Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools

Application checklist

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee.	✓	☐
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	✓	☐
Section B: Outline of the school	✓	☐
Section C: Education vision	✓	☐
Section D: Education plan	✓	☐
Section E: Evidence of demand	✓	☐
Section F: Capacity and capability	✓	☐
Section G: Initial costs and financial viability	✓	☐
Section H: Premises	✓	☐
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	✓	☐
4. You have completed two financial plans using the financial template spreadsheet.	✓	☐
5. Independent schools only: you have provided a link to the most recent inspection report.	N/A	
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	N/A	
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	✓	☐
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	✓	☐
Checklist: Section I of your application		
9. A copy of **Section A** of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	✓	☐

Section A: Applicant Details

	Main contact for this application	
1	███████	
2.	Address: Weston College Knightstone Road Weston super Mare BS23 2AL	
3.	███████	
4.	███████	
	About your group	
5.	Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	☐ Yes ☑ No
6.	If Yes, please provide more details:	
7.	How you would describe your group:	☐ A parent/community group ☐ A teacher-led group ☐ An existing Free School sponsor ☐ An academy chain ☐ A federation ☐ An independent school ☐ A state maintained school ☑ Something else
8.	If 'Something else', please provide more details: A College of Further and Higher Education	
9.	Is your group seeking to open more than one Free School application in this round?	☐ Yes ☑ No
10.	If Yes, please provide more details:	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	☐ Yes ☑ No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
	Details of company limited by guarantee	
13.	Company name: WESTON ENTERPRISE AND ENTREPRENEURIAL LEARNING LIMITED	
14.	Company address: Weston College Knightstone Road Weston super Mare BS23 2AL	

15.	Company registration number and date when company was incorporated: **Company number:** 8329993 13 December 2012		
16.	Does the company run any existing schools, including any Free Schools?	☐ Yes ☑ No	
17.	If Yes, please provide details:		

Company members
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	Please confirm the total number of company members: 3
19.	Please provide the name of each member below:
	███████
	███████
	███████

Company directors
The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ████████
21.	Please provide the name of the proposed chair of the governing body, if known: Not known

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	☑ Yes ☐ No
23.	If Yes, please provide the following information about each organisation: • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School.	

	Name : Weston College
	• As a college of further and higher education it is an exempt charity.
	• **Role they will play in relation to the Free School** :
	    ○ Strategic leadership and vision, through members
	    ○ Shared services, in pre-opening and opening phases in first instance, and if continued by directors, to provide value for money to NSETC.		

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc). N\A		
Existing providers			
25.	Is your organisation an existing independent school wishing to convert to a Free School?	☐ Yes ☑ No	
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	☐ Yes ☑ No	
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	☐ Yes ☑ No	
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	N/A	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A		
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A		
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: Weston College, as a provider of further and higher education is an exempt charity and therefore has no company registration number.		

<table>
<tr><td>**Please tick to confirm that you have included all the items in the checklist.**</td><td>☑</td></tr>
</table>

Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. 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:

████████

Member of Company

Print Name: █████████

Date: **21ˢᵗ December 2012**

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

Section B: Outline of the School

1.	Proposed school name:	North Somerset Enterprise and Technology College
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	☐ 4-11 ☐ 4-16 ☐ 4-19 ☐ 11-16 ☐ 11-19 ☑ 14-19 ☐ 16-19 ☐ Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2017
5.	Will your proposed school be:	☐ Boys only ☐ Girls only ☑ Mixed
6.	Will your proposed school include boarding? ☐ Yes ☑ No	
7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. ☐ Yes ☑ No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? ☐ Yes ☑ No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A

11.	If you have a preferred site, please give details, including the post code:	███████████
12	Please tell us how you found this site:	Through an assessment of possible existing sites within Weston super Mare in conjunction with the Homes and Communities Agency
13	Is the site:	☐ a private building? ☑ a public/government building? ☐ don't know?
14	If you have **not** identified a site yet, please tell us the postcode of your preferred location:	N/A
15.	Local authority in which the proposed school would be situated:	North Somerset
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/A
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. **If this applies to your application please briefly outline the main differences below**. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education Vision

Mission Statement

████████████

Rationale
The rationale behind the vision and ethos of the NSETC has come from a variety of influences. This section will look at these influences in detail, as follows:
- Parental demand
- Employer and Higher Education demands and their involvement
- Weston super Mare: demographics, deprivation and educational attainment.

Parental demand
The demands of parents to have alternative choices in education to enable their children to have a successful future have been a driving force behind the vision for the NSETC. Linked to the attainment levels identified below, parents are demanding an alternative way of learning that will equip their children with the scientific, technical and employability skills that are in demand in the region, so they will be able to maximise their opportunities. Parents are asking for an approach that will inspire and motivate their children, from whatever background, to achieve good qualifications and meaningful progression in subjects relevant to economic demand and, where appropriate, enable access to Higher Education. See section E for evidence of support.

Employers and Higher Education Demands
This section evidences the impact the demands of employers and universities have had on the development of the vision of the NSETC and the choices made around its ethos and curriculum offer.

The views of local employers and university are central to the vision of the NSETC, and their needs and requirements have been identified through much engagement and discussion. Many have come forward to be active partners in developing and delivering the vision and curriculum, this support is crucial to delivering successful .outcomes for individual students, and the College as a whole. It is recognised that this will be an on-going process throughout the life of the NSETC to ensure that its offer is relevant, up-to-date and meets the needs of the wider community, and country, around it.

The following recommendations of the South West England Skills Priority Statement 2011/12 summarise the main issues that have been identified, and forms the foundations for the development of the NSETC curriculum.

Recommendations on qualifications	Recommendations on employability skills
• Increased focus on STEM subjects at GCSE, A Level (maths and physics).	• Continuing to incentivise business engagement with schools. Support the development of enterprise related

- Increasing and strengthening 14-16 vocational learning. Incentivising Apprenticeships, Foundation Degrees (vocational routes) and adult Apprenticeships.
- Our KS4 attainments although better than the England average, suggest that almost half of all 16 year olds do not attain a Level 2. It is critical that at this stage students are laying the foundations for STEM skills which are the building blocks for the medium and future term growth of the economy.
- Technical skills shortages are prevalent at Levels 2 and 3 in key employment (rich) sectors, there contribution to regional GVA varies (Retail 11.7%, Hospitality 3.3%, Health and Care 7.7%, Construction 7%, Manufacturing 13.1%.

curriculum and STEM learning and enrichment provision.
- Skills gaps are intensifying and are present across all sectors but they are more prevalent in low/middle level skills occupations (skilled trades occupations, sales and customer service occupations, personal service occupations and elementary occupations) and less so amongst higher level occupations. Sector specific technical/practical skills are required and there is strong need for generic skills. Sectors most affected are Hospitality, Retail, Health and Construction.
- High levels of employability/ /transferrable skills are demanded by employers to make their businesses competitive. Many young people going into their first job lack employability skills; and they are major reasons for skills shortages and skills gaps. Typical requirements are for customer handling, team-work, communication, problem-solving, management and management skills.

Employers
Research with local and regional employers (both major employers and small and medium enterprises) has identified that they are frustrated by a skills shortage in qualifications and training in STEM subjects that their businesses require. Plus young people lacking employability skills are not work ready.
"Science, Technology, Engineering and Mathematics (STEM) skills are crucial to the delivery of the NINJ (New Industry, New Jobs) agenda and are vital to a wider range of employers across the economy. Prior to the recession, employers needing STEM skills were finding it increasingly hard to recruit and….. there are still skills shortages in these areas" (South West Commissioning statement 2010.

Higher Education
Our partner, University of the West of England (UWE) has also identified areas of skill shortages and lack of ambition to attend university. It wants to see aspirations raised and is demanding students that are better qualified in STEM subjects before entering Higher Education (HE).

"There is evidence to suggest significant additional numeracy and mathematical skills needs among HE students in Science, Maths, Engineering and Technology courses."

(STEM: Demand and Supply of Skills in the South West, RDA South West 2009)

Partner involvement
As evidenced above the university and employer partners are central to the vision, and they are committed to supporting the NSETC providing its distinctiveness, enabling it to meet the demands of the community and achieve its outcomes. The exact nature of the contributions will be agreed and finalised in the pre-opening phase but the type of involvement identified includes:

University of the West of England
- Director and sponsor of the NSETC
- Advise, inform and design the curriculum
- Provide university staff to assist in the teaching of areas of expertise, and development / training of core NSETC staff
- Provide industry and academic expertise to give informative and aspirational talks
- Provide a mentoring programme for the NSETC students
- Enable students to experience and use UWE's specialist, technical facilities
- Provide undergraduate and foundation degree modules to gifted and talented students.

Employers
We are under continuing discussion with employers, those committed include:

Pledges of support to assist in the addressing of skills gaps include:
- The development of the curriculum and enrichment activities, including provision of live project briefs for application of learning
- The design of NSETC work related facilities and resources
- Employability skills programme
- Work placement programme
- Deliver some of the curriculum - providing industry experts to lecture and inspire
- Act as business mentors.

Conclusions drawn from employers, universities and regional analysis
The requirements of employers and universities, together with our knowledge of the region, have formed the focus on STEM, enterprise and employability within the NSETC vision and have determined many of our choices. They have enabled us to identify what skills will best equip students for their future and will best support the economic regeneration of the region i.e. STEM subjects and wrapped around the whole college an ethos designed to prepare students for the world of work and Higher Education, for example:

- Encouraging a business-like atmosphere and environment:
  - Having a college day that reflects business hours; 8.30 – 5pm
  - Having a longer working year; 39 weeks
  - Wearing business dress
  - Work on live-project briefs set by employers
  - Demanding excellent behaviour and attendance
  - Instilling a work ethic and desire to learn
  - Valuing the effort and contribution of each and every student, being open and accessible to all.
- Developing the *passport for progression* with employers and UWE which will target and track the achievement of key employability skills (see D2).

<ins>Weston super Mare: demographics, deprivation and educational attainment</ins>
This section looks at the town of Weston super Mare, and its place in the region, and those factors in it that have influenced the creation and development of the NSETC vision. Weston stands out from the rest of the local authority area in terms of deprivation, educational achievement, and employment opportunities. As a result the vision of the NSETC is that a new approach is needed in Weston to inspire and motivate its young people.

Demographic data
Weston super Mare has a population of 79,200 which is predicted to grow, along with the rest of North Somerset which has seen a 12.4% growth since 2001 to an estimated 212, 000, mid 2010. *(Office of National Statistics)*

Key demographic data from North Somerset Council, (June 2011) includes:
- By 2033 the population of North Somerset is projected to increase by 40%, higher than the national average of 18%
- By 2033 the population of children aged 0-15 is projected to increase by 34%
- By 2026, 13,400 homes are due to be built, two thirds of these in Weston super Mare and Weston villages.

