bedford Academy	210	63	104	20	52	6	101	30.6%
Bedford rural								
Sharnbrook Upper School	396	20	173	186	14	20	29	3.5%
St Thomas More Catholic School	195	49	90	43	52	12	50	13.7%
Wootton Upper School	289	27	133	125	17	13	25	5.1%
Sandy Upper School	233	24	133	75	4	22	51	7.8%
Samuel Whitbread	398	46	194	145	4	11	42	6.2%
Redborne Upper School	345	38	157	140	2	13	23	3.2%

Curriculum Offer

Curriculum development activities for the Technical Academy focused initially on Post 16 provision together with the expected outcomes which enabled Pre 16 curriculum development activities to ensure easier transition for pupils.

The high level technical qualifications we are proposing both pre and post 16 will be more practical than the traditional A Level route, allowing all pupils within the Academy to obtain high quality vocationally related qualifications.

The curriculum offer for the Technical Academy is aligned with the 16-19 Technical Baccalaureate.

The Technical Baccalaureate is being introduced in response to Professor Alison Wolf's 2011 Review of Vocational Education which found that "at least 350,000 young people in the 16-19 cohorts are poorly served by current arrangements." The Baccalaureate proves that a young person has a particular set of employer-friendly skills. These skills will focus on 3 key areas:

- Level 3 vocational qualifications: for this, pupils can choose one of a variety of vocational courses all of which will be taught to a level which demonstrates ability to carry out complex and non-routine tasks on a par with A levels.
- Level 3 core maths qualification: which will include AS level maths
- The extended project: which will develop and test skills in writing, communication, research, self-discipline and self-motivation.

Pupils who achieve the qualifications that are included in the Technical Baccalaureate Measure will be equipped to apply for technician roles and higher apprenticeships in a wide range of industry sectors. Alternatively, they could enter professional training or university. The range of possible progression routes is a major advantage of the curriculum and will be very attractive to both pupils and parents.

All of the Post-16 qualifications included within the Technical Academy will be qualifications which are recognised by employers as:

- developing and confirming specialist knowledge and skills relevant to an occupation or occupational group to a standard that can be reasonably expected of an 18 year old in full time education.
- giving pupils an advantage when applying for related jobs, apprenticeships, and training or higher education courses.

The Technical Baccalaureate would give Bedford Technical Academy a post 16 technical focus into which the pre-16 pathways can feed. The College's Technical Baccalaureate provision would be concentrated within the Technical Academy and therefore the Post-16 curriculum offer is distinctly different to the curriculum offered by the existing College.

Admission Points

Admission points would be at ages 13 (year 9) and 16 (year 12).

Proposed Post 16 Vocational Routes

Pupils will study one Level 3 pathway Post 16. All pathways will lead to the Technical Baccalaureate and will include a free standing Level 3 Maths qualification and the Extended Project. These pathways match those currently under consultation by the DFE.

Pathway	**Substantial qualification areas (qualification offer to be confirmed in November 2013 following release of consultation findings by DFE)**	**Qualification**
Science technologies	• Lab technicians • IT technicians • Veterinary • Health	• Extended Diploma in Applied Science • BVNA Level 3 Diploma in Veterinary Nursing • Extended Diploma in Applied Science (Medical Science) • IT (TBC)
Service technologies	• Retail management • Hospitality	• Extended Diploma in Business (Retail pathway) • Hospitality & Hotel management Extended Diploma
Creative technologies	• Design • Games Technology	• Product Design (CAD) Extended Diploma • Games Technology/Design Extended Diploma

The majority of delivery will take place at the main Technical Academy site in the middle of Bedford. The veterinary pathway will be delivered at Shuttleworth College for three days a week. Transport will be provided from the main academy site to Shuttleworth College.

There will also be a progression agreement for pupils to progress directly to the Bedford Sixth Form where an academic A level route is offered.

Rationale behind the Post-16 pathways

The three technical pathways are aligned with the Technical Baccalaureate and build on the existing vocational expertise of the Academy sponsors, Bedford College. We believe that these pathways will provide the skills required by employers within our geographical area and beyond. They are not currently available to young people within Bedford.

The technical baccalaureate will be particularly appropriate to meet the needs of our proposed cohort of pupils. As outlined earlier we are expecting to admit a higher proportion of middle and low attainers. These pupils have traditionally accessed vocational education. This curriculum offer will stretch and challenge these learners and increase their employability and education prospects.

The evidence supporting the focus on these sectors is strong. The South East Midlands Local Enterprise Partnership (SEMLEP) has identified advanced technology and manufacturing, creative industries, green economy, high performance engineering, logistics and visitor economy as showcase high growth sectors. All three of our pathways fit within these sectors.

Science technologies

- Bedford Borough Council have identified life sciences, bio-technology and health as a high value sector for proactive focus (November 2012 Bedford Borough Labour Market Report).
- SEMTA have forecast a requirement for over 25,000 jobs in the science industries between 2010 and 2016 in England. In the East of England, a 6.5% growth is predicted between 2013 and 2020 (Source: EMSI). Around a quarter of establishments in SEMTA's sectors in the UK have skills gaps, a higher figure than for all sectors in the UK, with the science industries identified as most likely to have these gaps.
- E-Skills forecast growth for employment of IT professionals at 1.62% per annum through to 2020, which is twice as fast as the UK average. In the East of England, a 6.6% growth is predicted between 2013 and 2020 (Source: EMSI). There is a need for an average of 129,000 new entrants a year into IT and telecoms, with 22,600 at graduate level.
- Skills for Health forecast the health sector across the East of England to grow by 26,000 people between 2007 and 2017. In the East of England, a 7.1% growth is predicted for health professional jobs between 2013 and 2020 (Source: EMSI). 23% of health establishment report skills gaps in their current workforce.
- According to Lantra, between 2010 and 2020 the industry will need a minimum of 17,000 more people in veterinary activities, with 24% of businesses in this industry reporting skill gaps. In the East of England, an 8.1% growth is predicted between 2013 and 2020 for veterinary nursing jobs (Source: EMSI).

Service technologies

- People 1st have forecast the retail sector workforce to grow by 54,800 between 2013 and 2020, with 41,700 in management and senior positions. In the East of England, an 8.8% growth in retail management jobs is forecast (Source: EMSI). 17% of employers in this sector have reported skills gaps.
- People 1st have predicted a 6% increase in the number of jobs in the UK hospitality and tourism industry between 2013 and 2020. In the East of England, an 8.9% growth in hospitality management jobs is predicted between 2013 and 2020 (Source: EMSI). 4% of employers in this sector have reported skills gaps. 32% of employers said that the main reason for having hard-to-fill vacancies is because there are a low number of applicants with the required skills.

Creative technologies

- Bedford Borough Council have identified the creative sector as an area for proactive focus (November 2012 Bedford Borough Labour Market Report). It has also been identified as a key Attractor Sector.
- East of England Forecasting Model (EEFM) 2013 forecasts that there will be a 36.1% growth in employment opportunities in Arts & Entertainment in Central Bedfordshire between 2013 and 2031.
- There are currently 8,300 people employed within development roles across the UK. E-Skills have identified that 59% of businesses in the games development sector are experiencing difficulty in filling positions advertised. In the East of England, a 6% growth in software professional's jobs is predicted between 2013 and 2020 (Source: EMSI).

The following two quotes provide an indication of the employer support for the Technical Academy concept which has been identified during the consultation period:

"[redacted]"

[redacted], [redacted]

"[redacted]."

[redacted], [redacted], [redacted]

Proposed Pre-16 Curriculum Model

We are proposing to run a three year Key Stage 4 programme. As soon as pupils enter the school they will be exposed to a new Technical and academic approach to learning. We propose to disapply the National Curriculum to allow more of a focus on technical education at the age of 13.

Year 9

In Year 9 pupils will commence studying their core GCSE subjects with a pre- GCSE programme which progresses into GCSE level work before the end of Year 9. All pupils will commence IT GCSE at the start of Year 9. The pre-GCSE programme will be broadly based on the national curriculum but will be adapted to ensure that it meets the needs of our particular pupil cohort once recruited.

The project based innovation slots are designed to run in the same way as the vocational options pre-16 and will have a technical focus. They will prepare pupils for vocational study and working in a more independent project style.

Within the Pathway preparation hours pupils will choose either:

- French or Spanish (2 hours) and Young Enterprise (2 hours a week)
- Event planning (2 hours a week) and Young Enterprise (2 hours a week)

The Young Enterprise option will involve pupils setting up and running their own businesses. The event planning option will involve pupils organising, planning and running their own events. These two options will increase pupil's employability and

prepare them for starting the vocational qualifications at age 14. They will also offer them an active learning experience.

Due to the very high proportion of pupils with EAL needs within our predicted cohort for Year 9 these pupils will replace pathways, innovation and RS with up to 8 hours of intensive ESOL provision. This will ensure that these pupils are best prepared for their GCSEs and have the best chance of success.

Year 10&11

In Year 10 all pupils will study a core GCSE programme, with an emphasis on English, Mathematics and Science. In addition, pupils will study either the science, service or creative technology pathway. All pathways will lead into Technical Baccalaureate pathways post 16 and will allow pupils to achieve 8 GCSEs grades A*-C or equivalent.

The GCSE subject mix and technology pathway options, together with the weekly teaching commitment, are shown earlier in this section.

As well as the vocational pathways linked in with the new Tech Baccalaureate we also propose:

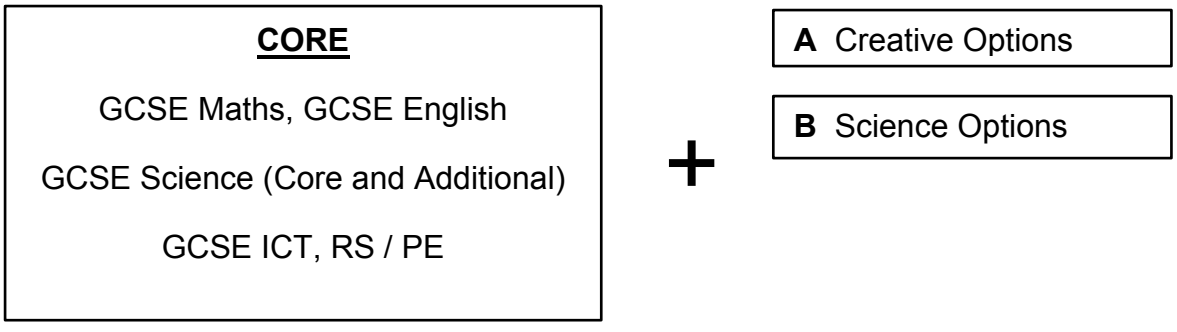
- Work experience (to take place in June of Year 11). (The Academy will have access to the database of 800 employers used for work experience by the College)
- Enhanced short course offer (to take place post GCSEs in June of Year 11). Each programme will have on specialist short course delivered which will enhance employability
- Guaranteed apprenticeship interview
- Specialist matrix-accredited IAG
- Guaranteed places on enrichment programmes like the National Citizenship Service

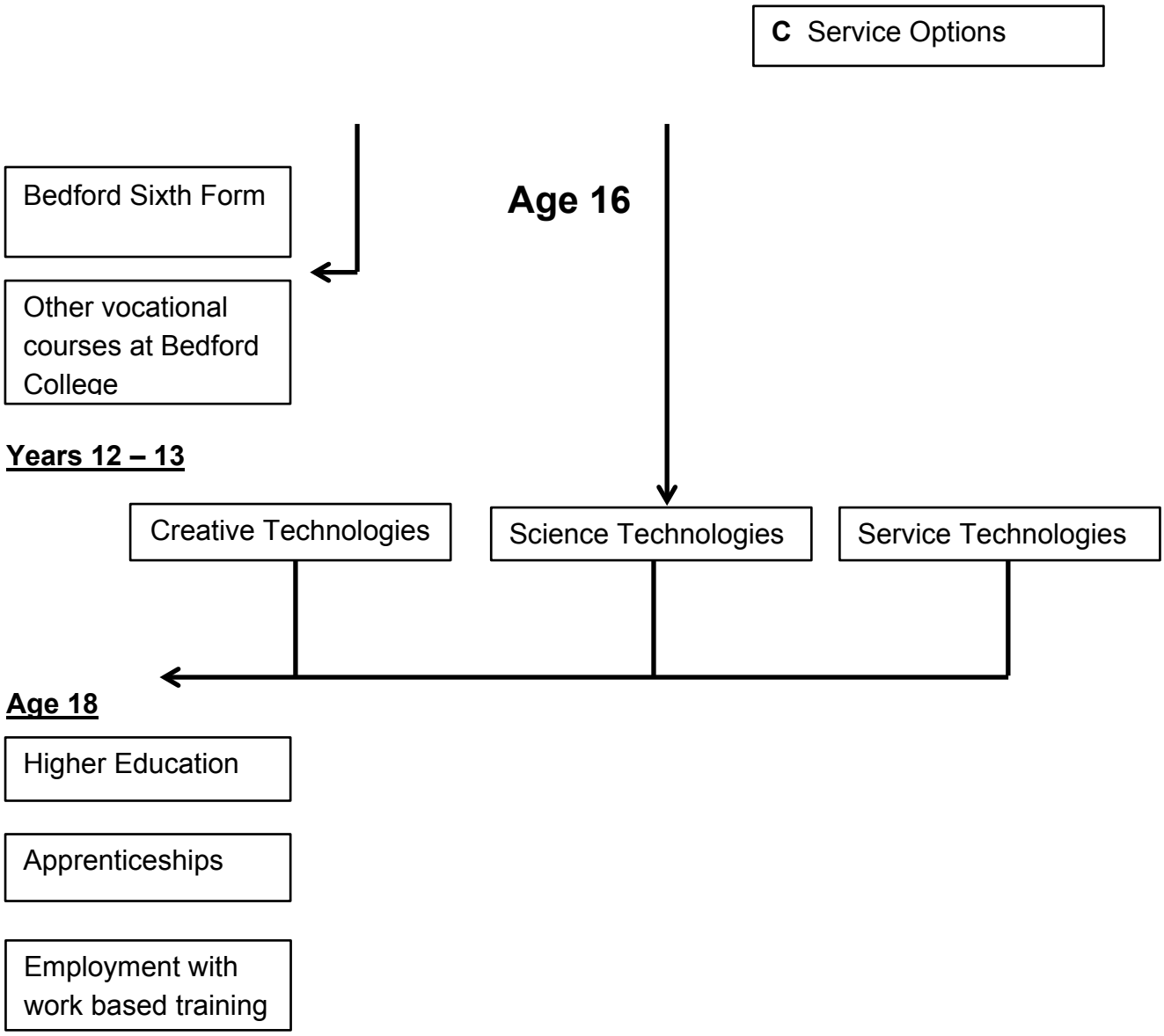
The expectation is that all pupils will be able to access this curriculum. If, based on an individual's needs, the GCSE curriculum is not entirely suitable for any pupil the academy will work with Bedford College Bridges programme to replace qualification 1 in the pathway with another vocational option or with additional ESOL provision.

Due to the three year Key Stage 4 offer we are proposing some pupils may achieve high grades at GCSE Maths and English before the end of the three years. These pupils will progress onto Level 3 Maths provision taking Level 3 free standing qualifications where possible. This will provide a string foundation for progression onto the Technical Baccalaureate.

Diagram showing curriculum offer and progression

Years 9 – 11





Enrichment (making a distinction between compulsory and voluntary activities)

Across the Academy there will be enrichment linked to the Technical ethos of the Academy. The enrichment programme will support the development of:

- skills which employers' value and which increase employability
- skills needed for the technical aspects of the curriculum
- aspects of the technical pathway curriculum
- individual needs of disadvantaged pupils

Enrichment will be run by teachers or pupil led where appropriate. All teachers will be expected to run enrichment activities in addition to their teaching hours.

Mandatory enrichment

- Work experience (to take place in June of Year 11). (The Academy will have access to the database of 800 employers used for work experience by the College)
- Development weeks in Year 9. These are project focused weeks where all pupils work on an extended project.

Voluntary enrichment activities (This list of potential activities will be developed and confirmed once the Academy is opened)

- Science Club
- Computing/programming
- Gaming club
- Music technology/DJing
- Public Speaking/debating club
- Team leading/aspiring managers club
- Enterprise Society/Young Enterprise
- Volunteering in Health care Sector or other sectors
- Homework club
- Study support
- Intensive pastoral support
- Mentoring provided by community stakeholders
- Quiet study
- School Council
- National Citizenship Programme

Proposed Academy day

8.00am-8.30am	Pupils arrive / Breakfast Club
8.30am-8.55am	Form Time including: • Morning registration • Homework logging • Preparation for day's activities • Group tutorials • Regular whole Academy meetings
9.00am-10.00am	Period 1

10.05am-11.05am	Period 2
11.05am-11.20am	Morning break
11.25am-12.25pm	Period 3
12.25pm-1.25pm	Lunch break / Clubs & Activities
1.25pm-2.25pm	Period 4
2.30pm-3.30pm	Period 5
3.30pm-6.00pm	'After Hours' to include: • Clubs and activities • Homework support • Revision sessions • Drop-in tutorials • Individual study activities • Library & ICT facilities

This day will be followed by both pre-16 and post-16 pupils.

Employer engagement and linkages with industry

The Academy will develop strong links with employers. Working with employers will ensure that our curriculum is designed to meet their needs. For example, the Academy would hold sector specific events and focus groups to seek the views of these employers when finalising the curriculum and planning events linked with employability.

Engagement with employers and work placements will be an essential part of all of the post-16 pathways and all qualifications will be set within a clear vocational context. This will increase the employability of the pupils leaving the Academy.

The Project Team currently work with 551 organisations in the local area that relate to the pathways offered at Bedford Technical Academy.

We are currently discussing the Academy and its provision with the following organisations in terms of support:

Pathway	**Organisations**
Creative technologies	University of Bedfordshire
Science technologies	Unilever Bedford Hospital
Service technologies	BedfordBID Swan Hotel Centre Parks

The following links will be made with industry:

- Employers will be represented on the Board of Governors
- Dedicated work placement member of staff (included within budget costings as support staff)
- Work placements, using the 551 organisations the project team already link with (at the end of Year 11 and Post 16)
- Simulated real life work environments. For example, the veterinary courses will operate from a working veterinary surgery based at Shuttleworth College (a contract will be developed to facilitate this)

Once developed the links will be fully utilised across the Academy. The Senior Business Manager will have the development of these links as one of their objectives and a CRM system will be used to maintain the links and record activity. Current examples of areas where links could be made, which would increase employability, include:

- All employers offering work placements will be invited to Academy internal enterprise and innovation events, Award events, progression events, in as visiting speakers
- Employers will be asked to be advisers for the Young Enterprise activities and mentors for pupils who require some additional support and guidance
- Providing specialist visiting speakers
- Visits to employers premises
- Providing motivational talks where appropriate e.g. on the importance of maths and English for progression

Any work placements would be quality assured by the Academy, with visits and risk assessments being completed prior to pupils commencing placements.

Strategy to address and meet the needs of all pupils including those requiring literacy recovery/intervention including ESOL),

The Academy recognises that pupils' abilities differ greatly and that personalisation is essential in ensuring that individuals reach their potential. The Technical Academy will work with a large number of external agencies including:

- Bedford Borough Council
- Central Bedfordshire Council
- Children and Adolescents Mental Health Service
- Local Safeguarding Children Boards (LSCBs)
- Sensory and Impairment team at Bedford Borough Council
- Autism Bedfordshire
- Other health professionals

Strategies to meet the needs of pupils with differing needs are shown below:

Most Able

Pupils identified as being gifted and talented will be stretched and engaged through

- Streaming in core subjects (English, mathematics and Science). Streaming will allow slightly large group sizes for the more able (25 on average) and smaller groups for the less able (15-20 for core subjects)
- Rigorous use of differentiated activities across the curriculum
- Employer led projects – allowing pupils to pursue their interests and be challenged academically
- Focus on skills competitions
- Use of free standing higher level Maths and English qualifications in Year 11 to fast track the most able

Where an individual is identified as having a Special Educational Need (with or without a Statement of Special Educational Needs), we will ensure that their needs are met, in accordance with the Education Act 1996, the code of practice 2001, the Special Educational Needs and Disability Act 2001.

Pupils with EAL Requirements

All EAL pupils will undertake a detailed diagnostic assessment on entry to the Academy. Following this all pupils who are identified as having difficulties accessing the curriculum will be enrolled on the intensive ESOL pathway, instead of the vocational pathways in year 9.

Subject to risk assessments there is also the possibility of intensive ESOL provision for short periods if required mid-year e.g. for pupils who arrive after the start of year 10.

Support for pupils with English as an additional language will be outsourced to the specialist ESOL/EFL team at Bedford College.

Support for Looked After Chidren

This would be overseen by the SENCO and would include a mixture of:

- Tutorial support and one to one tutorial sessions
- Extra support, such as counselling services as required
- Close monitoring of performance with intervention as required
- Involvement in after school clubs and activities
- Regular engagement with Carers

Support for Low, Medium and High Attainers

It is proposed that English, Mathematics and Science groups are set according to ability. Setting would be based on the baseline testing undertaken on entry to the Academy. Setting would allow smaller groups, with a targetted use of Teaching Asssitants, where additional support is needed. It would also allow the high attainers

to progress quickly on an accelerated programme.

Support for Pupils Eligible for Free School Meals

All pupils eligible for free school meals will have their performance closely monitored and intervention will be used as required. In addition pupils will also have access to:

- After school homework and study clubs
- Mentoring provided by community stakeholders
- Peer to peer tutoring
- Regular engagement with parents

Support for pupils disengaged with education on entry to the Academy

We accept that some pupils who enter the Academy at age 14 may be disengaged with education. The Academy will be a small organisation where all staff know each individual pupil and we are confident that this individualised approach will maximise pupil engagement. In addition to re-engage these pupils the Academy will:

- Offer a curriculum which includes non-academic learning and innovation/enterprise type activities
- Provide extensive additional support as required
- Ensure that we recruit inspiring and enthusiastic staff

The Academy will also undertake focused CPD on giving effective feedback as this has been identified as one of the key factors in improving pupil performance.

The Management of SEN

The SEN Co-ordinator (SENCO) will oversee the learning support team, and be a member of the Academy's leadership team and will have the responsibility for the day-to-day operation of the SEN policy.

The SENCO will also be one of the Academy's Assistant Principals. This reflects the higher proportion of low attainers on entry, disadvantaged pupils and EAL pupils which the Academy would expect to admit.

The SEN Co-ordinator will:

- Oversee the running of the provision for pupils with special educational needs including general class, small group and individual pupil support
- Lead on the transition of pupils with special educational needs
- Organise and manage the work of the Academy's Teaching Assistants
- Champion the use of ICT related resource solutions to enhance learning for pupils with SEN
- Maintain the Academy's Special Needs Register and all the required documentation
- Maintain records on pupils who have special educational needs and ensure their progress is regularly monitored and reviewed
- Liaise with teachers, parents and external agencies
- Ensure annual reviews for statemented pupils are completed
- Organise meetings as appropriate with designated teachers at regular

intervals in respect of special needs issues
- Regularly review and monitor SEN provision within the Academy, ensuring impact is maximised
- Represent the Academy in formal meetings with appropriate external agencies
- Organise appropriate in-service training to meet the needs of the Academy
- Produce formal reports as required

The Academy will recruit an outstanding learning support team and provide the appropriate facilities and resources to support the range of individual needs including SEN and EAL pupils to ensure a high-quality education is experienced by all. The learning support team will be responsible for working with teachers to ensure all pupils have a significant input to their own learning and development. All additional needs will be comprehensively recorded on Individual Learning Plan and regularly reviewed by the team.

Support for other pupils with High Needs, such as deaf pupils and pupils with Autism or dyslexia, will be provided by the Additional Learner Support team at Bedford College, where there is considerable expertise in these areas and specialist deaf and autism co-ordinators. Service level agreements will be in place to ensure that the SEN Co-ordinator maintains overall responsibility for the quality of the support provided and the impact of this. This high quality support will ensure that all pupils can access the curriculum.

In the first year of operation of the school there is the option that the SEN Co-ordinator could use the Additional Learner Support team of the College to provide all required support, using service level agreements to maintain quality of provision. This could be more financially viable if the academy does not recruit its expected pupil intake.

Strategies in place to support pupils to be successful when they enter and leave the school

Throughout their time at the Academy pupils will have access to Matrix-accredited impartial advice and guidance. This will ensure that on entry pupils choose the most appropriate programmes of study when they enter the Academy and make the best progression decisions when they leave.

<u>Strategies on Entry to the Academy to Support Pupils to be Successful</u>

Baseline testing would be in place for all pupils on entry to the Academy (both at age 13 and 16), ensuring that pupils individual needs are identified and met. More information on the baseline testing is included within Section D2 of this proposal.