Deprivation
North Somerset is a generally prosperous area, but has the 7th largest range of inequality of all the authorities in England. For the first time in North Somerset we have areas within the most deprived 1% nationally, and the least deprived 1% nationally. Key data from the Indices of Multiple Deprivation 2012, shows:
- 15 of the Lower Level Super Output Areas (LSOAs) in North Somerset are within the most deprived 25% of areas nationally, and all are in Weston super Mare
- 6 of these super output areas are within the most deprived 5% nationally
- All 15 of these areas are recording lower percentiles than in 2004
- Some subdomains suggest that the lack of achievement amongst children contributes more to skills deprivation, than lack of qualifications amongst adults.

Other factors
The following is taken from the CCA Coastal Regeneration Survey of Weston:
- Many employment opportunities in the area are seasonal and there is consequently a significant transient population

- Traditional employers in the area that employed high percentage of local people (aviation and shoe making) are now gone or have seen large job losses leading to high level of low-skilled unemployed benefits claimants in the town, and resulting in intergenerational worklessness.

Conclusions drawn from local context

Weston stands out from the rest of North Somerset in its levels of deprivation, its lack of opportunities for employment and aspirations of its residents. It desperately needs regeneration and opportunity. It is proposed that the NSETC is located in an area in or close to these high levels of deprivation, and adopts an approach different from the traditional classroom-based learning, but offers a practical and project-based approach, soundly based on real-life situations that will have relevance and meaning to the young people of the area.

The loss of some of the major large employers has meant that the region has seen the growth and dependency on small to medium sized enterprises (SME's). As a key feature of the regional, economic, environment the NSETC will have a focus on enterprise that will include training on setting up and managing small businesses and social enterprises with mentorship from employers who have done this. It is aimed that the focus on enterprise and employability will give young people the skillset to break the cycle of deprivation.

Education attainment in Weston and North Somerset

The North Somerset Joint Strategic Needs Assessment 2011 identified the following:

- Overall educational attainment in North Somerset schools is good and has been improving, remaining about the regional and national average. 52% of pupils in North Somerset taking GCSEs achieved 5 or more A*-C grades including English and maths. However, this masks large differences between schools, areas and groups within the district
- The attainment gap between those pupils eligible for free school meals and other pupils are significant and getting wider. By the GCSE stage the gap is the widest in England. The gap is widest in more rural schools
- Educational outcomes for looked-after children are particularly poor
- Based on progress at KS2 and 4 and taking account of factors beyond schools control such as poverty, most schools in North Somerset perform around the national average
- In 2010, 3.7% of young people aged 16-18 in North Somerset were not in education, employment or training (NEET), lower than the England average of 6.7%. **However** one in 10 young people living in the Weston South Locality were not in education, employment or training
- A survey of local businesses highlighted skill gaps in literacy, numeracy and time keeping in 16–19 year olds.

Results

The town and surrounding area is served by:

- Four non-selective 11-16 schools located in Weston super Mare, one with a "Good" grade, the remaining three graded as "Satisfactory" in their last Ofsted
- Six 11-18 schools in the surrounding area, all graded "Good" or "Outstanding"
- Three community special schools.

The proportion of young people in North Somerset achieving 5 or more GCSEs grades A*-C including English and maths is just below the England average but attainment of young people in three of the Weston super Mare schools is below average and in one school is well below average. However, the schools and college partnership has focussed on improving results and the impact is beginning to show in the following table of 2011 results, with predictions for the 2012 results. Indications for the 2012 results are that the Weston schools have seen an improvement in English, but that in maths three of the schools remain below the national average, bearing out data that North Somerset has been identified as being the seventh lowest performing authority for progress made by disadvantaged pupils in maths in 2011. *(Where do we need Secondary Schools NSN 2012)*

Attainment of students in receipt of free school meals

In North Somerset there has been an overall increase in the proportion of disadvantaged young people (using eligibility for Free School Meals (FSM) as a proxy) attaining Level 2 and 3 by the age of 19 over the last four years. However the gap in attainment between those eligible and those not is increasing in the case of Level 2 attainment, and staying the same for Level 3.
(*YPLA 16 -19 Overview of Attainment and Progression 2011*)

As Weston has a higher proportion of disadvantaged young people, the NSETC expects to attract a higher than average proportion of students in receipt of free school meals.

Figure 2: Level 2 and 3 attainment by age 19 in North Somerset
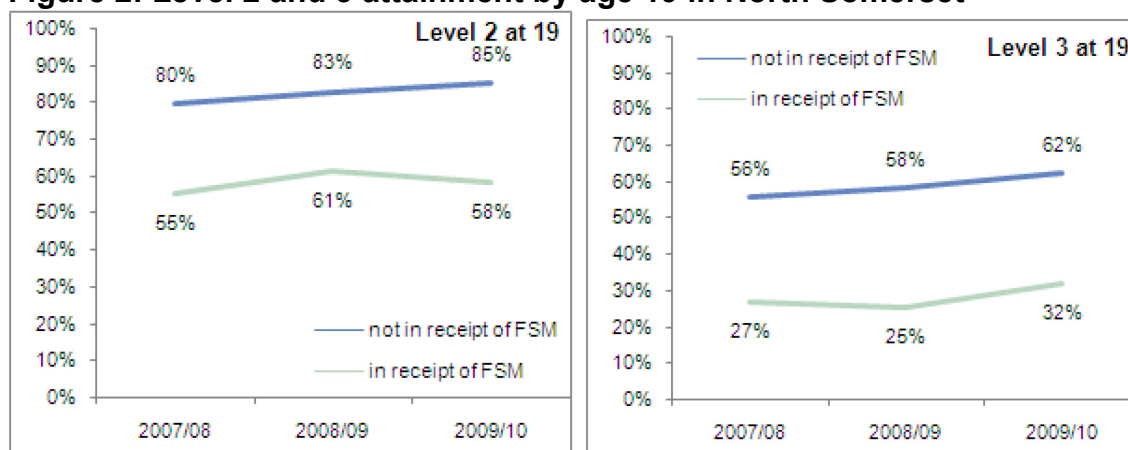
Source: DfE SFR 04/2011. See http://www.education.gov.uk/rsgateway/DB/SFR/s000995/index.shtml

Demand for school places

A new housing and business development is planned for Weston, building 5500-6000 new homes on the south east of Weston over the next 14 years. It is estimated that by 2015 alone this will have led to a demand for 77 Year 10 new secondary places plus the existing demand within Weston Super Mare.

The Year 10 pupil projections by North Somerset Council are for growth in all schools in Weston, and they have projected the following figures for the NSETC's share of this growth:

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
NSETC	0	0	0	77	156	158	173	188	190	193	204

Figures from North Somerset Local Authority

Students are currently travelling outside the town to attend one of the further six state funded schools in North Somerset, which include 'Outstanding' and 'Good' schools. This is also evidence that parents are looking for something better for their children than Weston can currently offer. The Local Authority has identified the need for a 5th school in Weston to respond to this new development and to prevent further exodus from the town to other schools.

16-19 provision

Current post 16 provision in North Somerset offers students a very broad range of A Level subjects, with most sixth-form centres offering between 20-30 subjects. There are no specialist post-16 providers where the emphasis is on STEM and on developing business and enterprise knowledge and acumen. In short, sixth-forms in the local areas fulfil a need for students who, in general, are not clear on where they want to go at the end of their studies. At the NSETC we will

provide a very clear focus for students, through offering a very limited and STEM/business focused range of A Levels, which will enable them to progress to either HE courses (including those at Russell Group universities) or to higher level Apprenticeships. Moreover, we want to produce students who have real experience of work in local businesses and industries e.g. working with a software development company, undertaking patient care training at Weston Hospital, or working alongside aeronautical engineers in Filton, Bristol. The skills sixth-form students develop in studying this way will mean that they develop a genuine understanding about their chosen career path, (or paths, since some students are likely to try different fields which match their A Level choices before deciding on one to study or work in beyond the sixth-form). In addition, students who, traditionally, have not been attracted by such A Levels will find that the more practical, kinaesthetic approach adopted in lessons helps them to understand the core theoretical aspects of subjects such as physics and chemistry for example.

In addition to providing a different subject emphasis and approach, there will also be the increased demand for more 16-19 places from the rise in the compulsory education age, which will result in an increased demand in post-16 education and from the housing development, as illustrated above.

Conclusions drawn from local education profile
The evidence above clearly illustrates a need for a new approach to learning in North Somerset and in particular Weston super Mare. This is plainly demonstrated in the wide gap in attainment between North Somerset and Weston and in specifically in raising the success for students in maths and those in receipt of FSM's. It is anticipated that the NSETC's new approach, high quality teaching and with its focus on STEM would raise standards in Weston. The practical and applied approach to teaching STEM subjects making it relevant is aimed at closing the gap in attainment of the most disadvantaged students, and inspiring students of all abilities and backgrounds to choose a STEM focused programme of learning and future career path. There is a real opportunity for the NSETC to improve outcomes for many young people in Weston.

<u>Outcomes expected of students of NSETC</u>
The above rationale highlights the areas that the NSETC wants to address: the poor achievement in Weston in general and in STEM subjects as highlighted by employers and the university, the lack of employability skills, low aspiration, self-belief and motivation that is prevalent in the more disadvantaged parts of Weston.

The NSETC wants to see its students achieve the following outcomes:
- High academic achievement, including qualification and value added, at the end of KS4 and post–16
- To recognise values and achieve STEM subjects
- To be ambitious with a range of employability and entrepreneurial skills that prepares them for employment, enterprise and Higher Education
- To have high expectations of themselves and to progress onto meaningful destinations when they leave the College.

<u>The Vision for the NSETC</u>
The NSETC will be an entrepreneurial institution that will provide a forward looking and innovative approach to all aspects of learning. An empowering education will be achieved through a dynamic curriculum offering academic, technical and vocational qualifications which will raise aspirations for every student. A strong focus on employability skills and progression to Higher Education/further training will permeate the working day coupled with engaging study methods and mentorship from educational providers and industry. This new learning organisation will be inclusive in every aspect of delivery and will offer a diverse range of pathways to ensure student success and realisation of

ambition. It will provide a unique and enviable *passport to progression* focusing on a skillset of essential skills, behaviours, attitudes and respect to create the leaders of tomorrow.   The NSETC will:

1. **Inspire and motivate students to be the best they can be;**
   - Have high expectations of its students and be ambitious for their future success
   - Produce well-rounded citizens who are able to maximise every opportunity for progression into Higher Education, Apprenticeship or employment.
2. **Offer academic, vocational and technical learning enabling each student to learn and achieve in a style best suited to them;**
   - Be an outstanding provider of 14-19 education that is renowned for its (STEM) provision and its enterprise and entrepreneurship encompassed within a broad based curriculum
3. **To be an inclusive centre of excellence.**
   - Provide innovative and dynamic approaches to learning, tailored to meet student needs regardless of ability, culture or gender within a business-like environment.
4. **Combine the highest academic standards and levels of expertise with entrepreneurship and enterprise;**
   - Work in partnership with employers and universities:
     - To design and develop the curriculum
     - To give students meaningful experience of work placements real life projects, and Higher Education
     - To provide an understanding and experience of what makes a successful business
     - To develop the skills required for meaningful progression on a career path most suited to the student
   - Provide a business like environment with dedicated teaching and state-of-the-art resources, with employability skills wrapped round the whole curriculum.