On entry to the Academy all pupils would have a detailed induction process; this would be the responsibility of the Assistant Principals. This would include:

- Transition planning will take place with the main feeder middle schools. A partnership strategy will be developed with the main feeder middle schools ensuring ongoing collaboration and plan any cohort specific strategies. This will include visits to these schools to meet the pupils, attendance at open events/parents evenings

- SENCO will lead on the transition planning for all pupils with special educational needs
- Visits/taster days before entering the Academy
- One week induction programme for both points of entry to the Academy. These weeks are to include trips/visits/outdoor team building activities
- Induction activities/programmes (including an IT induction, library induction, talks from support areas, information on enrichment, team building activities)
- Named personal tutor for any pastoral or academic issues
- One to one tutorials to include producing ILPs and target setting
- Access to support services, such as counselling, careers advice
- Online academic and non-academic support including access to moodle
- Settling in parents evening/consultation evening for Year 9

Strategies on Leaving the Academy

With the raising of the participation age it is anticipated that most pupils would leave the Academy at Age 18.

Strategies at 16

The strategy at 16 would be managed by the Assistant Principal (SENCO) and would ensure that all pupils access independent, impartial careers guidance in line with RPA requirements for pre-16 providers.

- Continual IAG/careers programme throughout years 9-11, integrated with the tutorial programme
- Guaranteed one to one IAG by matrix accredited team
- Guaranteed sixth form places for all completing pupils, either on the Academy's sixth form programme, at the Bedford Sixth Form or at Bedford College
- Progression agreement in place with Bedford Sixth Form for pupils who wish to progress onto A Level provision.
- Guaranteed apprenticeship interview with the apprenticeship team at Bedford College for pupils who wish to consider apprenticeships at this time

Strategies at 18

The exit strategy for pupils at age 18 would be managed by the Assistant Principal (SENCO). The following strategies are proposed:

- Ensure programmes develop employability. The curriculum at the Academy will ensure that pupils maximise their employability and this is central to the Academy ethos. All pupils will achieve the Technical Baccalaureate at 18, providing them with high level Maths skills and a large vocational programme which is valued by employers. The pupils will also complete work experience and will have additional short qualifications which enhance employability.
- One to one tutorial progression interviews.
- Guaranteed careers interview with a member of a matrix accredited IAG team. This will ensure that all pupils receive impartial careers guidance.
- HE applications support programme, including visiting speakers, talks on HE finance, one to one application support, online support.

- We will offer all pupils a guaranteed apprenticeship interview.
- Progression agreements will be in place to guarantee pupils access to the wide range of Higher Education courses which Bedford College offers.

Section D2

Measuring Pupil Performance Effectively and Setting Challenging Targets

Assessment and Data Tracking Systems

The Academy will implement best practice in tracking and monitoring pupil progress across all age ranges.

Data Tracking Package

The Academy will purchase an online pupil management and assessment data package (such as SIMs). The assessment and data tracking system will be managed by the Senior Business Manager and will be used to manage pupil information and data, set targets and to monitor performance against targets. All staff will be required to fully utilise all applications on the data package.

Data Available on Entry (baseline data)

We propose to collect a large amount of data on pupils when they enter the academy. This data is essential to judge the level the pupils are working at when they enter the Academy. This then gives us a benchmark from which to set challenging targets for pupils, to measure pupil progress and also to judge the effectiveness of our provision. We propose to collect data which their previous institutions as well as undertaking detailed testing ourselves. This will ensure that all pupils are tested in the same way and at the same time and that the issues with teacher based National Curriculum assessment are overcome.

The information below will be collected for all learners on entry:

- KS 2 SATs results
- Current teacher assessed National Curriculum level
- Any qualifications on entry (mainly for Post 16 learners)
- Any SEN or additional support requirements
- Eligibility for free school meals
- Previous school attendance rate (if available)

In addition all pupils (KS3, KS4, and KS5) will undertake the following online testing on entry to the Academy:

- cognitive testing on entry (e.g. Yellis baseline test and Yellis attitudinal questionnaire)
- BKSB testing

This testing will ensure that pupils maximise their attainment at age 16 and achieve good grades across all 8 subjects. It will be used to set targets and regularly track progress.

For pupils with SEN or additional support requirements alternative paper based assessments are available.

Use of Baseline Data

This baseline data will be used to inform target setting, inform lesson planning and to target additional learner support.

This baseline data will be available on the data package. As pupils enter the Academy they will be set stretching and challenging targets using targets generated from the Yellis testing. All targets will be stretching and challenging ensuring that pupils make considerably more progress than would be expected. At Post 16 ALIS and ALPs data will be used to ensure that targets are stretching and challenging. Yellis testing will be used pre-16 as the CEM have undertaken a large amount of work to align their testing with vocational qualifications, which fits well with the high quality vocational qualifications the Academy will be offering.

All targets will be regularly monitored by teachers (using regular informal and formal assessments) and uploaded onto the data package on a monthly basis. These monthly progress checks will be e-mailed/sent to Parents/Guardians and pupils. Each pupil will have a monthly performance review with their personal tutor where their ILP, targets and performance will be reviewed. Intervention will be put in place where required. This process will ensure that any under performance is quickly identified and dealt with.

Teacher's performance pay will be linked to the performance of their pupils against their targets. Where assessment is internal and tutor based there will be moderation of internal assessments by the lead internal moderators.

Individual Learning Plans (ILPs)

All learners will have an Individual Learning Plan. The plans will allow pupils to make progress at a pace matching their ability and for that progress to be tracked by key stakeholders.

The Individual Learning Plan will be developed and agreed between the pupil, their parent/carer, the form tutor and, where appropriate, the SENCO, when the pupil joins the Academy and will be regularly reviewed.

ILP's will form the basis of all conversations about the pupil's participation, progress and achievement at the Academy, and will be shared with all staff to ensure the appropriate support is in place. The latest performance and achievement data available will be included in the ILP, and targets for future progress developed.

In addition to covering the academic aspects of the curriculum, the ILP will detail other learning opportunities being undertaken. It will be used to track progress and inform future decisions regarding personalised learning and any additional support needs / intervention.

Staff will routinely assess each pupil's progress using a range of appropriate methods. Monthly progress reports, copied into the ILP, covering all aspects of the learner's curriculum will be produced. These will incorporate quantitative data (effort, attainment and forecast grades) as well as qualitative comments and relevant assessment information.

Liaising with and Reporting Progress to Parents

Reporting to parents and carers will via the monthly progress reports and regular scheduled parent-teacher consultation events. In cases of individual pupils whose progress is giving cause for concern, parents will be contacted to agree the most effective early intervention strategies to be adopted to ensure good progress is reaffirmed.

The effectiveness of Individual Learning Plans and adherence to standards of behaviour and attendance will be underpinned by the establishment of formalised Home/Academy contracts, with all parents and/or carers making a signed declaration that they will play their part in ensuring that their children are given every opportunity to achieve in a supportive and personalised environment at home and at the academy.

The Home/Academy contracts will be discussed, agreed and singed at individual meetings between academy staff, parents/carers and pupils prior to their start date. These meetings will ensure all aspects of academy life are discussed and any barriers to full participation are identified early enough to ensure timely, effective measures are developed.

All pupils will have extensive opportunities to access the virtual learning environment (VLE) within Academy. The technology involved can be further developed to allow all authorised stakeholders access to the information it holds. This would allow parents and carers to obtain a clear view of their child's progress and provide positive opportunities to become actively engaged in all aspects of academy life. The Academy will actively seek to exploit the opportunities this technology provides.

In addition, parents will be invited to attend parent focus groups with members of the SLT/Governing Body, where they can discuss issues and raise concerns. The outcomes of these meetings will be discussed by the SLT and an action plan produced and monitored.

Positive Behaviour and Relationships

The most effective way to manage poor behaviour is to avoid it in the first place, through the manner in which we act and treat one another and through excellent teaching. Enthusiastic, inspiring staff will be expected to provide compelling learning experiences – both in the classroom and in the management of enrichment and extension tasks. Engaging pupils in all aspects of the curriculum will be a key part of our high expectations and positive behaviour culture to ensure all pupils display positive attitudes to learning.

The Assistant Principal with responsibility for pupil experience will lead on the maintaining high standards of behaviour. This will include the development of an appropriate rewards and sanctions policy and setting up systems to track attendance.

We will develop, as a school community, a behaviour code, based on our vision and ethos, to ensure that it is clear to all, the high expectations demanded within the Academy. The behaviour code will form the basis of the home/academy agreement, sanctions & reward policies and processes, together with any other developments

over time. The intention is for all parties within the academy community to understand how they should behave and manage their expectations when they fulfil (or do not reach) the required standards.

In addition to how we relate and react to each other is the need to create positive attitudes to learning.

The inclusion of all pupils including vulnerable children within the Academy will be secured through close adherence to safeguarding requirements, the personal knowledge of pupils gained within the vertical tutor groups and the implementation of the Every Child Matters agenda. Liaison with other children's services professionals will take place to offer the most appropriate support to at-risk children in order to allow them to reach their full potential in a safe environment.

Senior members of staff, and Governors/Trustees, will be trained to ensure statutory requirements regarding safeguarding and child protection are maintained and they are able to make informed use of the multi-agency support that exists within the area. That support could include Educational Psychologists, Primary Health Care Services, Social Care Services, Pupil Referral Units, Alternative Provision Providers and other community groups.

Measuring and Improving the Quality of Teaching in the Classroom

The Academy will adopt the internal lesson observation system in place at Bedford College. The system will focus on continuous improvement and ensure all teaching staff undertake a graded lesson observation each year carried out by a trained observer. All staff will be given a 2 day notice of a three day observation window, in line with an inspection. All first graded observations will be completed by February half term.

An action plan to disseminate good practice or overcome any identified weaknesses will be developed and agreed by all parties and any lesson graded 3 or less re-observed within a specified period of time.

As well as through graded observations the Academy will also monitor the quality of teaching and learning in the following ways:

- Walkthroughs of teaching, by the senior leadership team and also subject leaders
- Probationary peer observations by line managers
- Peer observations and mentoring
- Pupil feedback- from surveys, focus groups and through social media
- Desk top reviews of planning, schemes of work, moodle use

Robust staff management procedures will be developed and rigorously applied to ensure underperformance is addressed and continuous improvement of the quality of teaching and learning is maintained throughout the academy. We propose to use the pro-observe data package to record, monitor and evaluate lesson observations across the Academy. This package will be managed by the Assistant Principal Curriculum and training will be provided to all observers and line managers to ensure full implementation of the system. Observations will also be completed annually by external consultants to ensure that external moderation of judgements takes place.

The Technical Academy will undertake annual self-assessment with a bottom up approach, using subject reviews and an effective improvement plan. More specific details are included on data/quality timeline and in the diagram below. The Assistant Principal Curriculum will lead on this process.
Bottom up approach to self-assessment

Order of completion	**Commentary**	**Information used to inform the review**
Subject reviews	Completed for each subject area.	Pupil feedback- focus groups/pupil surveys Feedback from parents Performance data (including value added) External quality reports Inspection data Work placements/enrichment
Programme Area reviews	Completed for each curriculum area. A Business Support review is also completed	Subject reviews
Overall Self-assessment Academy review	Completed for the overall Technical Academy	Programme Area reviews Business Support reviews

Data/Quality timeline
Timeline for Year 3 onwards

Month	Data entry/collection	Use of data	Outputs monthly	Outputs Annual	Reporting
September	**New pupils** Baseline data tests undertaken and entered onto the pupil data management and assessment package • cognitive testing on entry (Yellis baseline test and Yellis attitudinal questionnaire) • BKSB testing Start lesson observations and upload observation reports to Pro-observe First impressions pupil survey	ILPs produced for all pupils	Balanced score card prepared	Whole school self-assessment produced and moderated	SLT/Governors Year 9 settling in parent consultation meeting
October	Challenging targets set for all pupils once Yellis and Alis data is available from CEM New targets uploaded onto pupil data management and assessment package Ongoing lesson observations and upload observation reports to Pro-observe SLT pupil focus groups and walkthroughs Parent focus groups	ILPs updated with new targets Outcomes of focus groups to be discussed at SLT and action plan prepared Monthly review of QIP by curriculum managers	Balanced score card prepared	Report on first impressions survey	SLT/Governors Parent/teacher consultation event KS5

November	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month Ongoing lesson observations and upload observation reports to Pro-observe SLT pupil focus groups and walkthroughs	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Outcomes of focus groups to be discussed at SLT and action plan prepared Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month		SLT/Governors Parents/Carers Parent/teacher consultation event KS4
December	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month Ongoing lesson observations and upload observation reports to Pro-observe Autumn term pupil survey	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance completed in first two weeks of month Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month		SLT/Governors Parents/Carers
January	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month Ongoing lesson observations and upload observation reports to Pro-observe SLT pupil focus groups and	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Outcomes of focus groups to be discussed at SLT and action plan	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month	Report on autumn term survey	SLT/Governors Parents/Carers

	walkthroughs Parent focus groups	prepared Monthly review of QIP by curriculum managers			
February	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month Ongoing lesson observations and upload observation reports to Pro-observe	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month		SLT/Governors Parents/Carers Parent/teacher consultation event KS5
March	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month Spring term survey	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month	Report on spring term survey	SLT/Governors Parents/Carers Parent/teacher consultation event KS4
April	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month SLT pupil focus groups and walkthroughs	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Outcomes of focus	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month		SLT/Governors Parents/Carers

	Parent focus groups	groups to be discussed at SLT and action plan prepared Monthly review of QIP by curriculum managers			
May	Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month		SLT/Governors Parents/Carers
June	**New pupils** Existing data collected from previous schools/educational establishments • KS 2 SATs results • Current teacher assessed National Curriculum level • Any qualifications on entry (mainly for Post 16 learners) • Any SEN or additional support requirements • Eligibility for free school meals • Previous school attendance rate (if	Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month	Subject level reviews produced	SLT/Governors Parents/Carers

	available) Home/Academy contracts signed. **Existing pupils** Monthly update of progress against targets by subject tutors onto the pupil data management and assessment package. To be completed by 25th of Month				
July		Monthly progress review with personal tutor for all pupils. To review ILP, targets and performance Completed in first two weeks of month Monthly review of QIP by curriculum managers	Balanced score card prepared Monthly progress check e-mailed/sent out to Parents/Carers on 15th of the month	Programme level reviews produced	SLT/Governors Parents/Carers
August			Balanced score card prepared	Staff performance related pay awards agreed by end of August	

Success Measures

The success of the curriculum will not be judged simply on exam results or academic progress – although these will be important aspects as the Academy develops.