Ethos
The ethos of the NSETC will be professional and aspirational whilst being fully inclusive. It will develop with its partners personalised, technical and vocational, academic and enrichment programmes which help its students have successful careers and be healthy, confident and active citizens.

Values - the following are most important to us:
- Our students success and progression is our highest priority
- Students will be valued, respected and well supported
- Students will be well behaved, courteous, self-confident and ambitious
- Practical, professional, vocational and technical education will be at the heart of our offer combined with a strong academic offer
- Employer partners will be valued and their expertise used to help share and support the offer
- Partnerships with the College, University and community will be promoted and enhance learning
- Staff will be role models of professionalism and success
- Staff will deliver excellent teaching and learning, in a business-like culture
- Staff will be treated with respect, working in the NSETC will be a positive, enriching and developing experience.

Key features that support the NSETC's vision and ethos

1. The **partnership** with UWE and employers is central to the delivery of the vision. Their involvement will be tangible. Students will be meeting and working with people successful in business and Higher Education. These people will be role models not only in appropriate business behaviour and raising aspirations, but they will make the students learning relevant through the real life practical application of learning, and provide opportunities in the work place, allowing students to start developing business relationships and experiences that will make them stand out in future job / university applications.

2. There will be **high quality teaching**, from staff supported on continuing professional development. They will be encouraged to be innovative, using technology, practical application, stimulating educational encounters, and staff will be encouraged to be innovative and to take risks in their teaching, promoting and reflecting the atmosphere of innovation in the college.

3. The **range of qualifications** and areas of study will be those valued by employers and universities with the emphasis on STEM both in academic subjects and vocational qualifications (see D1 & 2). Students will follow one of three model pathways, but with flexibility, support and challenge to always achieve at a higher level. All students in KS4 will be entered for the EBacc; qualifications available include:
   - 14 -16
       - EBacc
       - Additional GSCEs (or Government equivalent)
       - Level 2 BTEC
       - AS Levels
   - 16-19
       - STEM and business A Levels
       - Level 2 and 3 BTECs
       - Cambridge Pre-U
       - Additional and re-sits GCSEs (or government equivalents).

4. There will be a rich and varied **enrichment programme,** delivered in vertical project teams, giving students the opportunity to work in a mixed age environment, and experience project team work, working up to leadership and project management in the Sixth-form. Enrichment will consist of:
   - **STEM enrichment** - where students apply their learning to STEM and business related projects, many of which will be supplied by our partners, these could include: build a car from scratch, making make-up, robot wars, build a town, second life – avatar projects, crime scene investigations, computer game design, animation projects, 3D modelling, software (Microsoft, Apple, Autodesk) certification, social enterprise and small business projects.
   - **Broad enrichment** - where students are encouraged to follow other interests and will be supported to take them to high levels, if desired, e.g. sport, music, chamber music group, orchestras, drama and theatre work etc.

5. One of the student outcomes is for all students to achieve **meaningful progression**. Students will be supported to find the progression pathway that best fits their ambitions through careers advice and guidance, work placements and meeting employers and universities. They will have tailored programmes to enable them to develop the skills to achieve those ambitions.

6. **Technology** will be embraced and used appropriately but innovatively throughout the College, with cutting-edge technologies actively encouraged. There will be industry-standard facilities, equipment and ICT to support 'anytime learning':
   - All aspects of the NSETC will be technology enabled and ICT will be integral to enhancing students learning
   - Students will be provided with a tablet device to support their learning

- ICT will support the curriculum by facilitating through virtual communication and collaboration technologies, the use of an Electronic Individual Learning Plan (EILP) and personal technologies
- Appropriate and safe use of technology will be reinforced through NSETC.

7. **Personalised learning programmes** will enable the NSETC to be fully inclusive and enable each student to fulfil their potential and achieve success. Programmes will be designed to stretch and challenge the most able through partnership with UWE, and support those with additional learning needs with specialised and expert help. All students will be constantly supported and challenged to achieve higher levels of success.

8. **An entrepreneurial and innovative environment** will be created though the kinaesthetic curriculum, the emphasis on the application of learning, encouraging students to "have a go", giving them confidence to take risks, explore their ideas, and learn from mistakes in a safe environment. The interaction, relationships and mentorships with successful businesses and universities will give students an insight into what they can achieve and aspire to do it. There will be opportunities to try something new and different, and value the experience of trying it out. All delivered through enrichment, practical learning and work placement which will create an exciting environment in which to learn.

9. **Business/working environment** will be mirrored at the NSETC to instil in its student a working ethos, and prepare them for the world of employment and Higher Education. It will includes:

- The NSETC day from 8.30am – 5pm, 5 days a week
- Business dress will be worn
- Private study / assignment time, to enable and encourage independent study
- The NSETC will demand high behavioural standards and respect for others, their learning and the environment. Students will be expected to behave in a professional manner throughout the working day, whilst on the College premises, and on all occasions when they are outside the NSETC on organised activities or in NSETC recognised dress. (see D7).

10. NSETC students will work to achieve their *passport for progress* as a means of valuing, recognising and rewarding those transferable, employability skills valued and demanded by employers and universities but are not recognised through formal qualifications. Our partners will endorse the passports which will recognise those skills, behaviours and attributes that will enable the students to be future-proofed and able to succeed in the environment to which they progress.

11. The NSETC will have **highly effective, expert Governors, leadership and management**, from all aspects of the community, creating a challenging, outstanding environment for success.

Key performance indicators

The NSETC vision is based upon the needs in the area, as evidenced earlier in this section, and the following targets have been identified as those which best reflect those needs and allow NSETC to realise its vision and ensure outstanding student outcomes. Our mission starts with the statement that students need more than just high level qualifications, and our targets reflect the development of a well-rounded young person, not simply a focus on qualifications attained. This will recognise the progress and achievements of our disadvantaged students and those with additional needs, whom are anticipated to be attracted to, and succeed, in the NSETC. They show our ambition for all our students to achieve at a high level, the targets set exceed those currently being achieved in North Somerset mainstream schools, with emphasis on closing the attainment gap. There is also an emphasis on increasing take-up and achievement in STEM subjects, and the

development of employability skills, and finally for all students to achieve meaningful onward progression towards successful appropriate careers.

Targets for students
1. High academic achievement, including qualification and value added, at the end of KS4 and post–16:
   a. 75% of students achieve 5+ A*-C GCSE or equivalent, including English and maths
   b. 50% achieve EBacc
   c. 90% students achieving 3 or more A Levels or equivalents
   d. 90% of disadvantaged students make expected progress in English
   e. 75% disadvantaged students make expected progress in maths.
2. To recognise, value and achieve STEM subjects:
   a. 100% of students will attain 2 or more qualifications in STEM subjects in addition to maths, with 85% achieving 2+A* - C Level 2 STEM qualifications in addition to maths
   b. All students will have applied learning in at least 2 STEM related projects
   c. 70% of students will progress on to STEM related careers / further study.
3. To be ambitious with a range of employability and entrepreneurial skills:
   a. For all students to have their *passport for progression* endorsed to a minimum of Level 2 by the end of KS4 and Level 3 by the end of Sixth-form
   b. All students to have had at least 2 different work placements
   c. All students to be involved at least one social enterprise or entrepreneurial scheme.
4. To have high expectations of themselves and ambitions to progress onto meaningful destinations when they leave the College:
   a. 100% of students to have progression to higher education, Apprenticeship, or employment with training
   b. 0% to leave NSETC and become NEET.

Targets for the NSETC
1. To be an outstanding provider of 14–19 education:
   a. To be graded as 'Outstanding' by Ofsted, overall and in each separate categories
   b. To gain regional and national recognition for its education provision and STEM delivery and attainment.
   c. To be recognised for a successful and innovative approach to learning in state-of-the-art facilities using cutting edge technology
   d. To be recognised as an inclusive centre of excellence.
2. To deliver a high quality student experience and high levels of parental satisfaction:
   a. To achieve 98% parental satisfaction rates
   b. To achieve 95% of students enjoying lessons and consider they are well taught
   c. Increased demand for places year-on-year
   d. Reduce the NEET cohort within North Somerset.
3. To meet the needs of employers and local universities by developing well-rounded employable young people that are sought by both universities and employers, and who will be the entrepreneurs of the future:
   a. 100% partner satisfaction with the curriculum being fit for purpose
   b. 100% of students progressing into Higher Education, Apprenticeships, employment with training or Further Education.
4. To build strong partnerships between business, university and secondary education to support the regeneration and economic development of the region
   a. Increased number of partners engaging in NSETC

b. Attracting new businesses to the region
c. Number of students progressing to employment in regional businesses.

Ambitions for the future

The NSETC has great ambitions not only for the future success of its students but also for itself. The NSETC aims to be a central part of the regeneration of the region, and taking advantage of its potential position in the new Enterprise Zone it could expand into developing an Innovation and Enterprise Hub for the wider community, and in the long-term possibly develop a Higher Education institute alongside it, enabling Weston to become a university town.

Section D: Education Plan – Part 1

	Current no. of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10		0	100	150	150	150	150	150
Year 11		0	0	100	150	150	150	150
Year 12		200	200	200	200	200	200	200
Year 13		0	200	200	200	200	200	200
Totals		200	500	650	700	700	700	700

As the table illustrates NSETC will only be recruiting Year 12 students in 2014 and will commence Year 10 (KS4) in 2015. The reasons for this are:

1. As set out in C there is no school based opportunity to study STEM at 16–19 in Weston. This combined with our partnership approach and the link to employers and universities that we are offering is proving attractive, as shown by our evidence of demand for this age range
2. The local authority predict a much greater demand for Year 10 in 2015, from the new housing development (please see section C for table) and this is also reflected in our evidence of demand outlined in Section E
3. The new exam system for KS4 is set to start in 2015 with the first students taking the new-look exams in 2017. It seemed appropriate, both in terms of educational management, curriculum development and financially to start students in this age bracket within this new system rather than have two different exam systems at KS4 running in the first two years of the new college.

Section D: Education Plan – Part 2

Rationale for proposed curriculum

Employer requirements
The vision of the NSETC is based on having a curriculum that meets the needs of employers and the local economy. We have spent a lot of time listening, investigating and discussing the requirements of local employers and the ambitions for the economic development of the region. The results of this is summarised in section C and has informed the NSETC vision, curriculum offer and design. There is recognition that the curriculum design needs to allow a flexibility to incorporate relevant academic and technical qualifications to meet the changing sector landscapes which will be continually assessed and reviewed. The curriculum meets employer requirements through:
- The core curriculum deemed 'fit for purpose' by employers and universities by providing relevant and recognised qualifications
- Enrichment and employability sessions developing the skills and attributes that employers and

universities value, including core personal skills in communication and self-management. They will provide students the opportunities to explore entrepreneurship and enterprise, for example setting up small businesses and social enterprises.

Our partners will be fundamental to the logistics of study, determining where and how it will happen and how it will be resourced. It is likely most will be delivered in the College with work placements which will occur in the work place, and modules that stretch and challenge students delivered within the university. By developing the curriculum in this way the NSETC believes it is giving its students the best possible preparation for employment/university. It will be improving its student outcomes through giving them:

- Quality qualifications that employers both recognise and want
- Exposure to employers
- Developing the softer, transferable skills that employers are looking for
- Encourage innovation, creativity and enterprise.

The STEM curriculum model
The NSETC aim is to offer its students the qualifications that employers and universities recognise and want. The NSETC will follow the National Curriculum as it is felt that this gives students a breadth of subjects, meets the needs of employers, and with an emphasis and greater options on STEM and their practical application in its delivery. Its delivery will also focus on enterprise and innovation, which will support and link creativity of thought together with the practicalities of entrepreneurship. Our discussions have shown us that employers and universities are looking for the English Baccalaureate (EBacc), as it shows a breadth of knowledge at a high level. The universities are looking for students to be stretched and want to see the students entered for AS Levels early if they can succeed and then see the PRE U offered. The NSETC will continue to discuss with its partners the qualifications offered, especially when the new Government qualifications become clearer, and then qualifications such as the IGCSE and International Baccalaureate will be considered. The curriculum will be as wide as possible but within the STEM agenda.

Curriculum principles

The main principles behind the curriculum are:
- It meets the demands and needs of local employers and the universities
- Ensures that all students are able to fulfil their potential and successfully progress
- Access to the highest qualifications and educational encounters that allows opportunities to develop confidence and self-esteem when talking to academics and businesses
- To produce confident young people with knowledge of what is needed to be successful beyond school
- Develop entrepreneurial skills with knowledge of the business economy combined with the confidence to innovate and take risks.

The curriculum will include:
- An inclusive model of learning with exceptional teachers that incorporate innovative and dynamic approaches, tailored to meet student needs regardless of ability, culture or gender within a business-like environment
- Activities and measures to ensure students successful progression to the next stage of their pathway
- Access to quality partnership opportunities, e.g. working with employers and universities offering meaningful work placements, Higher Education modules and real life work projects
- Differentiation and tailored programmes to allow students to work at their own level and pace to match their needs and abilities
- Employability thinking, entrepreneur and enterprise skills incorporated throughout learning.

The design of the curriculum is to ensure students have a strong foundation with two driving forces: highest qualifications; confidence to get a job, university place, or work placement.

Rationale for KS4 curriculum

At the heart of students' studies in the NSETC is the importance of blending theoretical learning with applied learning. The pattern, established within many schools, of delineating between academic and applied learning prevents students from really grasping the implications for real life. We place great emphasis on enabling students to see the practical application of what they learn, and on supporting them to develop the employment and life skills which will give them the edge in Higher Education and job applications when they leave the College. To this end, work placements form a large part of the extended working week. By requiring students to attend from 8.30 to 5.00pm we are able to provide opportunities for young people to work on live project briefs, to engage with local employers and HE providers, and to see right from the start how their studies relate to real-life. This is as important for the student who intends to go to university to study chemical engineering as it is for the student who plans to apply for an Apprenticeship in construction at the end of year 11. Nationally, universities and employers have flagged up deficiencies in students' understanding of maths, key science knowledge, and genuine creative thinking. Through providing opportunities for all students to engage in on-going work placements throughout their time at the NSETC, we will enable them to understand what it is that universities and employers want and to practise and develop their skills and knowledge. The key features of the curriculum model are:

- EBacc or equivalent

- STEM qualifications
- Enrichment options, both STEM related and broad experience.

These three features have been selected because:

- The aspiration is for every student to achieve the EBacc, which dictates the mandatory subjects
- Students will then be encouraged to take additional subjects depending on their chosen pathway and gain either additional GCSEs or First Awards in STEM BTECs; see D2 for how options could work
- All students will have mandatory subjects in RE, citizenship and sport providing a broad understanding of the world they are in and encourage a healthy lifestyle
- STEM enrichment will give students the opportunity to work on STEM related projects which have relevance, will encourage employability skills and are fun and engaging. e.g. build a car project, robot wars, entry into national engineering competitions, second life projects and enterprise projects. These are likely to be in vertical project groups, allowing students the opportunity to work with colleagues of different age groups, experience and skills.
- Broader enrichment options will encourage students to follow other interests; this could be an additional sports session, music, performing arts, debating etc.

In KS4 outside of EBacc the subjects we have offered are vocational subjects which gives students the opportunity to explore areas they have not encountered or to give them industry experience. This provides the opportunity for students to 1. Make informed choices on their future progression based on real experiences 2. Develop a broader understanding of their strengths and areas of need 3. Develop understanding and knowledge of sector demands particularly in relation to STEM. The non-vocational options include 6 other GCSEs chosen to support students main STEM and business enterprise interests and also to develop their broader higher order thinking skills e.g. synthesis and evaluation as developed in history and geography GCSEs.

Rationale for Sixth-form

A Level programmes of study will be delivered in 9 hours per subject a fortnight. This is in line with current models of delivery across the North Somerset area where many centres deliver A Levels on 8 hours a fortnight. At the NSETC we will place great emphasis on developing independent learners in the Sixth-form. The study periods allocated to students will include designated 'research and preparation' sessions for each of their subjects so that subject teachers can include this in their planning and create research tasks to be done by students both before the lesson and afterwards. An example might be in chemistry where students could be required to use a two-hour personal study slot to find out about industrial applications of titration in preparation for a practical lesson where they carry out titration experiments.

All students will be challenged to achieve to the highest level they can; from achieving core Level 2 qualifications for low attainers, to the Cambridge Pre U in STEM and English for the high attainers. The Cambridge Pre U offers the most able students a real challenge at advanced level and provides them with the opportunity to develop higher order thinking skills at a much deeper level. It will be important for us to offer both A Levels and Pre U courses in the same subjects because these provide us with different pathways, according to ability. The Pre U qualification is highly regarded by Russell Group universities because of its linear assessment requirements and deeper thinking opportunities and we aim to give our students the edge in their applications by enabling them to be successful in achieving this demanding qualification.

We intend to offer BTEC Nationals (Subsidiary Diplomas) at Level 3 to complement A Level choices for some students. BTECs offer students the opportunity to follow a course with a more vocational focus and to be assessed through coursework alone. We know that this provides some learners with a more tailored route to success in the Sixth-form and also prepares them well for university study. Some students are likely to narrowly miss the entry requirements for the Sixth-form (5 grades A*-C, including maths or English) and will, instead have the opportunity complete a foundation year. This is a bridging-year, enabling progression to the full A Level programme in year 2. For these students, we envisage a three year stay. In year 3 of their course they will have the opportunity to complete A2 Levels, but also to add additional units to their BTEC courses in order to achieve diploma level (equivalent to 2 A Levels).
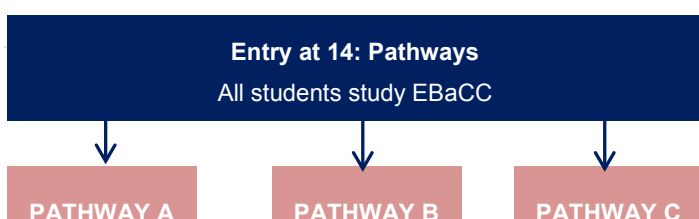
STEM enrichment - as outlined in KS4 curriculum. However, it will also be important to provide enrichment opportunities which are appropriate to each age group, or key stage. For example, Year 10 students may be engaged in bicycle repair workshops while Year 13 students would be either developing their skills in basic car maintenance, or if already advanced in engineering, investigating ways to remap a car's performance. In these ways progression will be built into enrichment activities and recognised through the *passport to progression.*
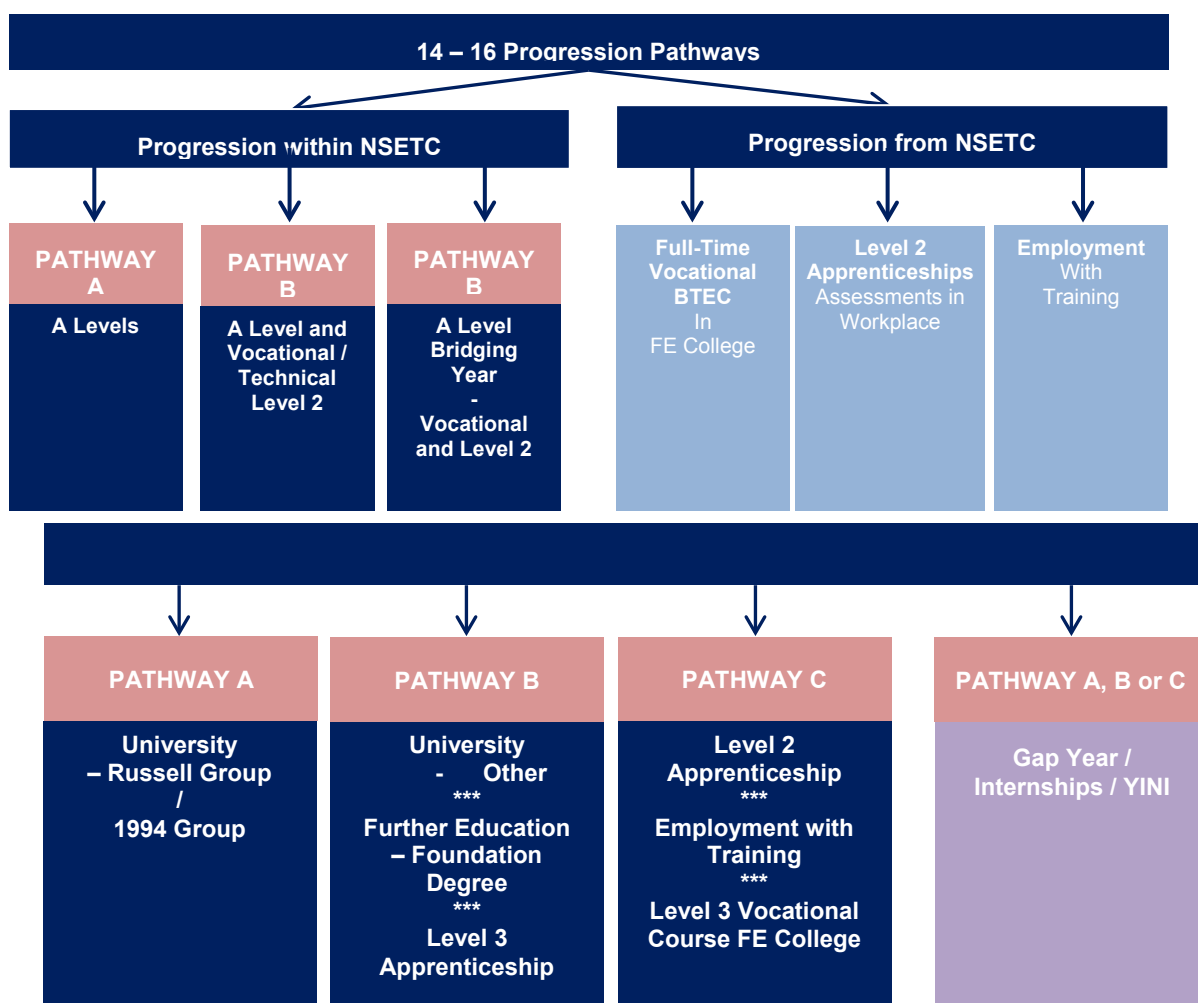
Work placements will form a major part of each week. We intend these to function more along the lines of internships so that students who want to study medicine, for example, are able to have long-term placements within either Weston or Bristol hospitals in order to develop a real insight into the profession. Universities are clear that students who apply for courses with little work experience or understanding of the course they are applying for do not fare well in the application process. Typically this applies to students who are applying for courses in medicine, veterinary science, the allied health professions, engineering and computing.