A balanced scorecard of measures will be tracked and reported upon, as well as used as the basis for whole-organisation targets.

The scorecard targets will be based upon three key areas:

a) Pupil performance – absolute and relative levels of attainment & progress

KS4: % pupils achieving 5 A*-Cs inc. E&M
% pupils making 2 levels progress in E&M
% achieving grade A*-C in English
% achieving grade A*-C in Mathematics
% achieving grade A*-C in Science
% of pupils who make expected progress in E&M is in top two quintiles when compared to similar schools

Post 16: pupil qualification success rates
% pupils achieving the Technical Baccalaureate
% pupils progressing to next level of study
% pupils progressing to Higher Education
% pupils progressing to employment and apprenticeship options

Success measures for different groups of pupils
0% difference in pupil performance targets between disadvantaged pupils and other pupils
0% difference between the proportions of different groups of pupils achieving their target grades

b) Pupil satisfaction index

c) Parent satisfaction index

Both of these latter indices will be based around surveys that all pupils, and as many parents as possible, will complete. They will be administered in a way so as to be free from any undue influence of staff, and independently verifiable.

Academy Targets

The Academy will set initial targets related to its core organisational processes. Included below are the proposed targets for the Technical Academy. Where possible national average data has been used to set challenging targets.

As national average data does change from year to year we propose to set performance targets of 5% above the current national average. This will ensure that if the sector overall improves that the Academy aims to exceed the sector average.

The targets linked to baseline testing and achievement of targets (based on KS2 results) will ensure that each individual is stretched and challenged. These targets will vary from year to year and will depend on the characteristics of the intake. We would target that all pupils would exceed these targets.

These targets will be updated monthly monitored at a monthly leadership performance monitoring meeting. The targets will be cascaded through the Academy using the performance-based pay model already developed at Bedford College.

Overall performance against these targets will be reported annually to the Governing Body in the Academy's self-assessment review. Performance against the teaching and learning targets will be published to parents annually.

Bedford Technical Academy Targets		
Target	**Academy target**	**Current performance across Bedfordshire**
Teaching & Learning		
Pupil recruitment	Within 2% of target	
Pupil attendance (unauthorised absence)	<2.5%	National average 2013 5.8% Bedford average 2013 5.7%
% age of pupils achieving 5 A*-C inc E&M	Proposed at 65%. At least 5% above the national benchmark.	National average 2013 59.2% Bedford average 2013 59.7%
Progress in E&M	All pupils to exceed their YELLIS Maths and English target grades at the end of Key Stage 4	
Qualification success rates at KS5	To be at least 5% above comparative national benchmark figures, and for points per entry to be at least 220	National point score per vocational entry 2013 213.7 Bedford point score per entry 2013 - 214.8
Gap between the performance of i) disadvantaged pupils and all pupils ii) low and high attainers	5% less than the national average gap	
Proportion of pupils achieving targets	100% of pupils to achieve challenging targets set	

Number of awards issued as part of the behaviour code	At least 25% of pupil cohort per term	
Number of sanctions issued as part of the behaviour code	Less than 5% of pupil cohort per term	
Staffing process		
Staff turnover	<20% Falling to <15% after three years	
Staff satisfaction scores	>80%	
Staff absence (short term)	< 3.5 days per person	
Staff absence (long term)	< 1.5 days per person	
Staff development expenditure	>2% of overall staff costs	
Financial process		
Financial budget	Financial budget achieved (income, surplus and cash)	
Environmental process		
	A target will be set for accident levels once we have benchmark data	
Quality assurance process		
Observations	100% Grade 1 or 2	
Effective internal verification and assessment processes	100% of External Verifier reports confirm robust processes in place	
External Verifier Reports	100% of External Verifier reports graded at 'good' or above Direct claim status awarded for all qualifications	
Awarding Organisation Quality Reviews	Successful centre review visit from all awarding organisations	
Survey responses	95% positive response from pupils for teaching, learning and assessment	
	Governors will establish challenging targets for parental/pupil satisfaction survey results	

Section D3

The staffing structure for Bedford Technical Academy has been developed:-

- To underpin and ensure that long-term successful delivery of the educational vision and ethos.
- To enable flexibility in future curriculum delivery
- To provide high levels of teaching and learning expertise while maximising individual learner entitlement.

The proposed pupil intake numbers in the years leading up to full capacity are as follows:

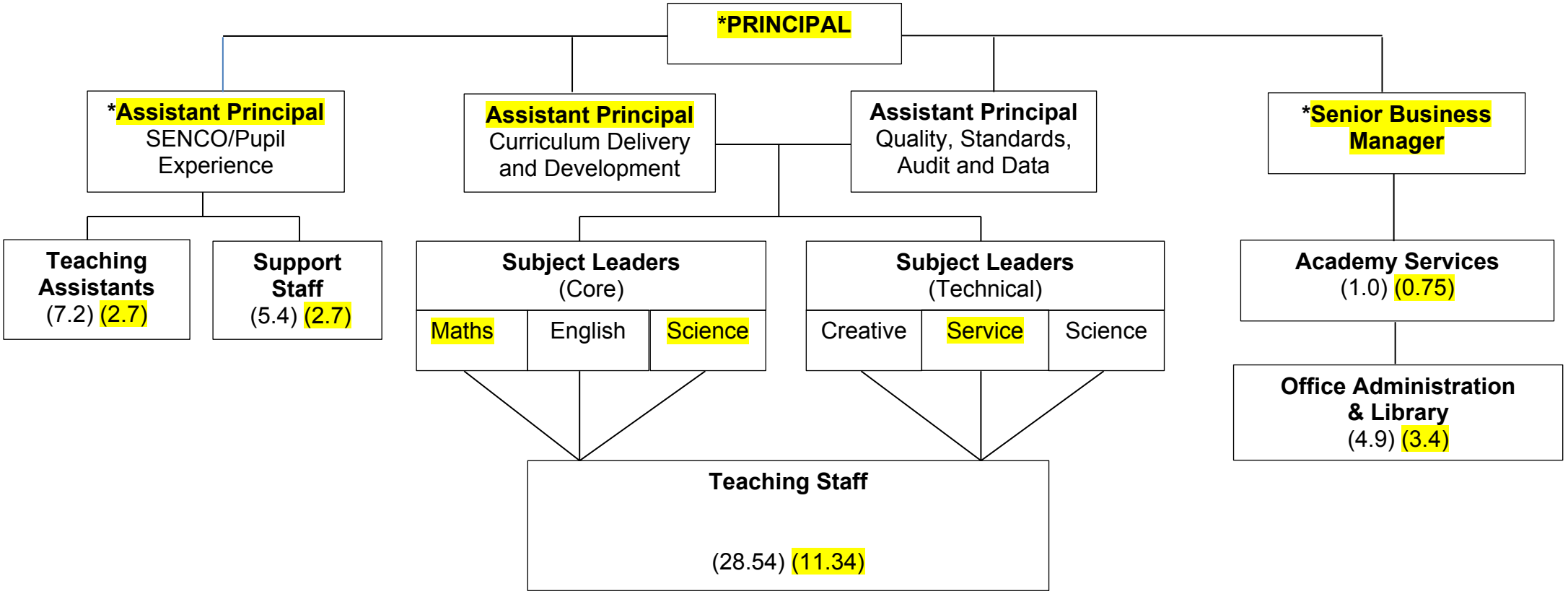
Pupil Matrix	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)
Year 9	100	100	100
Year 10	0	100	100
Year 11	0	0	100
Year 12	162	162	162
Year 13	0	162	162
Total	**262**	**524**	**624**

The proposed staffing levels for each teaching year up to full capacity are as follows:

Staffing Mix	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)
Principal	1.00	1.00	1.00
Assistant Principal	2.00	3.00	3.00
Senior Business Manager	1.00	1.00	1.00
Total	**4.00**	**5.00**	**5.00**
Subject Leaders	3.00	6.00	6.00
Teacher	11.00	21.3	27.7
Supply	0.34	0.68	0.84
Teaching Total	**14.34**	**27.98**	**34.54**
Site Agent	0.75	1.0	1.0
Teaching Assistant	2.7	5.4	7.2
Technician	1.8	3.6	3.6
Clerk - PA	0.5	1.0	1.0
Office Admin	2.0	2.0	3.0
Librarian	0.9	0.9	0.9
Other Support	0.9	1.8	1.8
Non-Teaching Total	**9.55**	**15.7**	**18.5**

The proposed staffing structure for the Academy at full capacity is shown below with the reduced staffing requirement for Year 1 highlighted in yellow.

BEDFORD TECHNICAL ACADEMY STAFFING STRUCTURE



Code:

1. Year 1 Staffing
2. *Dis-economy Posts

The Academy will be a relatively small educational establishment at full capacity with the inherent advantages this brings. The size of the Academy will allow a flat management structure to be developed with clear lines of responsibility and accountability.

Senior Management Team

The SMT will comprise the Principal, Assistant Principals and the Senior Business Manager.

Given the plan to grow pupil numbers to 624 over a three year period the management structure will be:-

- Principal
- Assistant Principal with lead responsibility for Pupil Experience, SEN provision, UCAS and onward progression
- Assistant Principal with lead responsibility for Curriculum Delivery and Development
- Assistant Principal with lead responsibility for Quality, Standards, Audit and Data
- Senior Business Manager with responsibility for operational resources and site management

The Principal will have overall responsibility for effective human resource management and development and line management responsibility for APs and the Senior Business Manager. Once recruited, one of the assistant principals will be designated Senior Assistant Principal with responsibility for running the Academy should the Principal be out of action.

The APs will have line management responsibility for Subject Leaders and groups of teaching and support staff and the Senior Business Manager for groups of administration and operational staff together with responsibility for outsourced services.

The SMT will operate in line with Academy values and will make decisions as a team respecting that the ultimate accountability rests with the Principal to the Board of Governors and his/her decision is therefore final.

Year 1 staffing arrangements show teaching staff reduced to levels commensurate to the volume of provision with one Assistant Principal and three Subject Leaders recruited in year 2.

In year 1 the responsibilities at Assistant Principal level will be shared between the 2 post holders at that level, with the Subject Leader responsibilities broken down into three curriculum areas: Maths and English, Science and Technical

Recruitment and Selection Process

For all members of the Leadership Team this will be:-

1. Job description and person specification prepared
2. National and local advertisement
3. Long-listing by Board with outsourced HR advice to first stage
4. At the first stage, two panel interviews with Governors and outsourced HR advice with a particular focus on knowledge and teaching and learning experience and short-listing to second stage
5. At the second stage short-listing, a panel interview with Governors providing a particular focus on attitude and skills

The Principal will be recruited as above and for the recruitment of APs and Senior Business Manager he/she will be involved from 1-5 above. The size of the Academy will mean will not be possible to appoint a Principal on a salary similar to that for the larger schools in the area. It is therefore possible that the Academy will attract candidates with limited experience but with extensive development potential. The Trust intends to ensure the appointed Principal will be supported through the provision of suitable part-time Mentorship for the first three years.