Approximately a day a week will be allocated to the student for private study time, with have access to the NSETC's facilities for this. The aim is to prepare the students for university/ work so they can learn how to plan and manage their non-directed time.

Pathways of study
The NSETC is anticipating attracting students from a wide range of backgrounds and abilities. To ensure that the NSETC has a truly inclusive offer making sure that students are on the right programme, that stretches and challenges them, but does not set them up to fail, three main pathways have been developed. A student will follow one of these three main pathways of study through the NSETC. They will be assessed and supported in the choice of pathway ensuring that they are on the one that best meets their abilities and ambition. The pathways are neither fixed, final nor restricted, and they will not limit access to opportunities. All students will be encouraged and supported to change pathway as they progress through the NSETC if together with the College there is a reassessment of their ambitions and potential to succeed on their current and new pathway. When an application to the NSETC is accepted the student will have a discussion with the Key Stage staff who will assess their aptitude, achievement to date and aspirations and agree the path that best supports the student achieve to their full potential and ambitions. There will be options and branches within the different pathways but the main ones are illustrated as follows:

Entry at 14: Pathways
All students study EBaCC

PATHWAY A   PATHWAY B   PATHWAY C

14 – 16 Progression Pathways			

Progression within NSETC			Progression from NSETC		
PATHWAY A	**PATHWAY B**	**PATHWAY B**	**Full-Time Vocational BTEC** In FE College	**Level 2 Apprenticeships** Assessments in Workplace	**Employment** With Training
A Levels	**A Level and Vocational / Technical Level 2**	**A Level Bridging Year - Vocational and Level 2**			

PATHWAY A	PATHWAY B	PATHWAY C	PATHWAY A, B or C
University – Russell Group / 1994 Group	**University - Other** *** **Further Education – Foundation Degree** *** **Level 3 Apprenticeship**	**Level 2 Apprenticeship** *** **Employment with Training** *** **Level 3 Vocational Course FE College**	**Gap Year / Internships / YINI**

Student profiles

The NSETC is anticipating attracting a mixed range of students. The following table identifies the typical student profile for the each of the above pathways:

Student Profile	How students needs will be met
Pathway A	
High achieving students with ability and aptitude in STEM and/or business, enterprise and entrepreneurship, likely to enter careers such as: • Medicine / Dentistry • Veterinary science • Engineering • Architecture • Physiotherapy • Economics • Computer science Oxbridge/Russell Group entry.	• The involvement of universities will ensure that the curriculum is both relevant and challenging • The students will achieve relevant, high quality qualifications, valued by universities • Students will have university mentor and opportunities to study degree modules in Years 12 and 13 • Learning in state-of-the-art environments, including NSETC, industry and university • Through an ethos where success and achievement is valued and encouraged.
Pathways A + B	
Students with interest and aptitude in STEM, and considering a career in STEM at all abilities.	• The involvement of universities will ensure that the curriculum is both relevant and challenging • Learning in state-of-the-art environments, including NSETC, industry and university • Students will have the opportunity to experience and achieve qualifications in a wide range of STEM areas, both generic and specialist • Opportunities for high quality work placements • Real life projects where STEM learning is applied • The offer of both academic and vocational options allows all students to gain practical skills • Students who have decided on a particular career path, which is furthered by the NSETC curriculum, will be supported wherever possible by assignments and experience tailored to enhance that career path.
Students with aspirations for business, enterprise and entrepreneurship.	• The involvement of universities will ensure that the curriculum is both relevant and challenging • Learning in state-of-the-art environments, including NSETC, industry and university • Students will have access to employers and the workplace via project briefs and work placements • They will understand and develop the skills needed for business, receiving training in setting up a business and practical application of their numeracy skills in accounting, budgeting and business planning • They will have practical applications of their literacy skills in letter and CV writing, preparing reports, preparing and delivering presentations • Innovative thinking and risk taking will be encouraged in a safe environment to give them confidence and self-belief.
Pathways A + B	

Students who haven't decided on a career path, but want transferable skills and opportunity to explore different options.	• The NSETC will offer a wide variety of qualifications and skill sets, with essential generic qualifications that will enable students to leave armed with relevant transferable skills, which are highly regarded by employers and universities alike • The range of options the NSETC will offer will help and support the students in deciding which pathway is best for them.
Pathway C	
Students attracted by a practical approach, for example, those who may underachieve through traditional methods of learning and are potentially disaffected from education.	• The individualised, project based curriculum is designed to offer an alternative approach to those students not engaging at school • The practical hands-on approach with an emphasis on real life relevance and contextualised application of their learning will help these students engage • The differentiated curriculum and the variety of enrichment activities will offer a wide range of opportunities for students to explore and engage in • Appropriate support for students who will be matched to programmes of study to meet their needs.
Students with Learning Difficulties and/or Disabilities (LDD)	
Pathways A and B for high functioning students with specific learning difficulties.	• Students will be assessed with appropriate support in place from the start of their studies at NSETC.
Pathway C for students who need support in accessing the appropriate curriculum level.	• NSETC curriculum will be accessible and ensure equal opportunities for all students to follow the study path to reach their chosen destination.

Improved student outcome
- This curriculum is designed to engage and inspire students
- A strong STEM curriculum will ensure students have the skills and qualifications necessary for today's market place
- Students will have opportunity to explore and understand a number of different career paths, helping them determine which is the best path for them
- The partnership approach to curriculum where employers and universities influence the curriculum will equip students with a *passport of Progression* that includes transferable skills that will enable students to successfully progress and raise aspirations
- The mentorship programme from employers and universities will ensure a seamless transition into employment, Apprenticeships and/or university
- The differentiated curriculum will allow students to apply their learning to real life projects, vary their experiences and realise their ability to achieve in subject areas they may previously have underachieved in e.g. maths.

Specific outcomes for students following pathways A, B and C
- Highest qualifications possible in fields relevant to chosen career path, if appropriate. Qualifications will include:
  - **A -** E Bacc, A Levels, Pre-U, extended project, university degree modules
  - **B -** E Bacc, A Levels, vocational qualifications and technical qualifications e.g. Adobe or Microsoft skills

- o **C** - Level 2 English, maths and science where appropriate to enable progression into either employment or further study
  - o **C**- Vocational and technical qualifications which have currency in business and industry, particularly in the North Somerset area
- **A, B and C** - A well-developed work ethic where the student values the intrinsic rewards in working hard, and gains satisfaction from high quality outcomes, as well as looking ahead to the financial rewards
- **A** - Development of high level study skills which enable the student to be a successful independent learner, ready to study at degree-level
- **A** - A realistic understanding of the career pathways available in their chosen field, developed through work experience/internships at a professional level
- **A,B and C** - Genuine understanding of employer expectations, coupled with acquisition of the skills required to be successful – confidence, self-reliability, resilience, self-discipline, strong inter-personal and presentation skills
- **A,B and C** - Strong business and enterprise skills which manifest themselves in the ability to be entrepreneurial – an understanding of finances, the ability to take risks, learn from failure, be creative and think outside the box
- **C** - Knowledge and skills of employment opportunities available to them, and the skills to be successful in job and Apprenticeship applications.

Range of qualifications
A range of qualifications will be offered to reflect the needs of the labour market, employers, Higher Education and individual students.

14-16 curriculum
All students will study an EBacc programme, or government equivalent, which include a mixture of mandatory and optional subjects, with an emphasis on STEM. Please note that wherever we have referred to GCSEs, this will reflect any new qualifications the government introduces to replace GCSEs.

Mandatory resulting in GCSE or equivalent	**Optional GCSEs** (students selection)	**Vocational options**	**Technical options**

- English Language
- English Literature
- Maths
- Minimum of 2 of the following:
  o Physics,
  o Chemistry,
  o Biology
- 1 Modern Foreign Language – e.g. Spanish or German
- 1 Humanity: History/Geography
.
	- 3rd Science: (Physics, Chemistry, Biology)
	- 2nd Modern Foreign Languages e.g. Spanish, German
	- 2nd Humanity: History or Geography
	- Art
	- Business studies
	- D&T
	- Sport.
		STEM BTEC First Award:
		Actual qualifications to be confirmed at a later date, e.g.
		1) Creative Media Technology
		2) Engineering
		3) Health and Social Care
		4) Information & Creative Technology
		5) Construction and the Built Environment
		6) Art and Design.
			- Adobe Suite
			- Microsoft Suite
			- Apple
			- Autodesk
			- Technical Suite*

16-19 core curriculum

A Levels	GCSEs	Vocational options	Technical options
• Maths • Further Maths • Physics • Chemistry • Biology • English • IT • D&T • History • Geography • Economics • Business studies	• Geology • Latin • Chinese • Retakes – as GCSE	BTEC Level 3 • IT • Applied Science • Sport • Business Options offered in 14-16 can be continued.	• Adobe Suite • Microsoft Suite • Apple qualifications • Autodesk qualifications • Technical Suite*

Inclusive learning – See D4 for further details of how the qualification timetable can be varied to meet all needs.

STEM subjects

NSETC's vision is to deliver high quality, relevant STEM qualifications as that is where the skills gap has been identified. We have been led by our employer and university partners as to the qualifications being offered. Maths, English and three separate sciences have all been identified as core subjects. They have advised that they do not regard the Engineering GCSE as meaningful, and for those students inclined to engineering the BTEC offers a better introduction to engineering. The Design and Technology GCSE would provide more generic, transferable technical skills for students who wanted an additional STEM GCSE. We are also advised that there will be a number high performing students who will benefit from a broader range of GCSEs and will need these in order to apply for Russell Group Universities. We have therefore organised it so they have the option to do more GCSEs if appropriate and for those who want to do more vocational they can do that instead.

Technical qualifications

The technical qualifications are derived from demand by local employers including hospitals, dental practices, laboratories, pharmacies, pathology, paramedic and peripatetic services, creative technologies with a focus on design and engineering including digital media, product design, technical design and architecture. At 14-16 the curriculum has been deliberately designed to maximise opportunities for students to pursue a wide range of careers within STEM. By the age of 16, it is anticipated that students will have chosen their desired pathway. A number of projects are being developed by employers to be integrated into the curriculum for both age ranges, these include digital animation, logo design, the impact of buildings on health, using digital media to promote health, digital broadcasting and use of assistive technologies in the home and design of products e.g. shoes.

*Technical suite. We are looking for generic technical qualifications that can be transferrable across numerous sectors and are valued by employers. One of the options under consideration is to develop a technical suite of qualifications with Employers and universities that are accredited by an Awarding Body to develop a generic suite of technical qualifications which will meet this need.

Whilst the curriculum has been designed to be as encompassing as possible, specialist areas will involve students acquiring common technical skills, project development ability and application to the technical agenda. This will allow them to carry through their technical skills on which ever pathway they are following:

- Progression to employment as technicians/designers or apprentices at all levels.
- Progression to Higher Education - enhancing Level 3 knowledge on either a full or part-time basis.
- Progression to specialist discipline combining STEM specialisms for employment or Higher Education, e.g. medical illustrators, digital media technicians for health, architecture and a whole range of allied disciplines.

This synergy between the STEM areas will ensure students retain opportunities for progression into all sectors.

Enterprise and employability
Enterprise, entrepreneurship and employability is an important part of the curriculum, but one in which currently there are few recognised qualifications, other than Business Studies and Economics, which will be offered. The NSETC will be developing its own internal *'Passport for Progression'* in conjunction with employers and universities as a means of recognising and recording the transferrable employability skills that they value (see D2). In addition to this the curriculum will include teaching and learning around enterprise and entrepreneurship, such as setting up a business, and the various skills around finance and management that this requires. The NSETC will allow students the opportunity to practice enterprise skills through a number of projects which may include setting and running their own small business or social enterprise. Further investigation is required as to what qualifications could be awarded around this area.

Transition
One of the main outcomes for NSETC is successful progression from one stage of education to the next. It therefore follows that it is focused on delivering a comprehensive transition programme to support its students in progressing successfully onto the next stage. The transition programmes are outlined below:

Pre-application stage
- Prospectus
- Website - examples of different career paths to help students make choices
- Open evenings and open days
- Year 9 STEM careers focus events with NSETC, local businesses/industry, parents
- Sixth-form students – offering advice and guidance workshops in local schools
- Develop science club programme for local primary schools – enhancing primary school children's understanding of different fields within STEM areas (possible income generation opportunity).

Year 9 Transition into NSETC for Year 10
- 1:1 advice and guidance session following application from student
- Workshops in school holidays/weekends to introduce different pathways and options available and to allow students to have 'tasters'
- Sixth-form and KS3 buddy system
- First year – engage local university undergraduates to e-mentor Year 9 and Year 11 students

- Induction programme – one week, to include employer-led Dragons' Den event, visit to outward bound centre and taster sessions of different courses
- Student welfare working with local schools and external agencies e.g. social services to support transition of individual students where needed.

Year 11 transition into Sixth-form
- Open evenings and open days
- Website
- Prospectus
- STEM careers focus events – involving businesses/industry, students, parents
- 1:1advice and guidance session following application from student
- University taster days
- Sixth-form taster days
- Budding with Sixth-form student
- Induction programme – one week, to include enterprise project within local community, short residential to outward bound centre, taster sessions of different courses; joint programme of workshops with local university undergraduates – looking ahead to different career paths; Oxbridge afternoon – schools liaison department; introductory visit to work places
- Specialist support for Apprenticeship applications
- Tailored programme, in partnership with local employers, for students moving directly to employment to develop skills in writing CVs, completing application forms, attending job interviews
- Student welfare working with local schools and external agencies e.g. social services to support transition of individual students where needed.

Year 13 progression to university, Apprenticeship, employment with training
- Visit universities
- Year 12 summer school programme – with UWE, Weston College, support students in applying to Oxbridge summer school programmes
- E-mentoring from university undergraduates
- Tutors advise on UCAS applications and support students to complete; tutors write UCAS references; HE Co-ordinator oversees process and offers specialist support to students where required
- Specialist support for Apprenticeship applications
- Tailored programme in partnership with local employers, for students progressing directly to employment, to develop skills in writing CVs, completing application forms, attending job interviews
- Mock interview programme for jobs and university applications, offered by employer mentors and HE partners
- 'Higher level thinking workshops', including specialist areas – offered by teaching staff, university partners and employers to support students in thinking beyond their A Level subjects, in preparation for interviews.

Summary
The NSETC's vision is to meet the demands of employers and universities, whilst raising all levels of student achievement and aspirations to be able to access the opportunities available. The curriculum has been designed to deliver on both these aspects of the vision: developing young people with highly regarded STEM qualifications, with the skills, understanding and motivation to succeed on the progression path of their choice.

SECTION D2

Curriculum Model

Broad and balanced
The curriculum plan is 'broad' through its inclusion of a range of core and optional GCSEs, the EBacc, A Level or new government equivalents, vocational and technical qualifications. It is 'balanced' through the opportunities offered to students to develop the skills and attributes valued by industry and universities.

The 14–16 curriculum will allow students to follow one of three pathways, all of which will provide a balanced programme containing a broad range of mandatory subjects coupled with optional subjects which match their interests, abilities and ambitions and include further academic subjects or vocational Level 2 qualifications. All pathways include students being enrolled on EBacc subjects, the majority of students will be entered for the full Baccalaureate. Those with special educational needs and low achievers will be entered on a minimum of English, maths and a science. The 14–16 curriculum will be further enhanced with STEM and broad enrichment subjects throughout the Key Stage. The pedagogy will focus on a variety of learning methods, including practical application of learning. Students will be able to identify their preferred learning style, but will also need to develop other learning styles in order to future-proof them. Students will be able to test their learning in a safe environment, but one which encourages challenge, innovation and risk taking. This will enable students to develop confidence in, and a greater understanding of, their learning, and get greater enjoyment and enthusiasm of their subjects and the acquisition of knowledge in general.

The 16-19 curriculum will be much more focused on subjects that will enable a STEM related career within their 600 hour programme of study (2 days per week). Again there will be three pathways of study with students supported on the one that matches their ability and aspirations. Each student will be expected to complete a full working week – and this will be personalised to each student and may include: Directed study – using latest technology; independent study; enrichment programmes, work placements; community projects; voluntary work; visits; live project briefs to apply their learning. This will give each student the opportunity to build effective relationships with employers and universities. Some components of the Level 3 qualifications will be taught at the universities, particularly to inspire young people from families with no prior

experience of university. For those who need stretch and challenge there will be the opportunity to study HE modules delivered through university master classes. This will allow a structured introduction to HE to raise aspirations for seamless transition.

All age groups
All students will be constantly challenged to exceed their own expectations and self-imposed ceilings, success in progress and achievement will be celebrated. They will be engaged with employers to include mentoring, work experience, access to specialist equipment, delivery of live project briefs, employability skills, vocational and technical competencies and employer visits. Furthermore, students can take part in sport/physical activity sessions, setting up a business/social enterprise, personal/social development, careers guidance and a wide and varied enrichment programme.

Curriculum model structure

North Somerset Enterprise and Technology College

KS4
Based on a two-week teaching cycle and approx. class size of 25

Year 10 and Year 11 – two week curriculum model

	English Literature & Language	Maths	2 x Sciences: Chemistry/ Physics/Biology	Humanity	MFL	RE & PSHE	Sport	Option 1: Optional GCSE/ BTEC	Option 2: Optional GCSE's/BTEC	Enrichment STEM	Enrichment Broad/Optional GCSE's	Work Experience/ Placement/ Internship	Tutorials	Total No. of Hours Per Cycle
Class 1	10	8	12	5	5	1	4	5	5	4	4	6	5	74
Class 2	10	8	12	5	5	1	4	5	5	4	4	6	5	74
Class 3	10	8	12	5	5	1	4	5	5	4	4	6	5	74
Class 4	10	8	12	5	5	1	4	5	5	4	4	6	5	74
Class 5	10	8	12	5	5	1	4	5	5	4	4	6	5	74
Class 6	10	8	12	5	5	1	4	5	5	4	4	6	5	74

- Per day 7.5 lesson, 1 hour break – Mon-Thu; 7.0 lesson, 1 hour break - Fri
- Per week 7.5x4 + 7.0x1 = 37 (finish at 4.30pm on a Friday)
- Per two weeks 37x2 = 74 hours

Sixth-form curriculum model
Year 12

	A Level 1	A Level 2	A Level 3	A Level 4	BTEC national	Other qualification	STEM Enrichment	Broad Enrichment/s port	Independent study	Work Experience	Total No. of Hours Per Cycle
Student 1	9	9	9	9 Camb Pre U			6	4	13	15	74
Student 2	9	9	9		9		6	4	13	15	74
Student 3		9	9		9	GCSE maths re-take	6	4	16	15	74
Student 4 – foundation year	9				9	GCSE maths & English CoPE L2					