The person specification will be a key document driving the whole recruitment and selection process as detailed in section F4. A key feature of Bedford Technical Academy will be the recruitment and selection of employees who share common attitudes and attributes critical to the future success of the Academy derived from its ethos.

Appointment Timescale

Section G sets out the costs once the Academy has opened in some detail. The largest pre-opening costs are for staff necessary to ensure the Academy gets off to an excellent start.

It is therefore deemed critical that we have in place by January 2015:

- The Principal
- Part-time PA, Finance, HR and Education support (provided by Project team)

It is also deemed critical that the Senior Management Team is in place by May 2015 so they have four months in which to collectively establish the detailed timetables and policies for opening, and are available to support parents in the run up to opening.

This means for the Principal post interviews will need to be in autumn 2014, and for Senior Managers to be interviewed by February 2015.

Key Roles

In addition to the APs and Senior Business Manager, specialist teachers will be recruited over a three year period in line with person specifications developed to reflect the Academy ethos.

These will include Maths, English, Science, Sports Science, ICT and Technical specialists.

The detailed recruitment plans for all posts will be determined once the Principal has been appointed with the first phase of recruitment commencing in December 2014. However, any timing must account for the sector resignation date of 31 May in order for newly appointed teachers to take up their jobs on 1 September. In this event, existing employers would be approached with a view to securing earlier release.

Year 1 Employee Recruitment

Taking into account that the teaching loads for the Leadership Team are:-

Principal	10%
AP	20%
Subject Leaders	90%

The non-SMT Year 1recruitment, based on 975 contact hours, is as follows:-

- Teaching staff – 14.34 fte
- Teaching support staff – 7.0 fte
- Administration staff – 2.5 fte

Section E: Evidence of Need – Part 1

A survey has been used to measure support for Bedford Technical Academy, which has been undertaken on-line, face-to-face and via the telephone. To-date, 1274 parents and young people have completed the survey, of which 1,166 (92%) support the idea of a Technical Academy. This response is analysed further below:

The number of parents (of pupils for entry into Year 9) and young people (for entry into Year 12) who would select the Academy as their first choice is show in Table 1.

	2015				2016			
	A	B	C	D	A	B	C	D
Year 7								
Year 8								
Year 9	100	85		75%	100	69		69%
Year 10					100	85		85%
Year 11								
Year 12	162	180		111%	162	57		35%
Year 13					162	180		111%
Totals	262	265		101%	524	391		75%

Table 1: No. of parents/pupils who would choose the Academy as their first choice

From consulting with respondents, we have found that many who support the idea of the Technical Academy would choose it as their first choice subject to receiving further information on specific elements of the Academy, such as its exact location, or meeting the Head.

The number of parents (of pupils for entry into Year 9) and young people (for entry into Year 12) who support the idea of Bedford Technical Academy and would choose it as their first choice or would choose it as their first choice subject to receiving more specific information is shown in Table 2.

Year group	Year of entry					
	2015			2016		
	No. of places	No. of responses	% of total places	No. of places	No. of responses	% of total places
Year 9	100	171	171%	100	140	140%
Year 10				100	171	171%
Year 11						
Year 12	162	267	165%	162	74	46%
Year 13				162	267	165%
Total	262	438	167%	524	652	124%

Table 2: Number of parents and pupils who support the idea of the Academy and would choose it as their first choice or would choose it as their first choice subject to receiving more information

Our efforts to gather demand for the Academy have included a wide range of marketing activities, including contacting the Heads in all local schools, holding public consultation events, attending community group meetings and events, undertaking a significant direct mail campaign to a purchased list of parents, media advertising, online advertising and street interviews (see activities listed in more details at the end of Section E). In our efforts to gather demand, we have faced a number of barriers, with the following two being the most significant: 1). In most cases schools have refused to share information with their pupils and parents, and not allowed us to speak to year groups. Therefore, we have had to target parents and young people directly; 2) The evidence of demand being sought for Year 12 means targeting those currently aged 13 to 15. As it is against the law for us to market directly to this age group, and with schools refusing access, it has been particularly difficult to reach this audience and we have been forced to market to their parents to try and reach them instead.

Whilst we acknowledge that evidence of demand to-date is below the target of 524, we are confident that we can achieve the admission target for the first two years of operation. This level of confidence is based on our previous experience of opening Bedford Free School where we had just 300 signatures supporting the idea of the School (compared to 1,166 for Bedford Technical Academy) yet achieved the recruitment target of 200 pupils in Year 1 through the implementation of a successful marketing campaign that focussed heavily on public information events and presentations to local community groups. A similar marketing campaign for Bedford Technical Academy during the planned recruitment phase from July 2014 is already in place.

As part of the consultation process, we have collected quotations from a variety of supporters and examples of these are shown in Table 3.

[redacted], ***parent of Year 6 pupil***

[redacted], ***parent of Year 10 pupil***

[redacted]

"[redacted]t." [redacted],

"[redacted]." [redacted],
"[redacted]." [redacted], [redacted]

"[redacted]" [redacted],

"[redacted]." [redacted], [redacted]

Table 3: Quotations from supporters of the Academy

Information Shared

The information provided to clearly describe the Academy's ethos, age range and size, curriculum, aspirations and outcomes is shown in Table 4.

Bedford Technical Academy Survey
Bedford College are planning to open a Technical Academy in September 2015 and would like to know what you think about our plans. Before you complete the survey on the back page, below is some information to help you understand our proposals.

What is a Technical Academy?
Aimed at pupils aged 13 to 19, our Technical Academy will be a state-funded school that is independent from local government control. This means we have the freedom to design our curriculum and learning experience in a way that benefits our pupils best, which will make a real difference to local young people. Academies are regulated by Ofsted and exam results are publicly available.

Our vision
Our vision is to offer pupils and their parents a new, different education choice, providing a clear career path to industry with leading technology employers or on to higher study at top universities. Placing high expectations on our pupils, we will raise education standards in the local area through high quality teaching, industry-standard facilities and an inspiring culture of learning.

What will the Academy offer?
Bedford Technical Academy will provide a high quality academic and technical education, focussing on science, service and creative technical subjects:

Study pathway	Industry qualifications in…
Creative technologies	Product Design; Games Technology
Science technologies	Laboratory Technicians; IT Technicians; Veterinary Nursing; Health Professionals
Service technologies	Hospitality & Hotel Management; Retail Management

In Years 9 to 11, pupils will study a core GCSE programme, with an emphasis on English, mathematics and science, alongside a technical qualification in science, service or creative technologies. Pupils will also participate in relevant work experience and undertake short courses to improve employability.

In Years 12 and 13, pupils will work towards the Technical Baccalaureate – a new qualification launched by the government which is equivalent to A-Levels. This will consist of a high quality Level 3 technical qualification related to one of the study pathways, a core maths qualification and an extended project which will develop skills in extended writing, communication, research, and self-discipline and self-motivation.

Where will the Academy be based?
We will be based in Bedford town centre. Our veterinary nursing strand, and possibly our laboratory technician's strand, will be taught at our specialist land-based college just outside of Bedford.

Who will be able to apply?
We will be admitting pupils in two intakes, at age 13 in Year 9 when they will be moving to upper schools, and at age 16 in Year 12. The proposed capacity for the Academy is 624 pupils, with an initial intake of 100 Year 9 and 162 Year 12 pupils.

Table 4: Information provided as part of survey

The survey parents and young people were asked to complete is shown in Tables 5 and 6.

Parents' Survey

1. **Based on what you know or have heard, do you support the idea of Bedford Technical Academy?**

   ◯ Yes ◯ No

   If no, please can you let us know the main reason why not?

2. **In principle, if the academy were opened, would you select it as your first choice for your child?**

   ◯ Yes ◯ No ◯ I don't know enough about the proposal

   If no, please can you let us know the main reason why not?

3. If so, do you currently have children in the following school years?

◯ Year 6 ◯ Year 7 ◯ Year 8 ◯ Year 9 ◯ Year 10

To help us understand the level of support in the local community for the Bedford Technical Academy, we are asking all individuals that complete this survey to provide their full name and postcode. By completing this question, you are not opting-in to receive any further information about Bedford Technical Academy.

First name…….. Surname……
Postcode……

4. **Would you like to receive our e-newsletter to be kept up-to-date with progress?**

◯ Yes ◯ No

If yes, please provide you email address:

Table 5: Parents' survey

Pupils' Survey

1. Based on what you know or have heard, do you support the idea of Bedford Technical Academy?

◯ Yes ◯ No

If no, please can you let us know the main reason why not?

2. In principle, if the academy were opened, would you select it as your first choice place to study at?

◯ Yes ◯ No ◯ I don't know enough about the proposal

If no, please can you let us know the main reason why not?

3. What school year are you currently in?

◯ Year 9 ◯ Year 10 ◯ Year 11 ◯ Other, please specify……

To help us understand the level of support in the local community for the Bedford Technical Academy, we are asking all individuals that complete this survey to provide their full name and postcode. By completing this question, you are not opting-in to receive any further information about Bedford Technical Academy.

First name…….. Surname……

Postcode……

4. **Would you like to receive our e-newsletter to be kept up-to-date with progress?**

◯ ◯

Yes	No
If yes, please provide your email address:	

Table 6: Pupils' survey

The catchment area of the Academy is within a 12 miles radius of Bedford. The map in Table 7 shows that the parents and pupils who would select the Academy as their first choice live within this area.

Table 7: Postcodes of parents (of pupils for entry into Year 9) and young people (for entry into Year 12) who would select the Academy as their first choice.

Educational standards in local schools

Local schools do not currently meet the needs and aspirations of young people and their parents. The 2013 GCSE results show that only 59.7% of pupils in Bedford Borough and 57.7% in Central Bedfordshire achieved five GCSEs A*-C including English and Mathematics, compared with the statistical neighbour comparator used by the Central Bedfordshire of 62.1% and 66.3% for Bedford Borough LA, and the national average of 59.2%.[13] [14] This is shown in more detail in Table 8.

Table 8: % of pupils with 5 GCSEs A-C compared to national average in 2013.*

In terms of attainment in English, Mathematics and Science, the majority of schools in Bedford Borough and Central Bedfordshire (Mid-Bedfordshire area) perform badly.

Seven of the 11 schools are below the national average for Science, whilst six are below the national average for English and five for Mathematics.[3] In addition, Bedford Academy and Sandy Upper School are in the bottom 40% of comparative attainment data on the Ofsted dashboard for all three subjects.[3]

Six of the 11 upper schools in Bedford Borough and Central Bedfordshire (Mid-Bedfordshire area) are below national average for the percentage of pupils who achieved expected progress in English.[3] [14]

Also, eight of the 11 schools in Bedford Borough and Central Bedfordshire (Mid-Bedfordshire area) have an A/AS Level point score below the national average (see Table 9). [10]

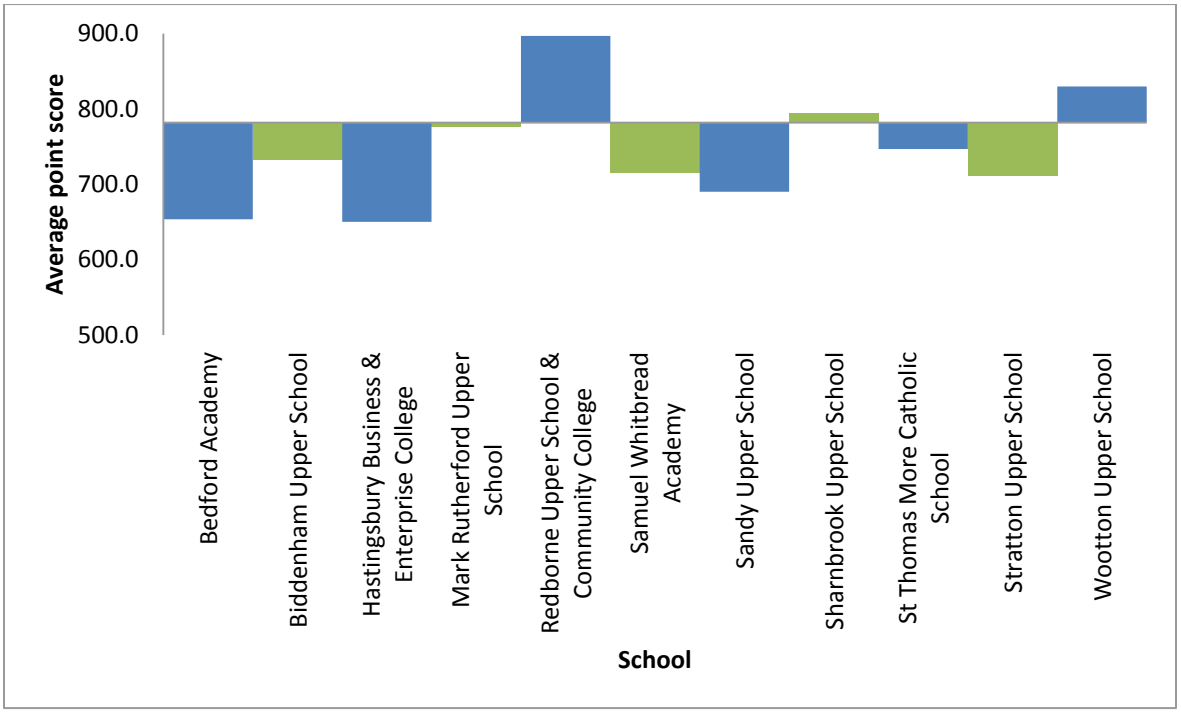


Table 9: Average A/AS Level point score compared to national average in 2013.

In terms of outcomes, at Key Stage 5, Bedford Borough pupils are far less likely to progress on to work, higher education or a good university compared to the national average (see Table 10).[16]

	Overall education/employment outcome	**Higher Education progression**	**Russell Group progression**
Bedford	63%	42%	5%

England	69%	48%	8%

Table 10: Key Stage 5 outcomes.

Of the 11 upper schools in Bedford and Central Bedfordshire (Mid-Bedfordshire area) only two are judged outstanding by Ofsted, and five are judged as inadequate or requiring improvement (see Table 11).[4]

These inadequate or requiring improvement schools, that also perform badly using other performance criteria (see Table 11), educate between them 5,450 pupils aged 13 to 18, which equates to nearly nine times more pupils than the 624 pupils proposed for Bedford Technical Academy. [5]

Name of school	No. of pupils	Ofsted grade	Performance compared to similar schools in England					
			Overall GCSEs	GCSE English grade A* to C	GCSE Maths Grade A* to C	GCSE Science Grade A* to C	Expected progress in English	Expected progress in Maths
Biddenham Upper School	1,000	Requires improvement	Middle 20%	Middle 20%	Middle 20%	Middle 20%	Middle 20%	Middle 20%
Hastingsbury Upper School	795	Requires improvement	Bottom 40%	Bottom 20%	Middle 20%	Bottom 40%	Bottom 40%	Middle 20%
Samuel Whitbread Academy	1,640	Requires improvement	Bottom 40%	Middle 20%	Middle 20%	Bottom 40%	Middle 20%	Middle 20%
Sandy Upper School	790	Inadequate	Bottom 40%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%	Bottom 20%
Stratton Upper School	1,225	Requires improvement	Bottom 40%	Bottom 40%	Middle 20%	Bottom 40%	Bottom 40%	Middle 20%
Total no. of pupils	**5,450**							

Table 11: Upper schools with an Ofsted rating of requires improvement or inadequate.

Shortage of places

The number of pupils on roll at secondary schools in Bedford Borough and Central Bedfordshire is 36,279.[17] The number of 16 and 17 year olds currently engaged in full-time education in these local authorities is 8,770, which is 83% of the total number of young people eligible for post-16 provision.[11]

School	% of pupils with 5 GCSEs grade A*-C inc. English & Mathematics [3]	Ofsted grade [4]	School capacity [5]	No. of pupils (Jan 2013 School Census) [5]	Number of unfilled spaces
Bedford Academy	38%	Good	1,440	740	700
Sandy Upper School	54%	Inadequate	1,009	790	219
Samuel Whitbread Academy	64%	Requires improvement	1,800	1,640	160
Mark Rutherford Upper School	65%	Good	1,337	1,250	87
Hastingsbury Business & Enterprise College	45%	Requires improvement	957	795	162
St Thomas More Catholic School	62%	Outstanding	818	792	26
National average	59.2%		7,361	6,007	1,354

Table 12: Secondary schools with unfilled spaces.

Whilst data shows that there are currently 1,354 unfilled places in secondary schools in Bedford Borough and Central Bedfordshire (Mid-Bedfordshire area), it is important to note that 92% of the current unfilled places are in schools that have GCSE results below the national average and/or have a poor Ofsted grade as shown in Table 12.

Pupil numbers in secondary schools in Bedford Borough and Central Bedfordshire are forecast to grow by 6.7% and 21.8% respectively by 2018.[1]. Taking into account the number of current unfilled places in secondary schools in Bedford Borough and Central Bedfordshire (Mid-Bedfordshire area), this will mean there will be a shortfall of 280 places for those in Year 7 to 13 by 2018. [5]

Local data also identifies that there will be further demand for post-16 places in the future. Taking into account population predictions and the raising of the participation age to 18 in 2015 will result in a further 1,811 16 and 17 year olds having to stay in some form of education or training in the local area.[12], which is over five times more pupils than the 324 post-16 places proposed for Bedford Technical Academy.

It is also forecast that the population in Bedford Borough will increase by 8% to 170,000 in the period to 2021, with 16,000 new houses planned.[6 7] In Central Bedfordshire, the population will increase by 12.4% to 287,300 in the period to 2021, with 17,265 new houses planned by 2031.[8 9] In terms of prospective pupils for the Academy, the number of young people aged 4 to 15 will increase by 14% between 2013 and 2021 to 69,163.[12]

Whilst prior to 2018 the shortage of places in schools does not exceed the places available at the proposed Technical Academy, it is important to highlight again

that schools with inadequate or requires improvement Ofsted ratings educate between them 5,450 pupils aged 13 to 18, which equates to nearly nine times more pupils than the 624 pupils proposed for Bedford Technical Academy. [5]

Provision in local schools at post-16
All upper schools in Bedford Borough and Central Bedfordshire (Mid-Bedfordshire) have sixth forms. In addition, there is a sixth form college, and a further education college. The provision at upper schools and the sixth form college is predominantly
A-Levels with some BTEC/CTEC qualifications. The further education college provides a wide range of vocational qualifications. Bedford Technical Academy's technical curriculum at post-16 is unique because it is not offered by other providers in the local area and will lead to the new Technical Baccalaureate.

Section E: Evidence of need – part 2

Engagement with the community
The community for Bedford Technical Academy consists of the following stakeholders:

- Within a 12 mile radius of Bedford: prospective pupils; parents of prospective pupils; businesses in industries relating to the technical subjects offered; feeder schools; and community groups which include the Academy's prospective pupils and parents of prospective pupils.
- Within Bedford: local residents; Bedford Borough local authority; and local politicians.

Engagement with the community has been undertaken as follows:

Activities	Stakeholders targeted	Period
- Information on website and social media sites	All stakeholder groups	September – May
- Telephone survey to bought list	Parents	September – December
- Information sent to and visits to community groups	Community groups	September – May
- Social media advertising / conversations	All stakeholder groups	September – May
- Information sent/given to and visits to local businesses, clubs and organisations open to public	All stakeholder groups	September – May
- Local media advertising / editorial	All stakeholder groups	September – May
- Talk to Bedford College's 14+ pupils	Pupils	September – January
- Information sent to and visits to schools	Schools, pupils, parents	October – May
- Focus group to discuss branding	Pupils	October

- Email to supporters to gauge views	All supporters	October - May
- Information sent to business membership groups and local authority	Business, local authority	October
- Consultant events	All stakeholder groups	October, November, January, February, March and May
- Information on Mumsnet	Parents	October
- Attendance at business events	Businesses	October - May
- Attendance at College open days	Parents, pupils, local community	September, November, January and March
- Conversations with local politicians	Politicians	October
- Direct mail to bought list	Parents	November - December
- Focus group with parents	Parents	November

The following feedback has been obtained from the local community whilst undertaking the activities above, and how we have responded to their comments is evidenced below. This information has been shared via the Academy's website.

Feedback from the community	**Action taken by project team**
[redacted]	We will develop partnerships with local leisure facilities to ensure that pupils have the opportunity to participate in sports as part of enrichment activities throughout Sixth Form.
[redacted]	We will provide a uniform in Years 9-11 and ensure that the costs are comparative with other local schools.
[redacted]	We will ensure that the location of the school is easy accessible from Bedford bus station and Bedford train station.
[redacted]	We will provide transport to Shuttleworth College free of charge.
[redacted]	We will ensure courses are approved by RCVN.
[redacted]	We will foster links with 'Music for Bedford Borough' to enable pupils to continue with music tuition.
[redacted]	Yes, we will ensure PE is offered at all ages.
[redacted]	The current application is for the Academy to be open to ages 13-18. Should Bedford Borough continue to move from three tier to two tier, we will review the year group intake.

Sources:

[1] Department of Education, SFR01 2013, Pupils of secondary school age 2011/12 and pupil forecasts 2012/13-2017/18, publication date March 2013

[2] Department of Education, SFR01 2013, State funded secondary school capacity, publication date March 2013

[3] Ofsted School Data Dashboard, 2012

[4] Ofsted.gov.uk, Inspection reports

[5] Department of Education, Edubase2
[6] Bedford Borough Council, Population Estimates and Forecasts, published June 2013
[7] Bedford Borough's Sustainable Community Strategy 2009-2021
[8] Central Bedfordshire Council, Forecast Population, produced May 2013
[9] Central Bedfordshire Development Strategy, Housing Technical Paper, January 2012
[10] Department of Education, School Performance Tables
[11] Department of Education, SFR22/2013, Participation by 16 and 17 year olds by local authority, publication date June 2013
[12] ONS 2011 Subnational Population Projections for Bedford Borough and Central Bedfordshire
[13] Central Bedfordshire, Learning Performance Team, 2013 National Curriculum Assessments Key Stage 4
[14] Department of Education, SFR01/2014, GCSE and Equivalent results in England, 2012 to 2013 Revised, Updated 27 March 2014
[15] Department of Education, SFR02/2013, Revised GCSE and equivalent results in England, publication date January 2013
[16] Department of Education, SFR19/2013, Destination of key stage 4 and key stage 5 pupils, publication date June 2013
[17] Department of Education, School Capacity: Academic Year 2012 to 2013 Updated 14 April 2014

F1 (a) Pre-opening skills and experience

Name	Member of core applicant group	Role in pre-opening by area(s) of expertise	Other relevant area(s) of expertise	Available Time
[redacted]	Y	[redacted]	[redacted]	25 days up to opening
[redacted]	Y	[redacted]	[redacted]	130 days up to opening
[redacted]	Y	[redacted]	[redacted]	60 days up to opening
[redacted]	Y	[redacted]	[redacted]	30 days up to opening
[redacted]	Y	[redacted]	[redacted]	30 days up to opening
[redacted]	Y	[redacted]	[redacted]	15 days

				up to opening
[redacted]	Y	[redacted]	[redacted]	20 days up to opening
[redacted]	Y	[redacted]	[redacted]	20 days up to opening
[redacted]	Y	[redacted]	[redacted]	15 days up to opening
[redacted]	N	[redacted]	[redacted]	30 days up to opening
3 Administrators	N	Administration	We have identified three high quality administrators who worked on the Bedford Free School project and who are available to provide administrative support to the team during the implementation phase.	250 days up to opening

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Key Stage 3 curriculum expertise	[redacted], the current [redacted], has been approached and has agreed to support and advise BTAT project group. [redacted]. [redacted]. [redacted]

F2. Accountability and Decision Making (post-opening)

Memorandum

The Academy Trust will be formed by 3 subscribers to (those who sign) the Memorandum of the company when it is first created. These will be known as Members of the trust. The Academy Trust, as a company, enters the funding agreement with the secretary of state and is thus legally responsible both to the secretary of state and to parents and pupils for the running of the academy. The Academy Trust will adopt the model Memorandum.

Articles of Association

The constitution of an academy is set out in its Articles of Association which are agreed with the secretary of state. The Academy Trust will adopt the model Articles for Mainstream Free Schools.

Governance Structure

The Governing Body will operate the key roles of setting strategic direction, ensuring accountability and acting as a critical friend. The body's main powers are to:

- conduct a 13-18 educational institution,
- supply goods or services in support of the provision of education and,
- in support of these main powers, to enter into contracts and other arrangements to provide the facilities it considers necessary and to acquire and dispose of assets.

The Governing Body will operate a delegated model of authority, where many of the strategic decisions will be made at committee level; this is demonstrated in the governance diagram that follows. The committee structure will cover the following key disciplines:

- Finance and Estates
- Human Resources
- Quality, Standards and Achievement

From time to time it is recognised that further committees will be required to support ad-hoc activities. These are expected to cover

- Discipline
- Exclusions
- Appointment of Senior Post Holders, Search Committee & Remuneration

In the first instance such a large governance structure may not be able to communicate swiftly or operate effectively. Therefore to ensure effectiveness of decision making further delegated responsibility may be given by the Board to the Committee chairs to mitigate these risks.