Year 13

	A Level 1	A Level 2	A Level 3	A Level 4	BTEC national	Other Qualification	STEM Enrichment	Broad Enrichment/ sport	Independent study	Work Experience	Total No. of Hours Per Cycle
Student 1	9	9		9 Camb Pre U			6	4	22	15	74
Student 2	9	9	9				6	4	22	15	74
Student 3		9	9		9	GCSE maths re-take	6	4	13	15	74

Student 4 foundation year	9	9			9								

Content of the curriculum
14 – 16

Mandatory Lessons	Select two Options from two different blocks			Enrichment STEM	Enrichment Broad
• English Lang. • English Lit • Maths • Minimum 2 of: Physics, Chemistry, Biology • 1 modern foreign language: e.g. Spanish, German • 1 Humanity: History, Geography • RE • PSHE • SPORT • IT	**BLOCK 1** • 3rd science • Additional GCSEs • Other Humanity: History or Geography • Art • Business Studies • D&T • Level 1 Qualifications Science, Maths, Business	**BLOCK 2** • 3rd science • BTEC details to be confirmed Examples: 1) Creative Media Technology 2) Engineering 3) Health and Social Care 4) Information & Creative Technology 5) Construction and the Built Environment 6) Art and Design • Level 1 Qualifications	**BLOCK 3** • BTEC details to be confirmed Examples: 1) Creative Media Technology 2) Engineering 3) Health and Social Care 4) Information & Creative Technology 5) Construction and the Built Environment 6) Art and Design • Level 1 Qualifications • AS Level: • GCSEs e.g. Business, DT, 2nd MFL	**Examples:** • Engineering Education Scheme (Royal Academy Engineering) • Build a Car • Cross Contamination Project • Build a Town Project • Robot Wars • Enterprise Projects • Second Life • Junior Dragons Den • Young Enterprise • Computer Gaming	**Examples:** Music Performing Arts Additional Sport Debating Society College Magazine

Programmes of study

Students will study programmes that meet their aspirations. Throughout their study there will be projects determined by our employer partners, study will be contextualised so students can engage in relevant applications and there will be opportunity for direct contact with employers through work placements, mentoring and guest lectures.

Academic subjects

Academic achievement in recognised and relevant subjects is very important to the NSETC and its partners. This is why it will aim to get all its students studying for the EBacc. The core subjects of English, maths and science will be the minimum expectation for all students at Level 2.
At A Level the offer of subjects will be focused on those that support the STEM and enterprise agenda. Where possible and appropriate, students may be able to access a subject not offered at NSETC through our partners in Weston College.

Vocational subjects

The NSETC aims to be inclusive and meet all needs. It recognises that for some students they will achieve to their potential through vocational study to support their academic core subjects. The vocational subjects, at Level 2 and 3 that will be offered will be those that support the STEM agenda and are agreed with our employer partners, as a relevant and valuable to the student.

Employability and enterprise

These areas will run through the whole curriculum and will be designed and heavily influenced by the university and employers. Students will have the opportunity to apply their learning in stand-

alone sessions, the NSETC enrichment programme, and work placements. Students will be mentored by business and university partners who have committed to deliver guest sessions, some modules and inspirational lectures. Further investigation into formal qualifications in this area in the pre-opening stage will be carried out with employers and university. However, employers and the university will develop and endorse a *passport of progression* as a measurement of employability and enterprise skills.

Passport for Progression

This will be the NSETC's means of recognising and rewarding employability skills. This will identify the skills that employers want to see, with levels of attainment in each of these areas. Teaching staff and employers will assess the students' performance on and then endorse the passport as each level attained. Students will have targets to achieve these levels as they progress through the NSETC. In this way the student will develop confidence and self-belief that they have skills that are desired by employers, thus improving their outcomes in raising aspirations, ambitions, skills, and opportunities for meaningful progression. The rationale for the *passport to progression* is focused around providing the individual learner with the means to demonstrate to an employer, HE or FE institution, or to a parent, what they have done in terms of developing their skills, experience and knowledge beyond their academic studies. It completes the picture of who the student is beyond that provided by examination certificates. In particular, the passport will record students' achievements in the following areas:

- Problem solving skills
- Team building
- Communication skills
- Applied maths, English and IT skills
- Leadership qualities
- Work experience
- Community service
- Outstanding achievement in fields beyond academic studies.

These skills and qualities will also be developed within students' curriculum studies, but the passport recognises and endorses students' development of these skills beyond their academic studies, most especially in their work placements and in their enrichment activities. Employers are committed to including original and adapted versions of their own qualifications in this passport, for example ▮▮▮▮▮▮▮▮ will offer students an entry level qualification in hygiene practices, and students will also be able to include examination results and certificates gained in music examinations and sports achievements, as well as evidence of participation in national enrichment programmes such as the Young Enterprise Scheme and European Youth Parliament.

The *Passport to Progression* will be available to students through their personal electronic record. It will be available for parents and teaching staff to view and will be managed by both the student themselves and their personal tutor. At any point during the academic year students and parents will be able to print off their *Passport to Progression*, allowing them to share it with wider family members and with employers and business partners with whom they work. For students who progress to making Apprenticeship and job applications the *Passport to Progression* will provide them with a strong interview portfolio, whilst those progressing to post-16 studies and all onto FE and HE courses at 18, will have a ready and up-to-date source of information from which to develop their personal statement.

Physical education

At the NSETC we want our students to learn how to live healthy and successful lives. We will aim to offer opportunities for all students regardless of ability through a wide range of activities both at

curricular and extra-curricular level. In KS4 all students will attend their compulsory sport sessions (a statutory requirement). Through our extended enrichment activities our expectation will be that all students participate in at least 2 hours and for some, 4 hours, of high quality sporting activity which will enable them to build upon their skills and interests allowing them the opportunity to develop expertise or their talents. Our expectation is that ALL students will do sport and a culture of celebrating success and expecting the best will foster excellence in sport. We will employ sports specialists on a consultancy basis, for example, a lead in cricket, football, netball etc. so that students with talent can reach the highest levels of play. Equally, it is important to support individual sports and here, again, we will employ specialist staff to offer students sessions on Pilates and yoga, for example.

PSHE
The development of students' personal, social and health education is important to us, and citizenship is a key aspect of students' work placements and work with business and industry partners. We want our students to become healthy, independent and responsible members of society and we will encourage them to play a positive role in contributing to the life of the College and the wider community. Tutors will take the lead role in developing this area of the curriculum, but all teachers are responsible for the social and personal development of students. PSHE should be a 'fun' subject and we want students to develop an excellent awareness of other cultures and religions and their local community. We will appoint a PSHE co-ordinator from within

the teaching staff, who will develop a cohesive programme, where possible arising out of and complementing the STEM focus in main subjects. Tutors will deliver discreet sessions in this programme, but much of the programme will be built into academic lessons, and into college focus days. PSHE works best when integrated into a student's main learning programme and we will work to build this in from the start of the curriculum planning which curriculum leaders do in advance of opening. The PSHE curriculum will cover the following areas:
- Careers and progression
- Personal finance, business enterprise, and being a critical consumer
- Being successful in the workplace
- Emotional wellbeing, including mental health
- Drugs education
- Sex and relationship education
- Healthy lifestyles
- Personal safety and safeguarding
- Health and safety in the workplace
- Citizenship – democracy; dealing with conflict; living in the local, national and global community; equality and diversity; rights and responsibilities; charitable work.

Some training for students, such as personal finance, will incorporate online learning and outside speakers, as well as classroom based activities. Other aspects of the course, such as business enterprise, being successful in the workplace, and health and safety, will be both taught in the classroom and evidenced through work placements. In addition, some whole day extended activities included those available through external providers, will give an opportunity for students to formalise their understanding of business enterprise which they are developing through their business placements. We plan to accredit PSHE through a Level 2 qualification and also to include evidence of understanding and demonstration of skills and knowledge acquired through the *Passport to Progression*.

Sixth-form– **PSHE** will not be timetabled on a weekly basis for the Sixth-form however we will collapse some of the enrichment sessions to focus on specific topics e.g. STI's, drugs awareness,

personal safety, university application, local job market. We will also respond to the student voice and put on themed sessions in relation to each cohort. There will also be students on personalised programmes that may have additional PSHE within their timetables and this could be delivered through the Inclusion team and welfare.

Spiritual and moral development of students

We intend to cater for pupils of all faiths and none, enabling pupils to develop their own understanding of moral and ethical issues, and insights into the beliefs of those with a religious faith. Our aim is to give pupils the skills to articulate their own beliefs, and understand why others live as they do. We will accredit students' learning at KS4 through a short course GCSE, and at post-16 level through *the Passport to Progression* (evidenced, for example, through college debates, attendance at outside speaker sessions, participation in the student council) . Issues such as religion in society and community cohesion, medical ethics, international conflict, life and death, crime, the experiences of different cultures, belief in god, marriage and family life are all relevant to students' lives. The exploration of these issues within a safe environment which challenges students to think beyond their own experiences will enable our students to develop understanding, compassion and a questioning approach to the bigger questions in society.

Below is a series of case studies that give an example of what individual student's programme of study may look like at the NSETC.

Case study 1: pathway A – ▮▮▮▮▮▮

Achievement and aspiration	▮▮▮▮▮▮
KS4	• ▮▮▮▮▮
Sixth-form	• ▮▮▮▮▮
Progression	• ▮▮▮▮▮

Case Study 2: Pathway B - ▮▮▮▮▮

Achievement and aspiration	▮▮▮▮▮
KS4	• ▮▮▮▮▮
Sixth-form	• ▮▮▮▮▮
Progression	▮▮▮▮▮

Pathway C - ▮▮▮▮▮

Achievement and aspiration	▮▮▮▮▮
KS4	• ▮▮▮▮▮
Exit point after KS4	▮▮▮▮▮
Sixth-form	• ▮▮▮▮▮
Progression	▮▮▮▮▮

Enrichment activities

The enrichment activities will be timetabled as two distinct groups of activities: STEM and broad enrichment, and all students will be expected to participate in them. Both are of great importance in delivering on the vision of the NSETC in that they will:

- Give opportunities to apply learning
- Develop and practice employability and enterprise skills

- Increase educational experiences, allowing students to excel in non-academic areas.

KS4 all enrichment is compulsory, students will be expected to select and complete numerous different programmes during the key stage, and NSETC staff will deliver along with buying in additional sports and music specialists as appropriate.

Post-16 students would be required to do one STEM and one broader-enrichment during the key stage. Pre and post-16 students will be taught together in enrichment where appropriate; e.g. building a car could be a mix of students whereas rugby would be age limited.