All committees will be required to report all decisions and recommendations to the Full Governing Body each term. Membership and the terms of reference of committees will be determined annually.

An independent Clerk will be appointed; this post is considered integral to the smooth running of the Committees. Their role is primarily one of providing advice and interpretation on the regulatory and administrative framework in which Governors work, preparing and distributing minutes and agendas, keeping records and dealing with correspondence.

The Senior Leadership Team will prepare the papers that are considered at the Committees. The Senior Leadership Team will be required to liaise with the Committees but this contact should be kept to a minimum and Governors will be reminded of their role as strategic advisors rather than operational leads.

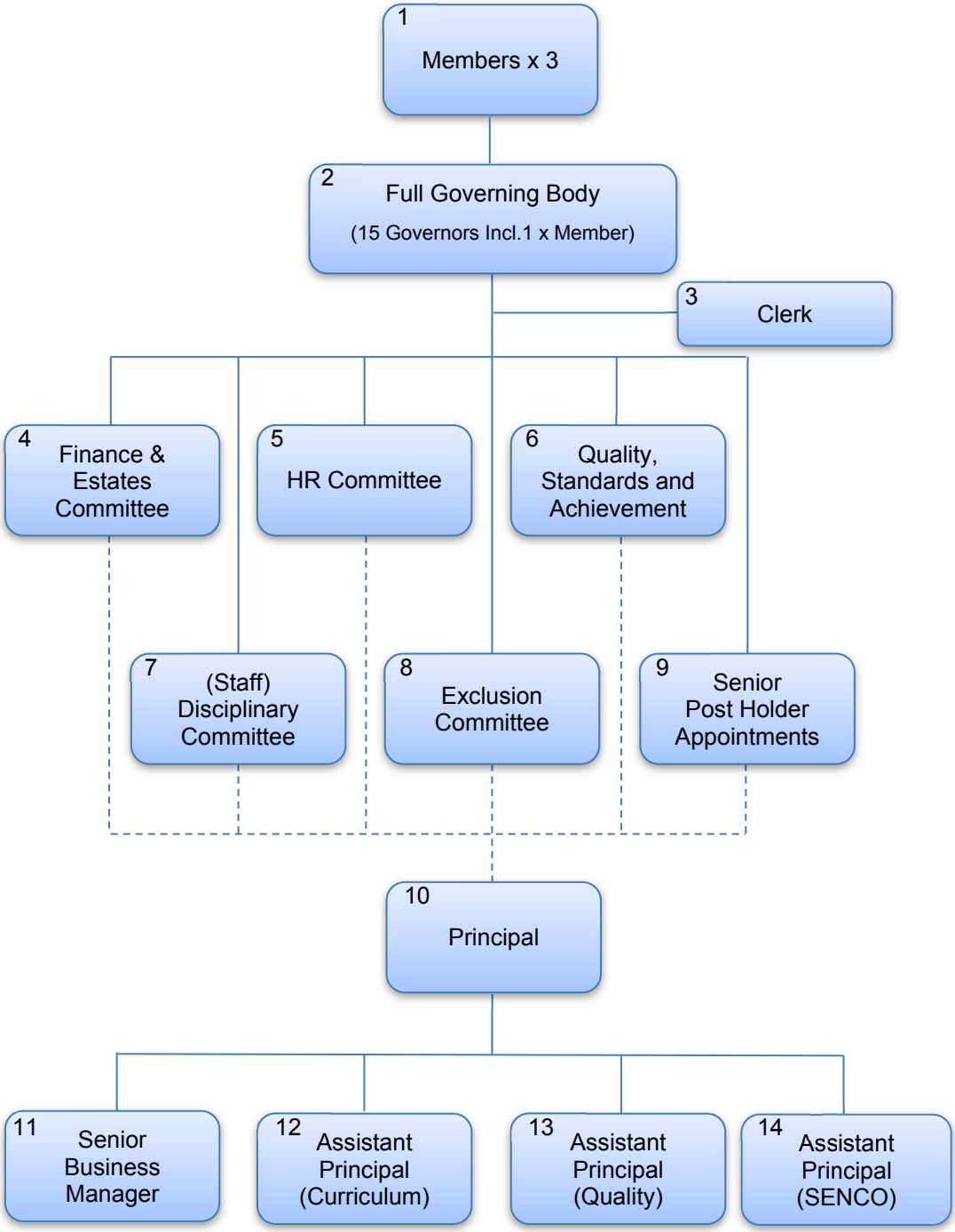
Frequency of Meetings

The Clerk will be responsible for organising and issuing a rolling Committee plan, scheduling the Full Governing Body meetings and the Committee meetings to ensure the school has efficient and timely decision making.

The Governing body will meet at least termly and in the first year, twice a term. Recognising the fast pace and immediacy of decision making during the initial phase of the school.

Committee meetings will follow the same pattern but will be programmed in prior to the Governing body meetings in order that Committee Chairs may take forward committee recommendations to the Governing Body or feedback on delegated decisions. Committees will have the flexibility to hold additional meetings in order to meet the school's annual programme, i.e. The Finance and Estates Committee may wish to meet twice in the summer term, in order to provide sufficient time to consider and feedback on the proposed school budget and improvement plan.

Roles and Responsibilities – The Governance Framework



Members

There will be 3 members of the company. The Academy Trust, as a company, enters the funding agreement with the secretary of state and is thus legally responsible both to the secretary of state and to parents and pupils for the running of the academy. However, the governing body in practice exercises the powers and carries out the duties of the Academy Trust, the liability of the members of the Academy Trust will be limited, as with any company limited by guarantee.

Company Members will have the power to appoint or dismiss Governors. Overall, the members will have much more limited involvement in the management of the company than the governors. The functions of the members of the Academy Trust include:

- Overseeing the achievement of the objectives of the company
- Must meet at least one a year and will consider how well the Governing Body has met its objectives, approve the budget and financial statements
- Appointing some of the governors
- Signing off the company's financial accounts and annual report
- Power to amend the Articles of the company and, ultimately, to remove the Governors

The Members will appoint 6 Governors to represent the charitable objectives of the sponsor and needs of the local community; only the Chair of the Governors will act as a Member and Governor.

Governors

The Project Team will look to advertise in the local press the opportunity to become a Governor at the Bedford Technical Academy, with the aim of securing a diverse and high performing Governing Body. Once the Governing Body is in place the Project Team will begin to step back from the Academy and hand over the Strategy of the academy to the newly formed Governing Body. The Governing Body will be represented by 15 Governors, made up as follows:

- 6 Member appointments (including a Member of the Trust)
- 2 Parent Governors (of pupils on roll, elected by the parent body)
- 1 The School Principal
- 1 Staff Member (elected by the staff body)
- 5 External Governors (elected by the Governing Body)

It is intended that the Governor appointments will reflect the diverse community the academy serves. However the Project Team is mindful that the Academy

attracts Governors with the appropriate skills mix. In the first instance through local advertising the Project Team will choose candidates with broad skills in order to meet the delegated responsibilities and key tasks assigned to each of the Committees and the desire to introduce strong commercial expertise to support curriculum outcomes. Going forward the Clerk will ensure that a skills audit is carried out and a report is brought to the Governing Body each year, should there be a gap in skills the Search Committee will be convened and a recruitment campaign will follow seeking to address this skills gap.

In fulfilling his/her duties, a Governor must sign up to the Code of Conduct for members incorporating Nolan's seven principles of public life. The Chair of the Board of Governors and the Chairs of each Committee shall be elected at the first Governing Body meeting and preside for a 4 year term of office.

If the Governing body feels it lacks expertise in an area needed for a specific project it reserves the right to co-opt people onto committees to share their knowledge or ensure that a local group has input into the decision making process. The Academy will look to appoint Governors will industry experience that can bring clear commercial expertise to the curriculum and strategy of the academy. Governors have collective responsibility for their actions. The Governing body will have a strong focus on ensuring clarity of vision, ethos and strategic direction, holding the Principal to account for the educational performance and overseeing the financial performance and making sure its money is well spent. These functions are reflected in regulations from September 2013 and in the criteria Ofsted inspectors use to judge the effectiveness of an academy's governing body.

Academy Trusts are constituted as charitable companies limited by guarantee and are registered with Companies House. Because the Academy Trust is both a company and a charity, the governors are also directors and charitable trustees and they therefore need to comply with obligations under company and charitable law and work within the recently codified duties under the Companies Act 2006.

Committee Structure

The Committees will exercise a scrutiny and advice function and approving policies and strategies. The Board will determine what responsibilities will be delegated to each Committee and this will be specified in the Terms of Reference. Each committee will operate a rolling programme of papers to ensure the smooth planning and delivery of the committees. The Chair of Governors will report annually the capacity and performance of the Committee to the Governing Body.

Finance and Estates Committee

To key objectives of the Finance and Estates Committee is to monitor the schools finances, accommodation and capital expenditure to advise the Full Governing Body on the Academy's solvency and safeguarding of assets; to approve the Academy's budget, capital expenditure and debt write offs; to be involved in the development of the strategic plan and development of the policies. The Finance and Estates Committee will operate in the role of Audit Committee on behalf of the academy, and would look to secure suitably qualified Governors to that end. Delegated responsibilities are:

- Consider risks and agree programme of work to manage these
- Receive reports from the internal auditor and consider actions
- Review management accounts and the ability to manage well
- Advise the Principal and the Senior Leadership Team as appropriate
- Advise on procurement, tendering and contract management

Furthermore the Committee has the following additional key functions:

- Consider the budget and recommend it to the Governing Body
- Consider and recommend Internal and Statutory Accounts Auditors
- Consider and recommend Financial Regulations

Human Resources Committee

Initially there will be no delegated responsibilities to the Human Resources Committee; however the objectives are to oversee the following Key functions:

- Monitor arrangements for staffing and make recommendations where necessary
- Recommend staffing policies to the Governing Body
- Advise the Principal and the Senior Leadership Team as appropriate

Quality, Standards and Achievement Committee

The purpose of the Committee is to review and evaluate the pupil experience, curriculum and standards. Given that the academy will be delivering technical education the Committee will be responsible for approving the framework and monitoring the academic and pastoral arrangements to ensure the academy delivers a broad and balanced curriculum in keeping with the ethos of the academy and the requirements of the Independent Schools Standards (ISS). Delegated responsibilities are:

- Monitor outcomes and arrangements to improve the quality of provision
- Consider achievement gaps and actions taken to close these
- Respond to complaints to the Governing Body

Furthermore the Committee has the following additional key functions:

- Advise the Principal and Senior Leadership Team as appropriate
- Ensure the Academy delivers good and outstanding teaching
- Consider safeguarding and pupil wellbeing policies, monitor and recommend to the Governing Body
- Consider policies relating to admissions, curriculum and quality and recommend to the Governing Body

The Academy will subscribe to the Local Authority's Governor training service which provides specialist training for Committee members. The Academy will provide training for the Governing body as a group to support effective governance and update Governors on national and local changes.

Senior Leadership Team

The Senior Leadership Team will be appointed by representatives of the Governing Body and are shown as posts 10 – 14 on the Governance Framework diagram.

The Principal will be expected to lead and manage the Academy to ensure that every pupil meets their full potential. To enable this, the Principal will be delegated powers to manage finances, staffing, curriculum and the estates on a day to day basis. He/she will be responsible for proposing and implementing all policies. The Principal will also support the Governing Body in the development of the strategic vision for the Academy.

Members of the Senior Leadership Team will report into the Principal operationally but are directly appointed and accountable to the Governing Body avoiding over-reliance on the Principal. The Clerk will be independent and will have access to legal and procedural advice from Eversheds.

A regular report from the Principal to the Governing Body should cover pupil numbers and characteristics, staff numbers, complaints, attendance, retention, progress towards strategic aims and expected pupil outcomes and alerting the Governing Body to any serious deviation from strategic aims or targets.

Conflicts of Interest

The Clerk shall maintain a register of interests and will advise the Governor and Chairman of the Governing Body if they believe there to be a conflict of interests. Governors and Senior Post Holders will be required to complete a register of interests. Declaring an interest in any item on the agenda will be a standing item on all agendas and depending on the interest disclosed the Governor may be asked to take no part in the decision or to withdraw temporarily from the meeting.

Bedford College's commitment to initially deliver some of the outsourced services to the Academy Trust is a short term and pragmatic step to ensure good services

are being delivered at cost (given the college is a proposer of the Academy), enabling the academy to concentrate on curriculum delivery in the first year. During the first year the Academy would undertake a competitive tendering exercise to independently secure services going forward.

If there is conflict arising between Committee Members regarding an agenda item the Chair of the Committee will take a casting vote.

F3 (a) Proposed governors

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[redacted] (Note 1)	[redacted]	Education Finance	Funding Government policy	5
[redacted] (Note 2) To be confirmed	[redacted]	Schools Education - Ofsted	Quality	1
[redacted] (Note 3)	[redacted]	Project Management	Academic Management	2
[redacted] (Note 4) To be confirmed	[redacted]	HR	Marketing	1

Notes

1 [redacted].
2 .
3 .
4 .

We will provide the CVs of the “to be confirmed” governors once they are confirmed.

Section F3: Post-opening Expertise

The Governance of Bedford Technical Academy

Within the earlier Vision section the need for the Technical Academy to have a distinct ethos, so offering a different choice to parents and pupils was established. We also described the relatively small size of the Academy. These key features mean the Academy must be robustly independent with a very strong governing body that draws on the best talent available locally. The size of the Academy means it will rely more heavily on the expertise of governors than might a larger institution, and must therefore ensure very high levels of expertise in education, finance and human resources.

In general our approach to securing governors is through the development of a person specification and role description, and then to advertise publicly to ensure we get the widest pool of talent we can. This approach has served us well at Bedford College (outstanding for Leadership). We were asked to do the same for Bedford Academy (outstanding for Leadership), and we have done the same job for the Bedford Free School again securing excellent governors.

Bedford Technical Academy Trust recognises however, that to make a strong start we must also have in place a very strong group of governors from day 1.

Initial Governing Body

The introduction of a new Academy carries risk. It is therefore important that the Academy has an experienced and talented governing body from pre-opening through the first few important years.

It is important that initial governors have a keen knowledge of the local area, have very strong local credibility as educators, and are able to command respect in the local media and within the local community. This will help minimise any local opposition and give parents and pupils comfort about the future of the Academy.

To that end the Principal of Bedford College will be Chair of the Governing Body for the first three years until the Academy is at full capacity. He is highly respected locally.

It is very important that there is independent challenge within the governing body. There will be no overlap of governors of the College and the Academy.

We wish to appoint an Academy Principal via national advertisement. The Principal will be a governor as we believe this model works well.

F4 - Recruiting a High Quality Principal

Bedford Technical Academy Trust recognises the appointment of an outstanding Principal supported by a competent Senior Management Team is crucial to the long term success of the organisation.

The Principal will provide leadership within the organisation and management of the Academy, its pupils, staff and its premises. The post holder will become a leading advocate of the Academy's vision, ethos and values and promote those within the community and across the full range of stakeholders.

The Role of Principal

With direct responsibility for the Senior Management Team and reporting to the Chair of Governors, the Principal will:

- Provide strategic leadership that secures the delivery of high standards and attainment for all pupils of the Academy and be responsible for the internal organisation, management and control of the Academy
- Develop and communicate the vision, ethos, policies and development plans of the Academy
- Manage all available resources, allocate them to support effective learning and teaching within the budget allocated within the arrangements for Academies and explore opportunities for additional investment and sponsorship
- Be an ex officio member of the Board of Governors and produce regular reports to the Governors and Trustees on the educational and financial aspects of the Academy
- Create and maintain a learning environment that is positive, affirming and supportive and establish processes to maintain the conditions for effective learning and teaching
- Develop systems for the management and evaluation of effective learning and teaching
- Prepare detailed job descriptions for all staff, participating in their selection and appointment (in partnership with Governors where appropriate), and to deploy and manage them (including tackling underperformance) to ensure effective learning takes place within the Academy. This would include the provision of guidance, induction and support to all staff including advice on appropriate training to manage effectively the Academy's training arrangements
- Develop and maintain an effective system of record keeping and communication with parents and pupils to ensure that the aims relating to each pupils progress are achieved
- Develop and maintain partnerships with parents, pupils, Governors, Trustees, outside agencies and the local community to raise achievement for all Academy pupils
- Provide leadership in seeking excellence of provision across and throughout the curriculum and to develop and provide innovative ways of learning including the use of ICT

- Provide support to all curriculum co-ordinators and ensure that policy statements are provided and regularly updated and reviewed in the light of Academy curriculum needs and where appropriate National Curriculum needs

In order to fulfil these main duties it is expected the Principal will possess the following attributes:

Qualifications/Training

- Preferably NPQH status with qualified teacher status as a minimum with relevant degree and additional professional studies.

Experience

- Proven experience as Head teacher, Deputy Head teacher, Assistant Head or Vice Principal in a secondary school with management experience in more than one school desirable.
- A proven track record of raising standards for pupils of all abilities in a challenging environment, together with experience of the use of innovative approaches to the development of learning and teaching.
- Experience of leadership in curriculum development and the deployment of monitoring and evaluation strategies.
- A proven track record of leadership in staff and pastoral development.
- Successful experience of managing school budgets.

Knowledge/Skills and Abilities

- Thorough knowledge and understanding of current curriculum developments and how pupils learn.
- An understanding of the principles and demonstrable application of school improvement and school effectiveness strategies.
- Demonstrable ability to plan strategically and to lead, motivate, develop and inspire staff and to manage change.
- Knowledge and understanding of principles and practices of performance management scheme for all staff within a school setting.
- Ability to analyse and interpret pupil performance data and set challenging but realistic targets.
- Ability to ensure and ethos and structure for managing behaviour which enables all pupils to achieve.
- Ability to work effectively as part of the school tem and with governors, pupils and parents.
- Ability to work effectively with members of the local community in developing the Academy as a community resource.

Equality Issues

- Demonstrable knowledge and understanding of equality issues and legislation.
- Ability to integrate quality policies into service delivery and employment practices.
- Ability to prioritise workloads and work under pressure.
- Demonstrable commitment to equality of opportunity and inclusive education for all with an understanding of multicultural issues in the context of an educational environment.

Recruitment of a Principal

Bedford Technical Academy Trust will aim to ensure the Principal designate will be in post by February 2015. This will allow the post-holder to be fully involved in the recruitment of senior staff to the Academy and exercise control of all activities during the pre-opening phase of development.

To achieve this aim the recruitment and selection process and associated timescale will be:

Key Milestone	Timescale
Job Description and Person Specification finalised	May 2014
National and local advertisement of post	June 2014
Long-listing by Board with HR advice	July 2014
First stage two panel interviews and teaching observation with Governors and HR advice with focus on knowledge and experience. Shortlisting to second stage	Aug 2014
Second stage panel interview with Governors with focus on attitude and skills	Aug 2014
Appointment made	Sept 2014
Principal Designate in post	Feb 2015

As a relatively small Academy, catering for 624 pupils at full capacity, the salary band for the Principal will be within the mid-range for Head teachers' salaries for the U.K. This will allow the Academy Trust to attract high calibre candidates with relevant experience and credible track records of school or academy leadership to the post.

Staff Remuneration and Conditions of Service

The Academy Trust recognises that pay is an essential element in recruiting and retaining employees with the appropriate attitude and experience to ensure success.

The approach to employees will therefore reflect the contribution of the individual and the team to whole-academy success.

A comprehensive performance management and development framework and associated procedures will be developed and endorsed by the Board of Trustees and will be based in these principles:

- All Academy employees will be part of the same performance management and development structure regardless of job role
- All contracts will be based on whole year working with specified annual leave to be taken as required by the needs of the Academy
- Contracts of employment will be structured to meet current statutory requirements and will include annualised hours/working days to ensure adequate preparation and development time for teaching and management staff based on 1591/215 (management and teaching) and 1687/228 (support and administration)
- Three pay ranges will be determined as management support and teaching within a single scale
- Teaching scales may be supplemented by a responsibility or project allowances subject to affordability
- All pay for individuals will be based on the annual achievement of individual targets supplemented by a team bonus based on the achievement of key target for each learner year
- All employees will have a contractual probation period and will be assigned a mentor to ensure that he/she understands and works well in line with the ethos of the Academy
- All employees will have an annual Development Action Plan
- All employees will have one identified line manager
- All employees will be subject to pre-employment checks to meet safeguarding requirements
- The pension scheme will be Teachers' Pension or Local Government Pension Scheme depending on job role
- All employees will be entitled to join a trades' union and the Academy intends to respond positively to statutory requests for recognition and/or work with engage in recognition agreements in line with statutory request and/or work with the trades' unions on individual case work.

The Academy will consider the introduction of new terms and conditions of employment in consultation with Staff and Unions. The Academy is keen to learn from Bedford College's nationally recognised approach to staff matters. The College enjoys staff satisfaction levels more than twice the sector average, makes pay awards based on performance, has pay scales that are superior to those offered by schools, has the lowest sickness absence rates in the region, has made the highest average pay awards each year of the last decade, and yet remains one of the strongest colleges in the sector financially with very high staff productivity.

Section G: Budget planning and affordability

[redacted]

[redacted]

Figure 1.Expenditure Proportion

[redacted]

[redacted]

STAFF	Min	Max	Average	Proposed Salary
Head Teacher	[redacted]	[redacted]	[redacted]	[redacted]
Teachers' Pay				
Subject Team Leaders (Upper Pay Scale)	[redacted]	[redacted]	[redacted]	[redacted]
Teachers (Main Pay Scale)	[redacted]	[redacted]	[redacted]	
Average of (Upper & Main Pay Scale)	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]

[redacted]

Section G3

1. [redacted]

MANAGED COSTS

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Savings against original budget (£k)
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

		[redacted]
[redacted]	[redacted]	[redacted] [redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted] [redacted]

		[redacted]
[redacted]	[redacted]	[redacted]
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Annexes

CV template

CV template		
1.	[redacted]	[redacted]
2.	[redacted]	[redacted]
3.	[redacted] • [redacted] • [redacted] • [redacted]	[redacted]
		[redacted]
		[redacted]
4.	[redacted] • [redacted] • [redacted]	

	• [redacted]	
5.a	[redacted] • [redacted] • [redacted]	[redacted]
5.b	[redacted] • [redacted]	N/A
6.	[redacted]	[redacted]
7.	[redacted]	[redacted]
8.	Reference names(s) and contact details	[redacted]

		[redacted]

CV template

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3.	[redacted] ▪ [redacted] ▪ [redacted] ▪ [redacted]	[redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]
4.	[redacted] ▪ [redacted] ▪ [redacted] ▪ [redacted]	
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4.	[redacted] [redacted] [redacted] [redacted]	[redacted] [redacted] [redacted] - [redacted] - [redacted] - [redacted]
5.a	[redacted] – [redacted]	N/A

	[redacted]	
5.b	[redacted] [redacted]	N/A
6.	[redacted]	[redacted] [redacted] [redacted]
7.	[redacted]	[redacted] [redacted] [redacted]
8.	[redacted]	[redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]

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5.a	[redacted] • [redacted] • [redacted]	[redacted]

5.b	[redacted] • [redacted]	
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CV template

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4.	[redacted] • [redacted] • [redacted] • [redacted]	
5.a	[redacted] • [redacted] • [redacted]	[redacted] [redacted] [redacted]

5.b	[redacted] • [redacted]	
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7.	[redacted]	
8.	[redacted]	[redacted] [redacted]

CV template

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1.	[redacted]	[redacted]
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6.	[redacted]	[redacted]
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CV template

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1.	[redacted]	[redacted]
2.	[redacted]	[redacted]
3.	[redacted] • [redacted] • [redacted] • [redacted]	[redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted] [redacted]
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5.a	[redacted] • [redacted] • [redacted]	
5.b	[redacted] • [redacted]	
6.	[redacted]	[redacted]
7.	[redacted]	
8.	[redacted]	[redacted] [redacted] [redacted]

Additional information on possible locations and premises for

Proposed Technical Academy

[redacted]

[redacted]

Aerial View of Preferred Site

[redacted]

Post Code – [redacted]

[redacted]

[redacted].

Further view of the site

Adjacent to the [redacted] which is currently up for sale should additional area be required.

The view also shows the top of [redacted] and the closeness of the site to Bedford Town Centre

[redacted]

Aerial View of Second Choice Site

[redacted] A and B

Post Code – [redacted]

[redacted]

View of [redacted] B

[redacted]

View of [redacted] A

[redacted]

Aerial View of Third Choice Site

[redacted]

Post Code – [redacted]

[redacted]

View of [redacted]

[redacted]

Aerial View of

Fourth Choice Site

[redacted]

Post Code –
[redacted]

[redacted]

View of [redacted] from the road.

Redundant buildings to the rear.

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