STEM enrichment

These activities are most likely to be delivered in the vertical tutor groups, allowing students to work in a mixed environment in terms of skills, age and experience, emulating the workplace. It will allow the older students to develop leadership skills and all students to develop project management and team working skills, in addition to allowing the students to apply their subject knowledge in practical live project briefs. The STEM enrichment activities will take the form of live project briefs, many that have been provided by the employer partners. These partners will also support in the delivery of these projects along with teaching assistants and specialist staff.
The types of live project briefs that are currently being proposed by partners include:

- ███████████ : Cross contamination project
- ███████████ Crime scene investigation.

Others under discussion include:
- Build a car
- Computer gaming
- Making make-up - small enterprise
- Build a town
- Technical qualifications: Microsoft / Apple / Autodesk etc.
- Social enterprise schemes.

Broad enrichment

These activities will allow students to follow non-academic / vocational interests
- Sports
- Drama – with technical theatre opportunities
- Music – individual instruments and groups.

School timetable and calendar

The rationale behind the school timetable and calendar is to reflect the normal working day for employment, so that NSETC students are prepared for the demands of working life and to help them to transition to it. We believe that from the age of 14 the students are able to manage the longer working day but that the timetable will incorporate different styles of learning to help them adjust to the longer day, with enrichment and practical activities in the afternoons.

Calendars

The 14-16 and the 16-19 curriculums will be based around a 37.5 hour week, 8.5 hour day with 1 hour break, starting at 8.30 a.m. – 5.00 p.m. over 6 terms and over a 40 week academic year.

School day   :   8.30 a.m. – 5:00 p.m.

	This emulates the business day, as part of preparing students for employment.	
School term	:	4 x 7 week terms 2 x 6 week terms
		The terms follow the North Somerset term dates to support families with siblings in other schools and by the Weston College term dates.
School year	:	39 weeks

Model school year (in weeks)

	Year 10	Year 11	Year 12	Year 13
Term 1	8	8	8	8
Break	1	1	1	1
Term 2	7	7	7	7
Break	2	2	2	2
Term 3	6	6	6	6
Break	1	1	1	1
Term 4	6	6	6	6
Break	2	2	2	2
Term 5	5	5	5	5 End of term = end of teaching
Break	1	1	1	1
Term 6	7 includes 1 week activities	Teaching and exams end 5 weeks followed by 1 week activities/residential 1week progression into advanced study	Teaching and exams end 5 weeks followed by 1 week introduction to A2 levels and 1 week progression (to HE, careers etc.)	A Levels and then leave or optional w/e
Break				

School day
There will be 7 one hour sessions per day with a half hour tutorial/briefing session. The working day will be broken down into 5 compulsory sessions of academic/vocational/technical learning (there may be some double sessions), the remaining 2 sessions will be for enrichment, physical activity, bridging subjects and personal/social development and study skills. The first lesson will start immediately at 8.30 a.m., as our educational experts advise us this is the optimum time of day for student learning. The tutorial will take place after lunch, which is the hardest time for student concentration and learning.

KS4
8:30 a.m. – 9:30 a.m.   : Lesson 1
9:30 a.m. – 10:30 a.m.   : Lesson 2

Break
10:45 a.m. – 11:45 a.m.   : Lesson 3
11:45 a.m. – 12:45 p.m.   : Lesson 4

Lunch

1.30 p.m. – 2:00 p.m.	:Tutorial time
2:00 p.m. – 3:00 p.m.	
3:00 p.m. – 4:00 p.m.	: See separate table for afternoon schedule
4:00 p.m. – 5:00 p.m.	

Afternoon schedule – on 50/50 year split

	Day 1	Day 2	Day 3	Day 4	Day 5
2:00 - 3:00 p.m.	Work Experience / Options	Lesson 5	Lesson 5	Options / Work Experience	
3:00 - 4:00 p.m.		Sport / Enrichment	Enrichment / Sport		
4:00 - 5:00 p.m.					

Organisation of students

Students will be organised in a variety of ways, allowing them to get maximum exposure and experience of working environments. In the subject areas where we have organised students into ability sets the rationale behind this is:

NSETC students will join us in Year 10 from a range of different schools. They will be a disparate group of students from different schools, different ability levels and potentially a number from deprived areas - therefore within the subjects where we are streaming them their prior attainment will differ widely and setting groups as well as differentiating in the classroom, is the best way to maximum potential and success. However, these sets will be reviewed 4 times a year in line with progress reports and students will be moved accordingly. In all other GCSEs where knowledge and skills are not developed in a linear manner differentiation will ensure all students have maximum opportunities to achieve as outlined in D4.

Subject setting

Maths, science and modern foreign languages subjects will be taught in sets according to ability, allowing students to be stretched but at their own pace and in their preferred learning style.

Mixed ability

English, humanities, PSHE and RE options will be taught in mixed ability groups in order to raise aspirations for all students and show value to all students.

14-16 year old students will have opportunities to study all subjects and will remain in their class groups for the core and specialist options. However, the NSETC will adopt a vertical learning model where students may often be working outside of their year or class group for tutorials and briefing sessions. This brings in an additional dimension for development and communication skills and reflects a working environment. However, as stated previously, personalised programmes of study will be in place for students with SEN/LDD or Gifted and Talented. This would mean more movement out of learning groups to meet individual needs.

16-19 students will make informed choices of specialist pathway and qualification aim and will be grouped accordingly. As previously stated, a highly personalised programme of engagement with employers that includes mentoring, work experience and delivery of live briefs will be undertaken in different working groups or individually.

The curriculum, organisation of groups and personalised programmes of study maximises the opportunity for all students to succeed and meet the NSETC vision of aspiration and attainment.

Vertical tutor groups

These will be mixed age tutor groups, in which the students will belong for pastoral care, have registration, and look at social and emotional wellbeing, aspirations and target setting. It will allow for mentoring between older and younger students. A strong tutorial process will enable students to identify particular their areas of strength and need. From this measurable targets and strategies can be negotiated with the student to support their development.   This empowers students to take responsibility for their learning to ensure success and purposeful progression.

An effective tutorial system includes:
- Advice and guidance about their studies
- An opportunity to evaluate their progress and acknowledge their achievements
- Opportunities to develop strategies to overcome any potential barriers to learning e.g. peer pressure
- Opportunities to develop appropriate relationships with adults including negotiation skills.

The vertical tutoring system allows students to feel that they know and belong to the whole college from their point of entry, either in Year 10 or Year 12. With only four year groups in the College it is important that students are integrated, not least so that they can see progression routes and be engaged in discussions about career and HE paths for the whole of their time at NSETC. The tutor group provides an opportunity for the tutor to develop a holistic picture of the student, especially in terms of their academic progress. The tracking and monitoring system described in section D5 has at its core the conversation between subject teachers and student, and between personal tutor and student. The overview gained by the personal tutor enables patterns in performance to be identified so that tutor and student can plan strategies to address issues. Often this discussion will be enhanced by the tutor's knowledge of the student's family situation, peer group, extra-curricular commitments, self-image, and confidence. The pastoral understanding developed by the personal tutor is deepened through a vertical tutor system because tutors know their students from their point of entry in Year 10 or Year 12, through to the end of Year 13, and this enables them to support students, and their families, as they progress through the College.
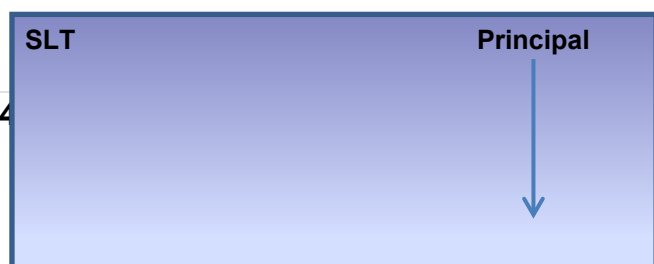
Enrichment
These will be in vertical or age appropriate learning groups depending on the students who select them, and the programme being followed, as mentioned previously, the build a car project is appropriate for mixed age, mixed ability working, whereas rugby will probably need to be age limited.
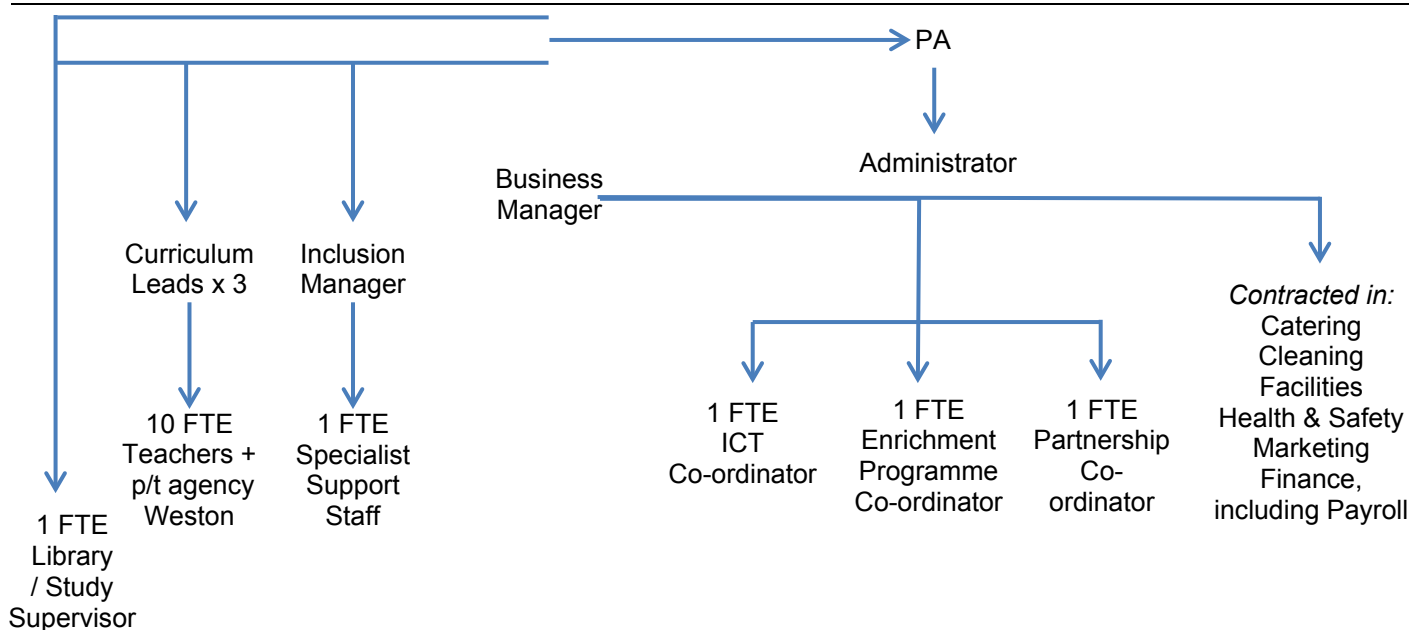
D3
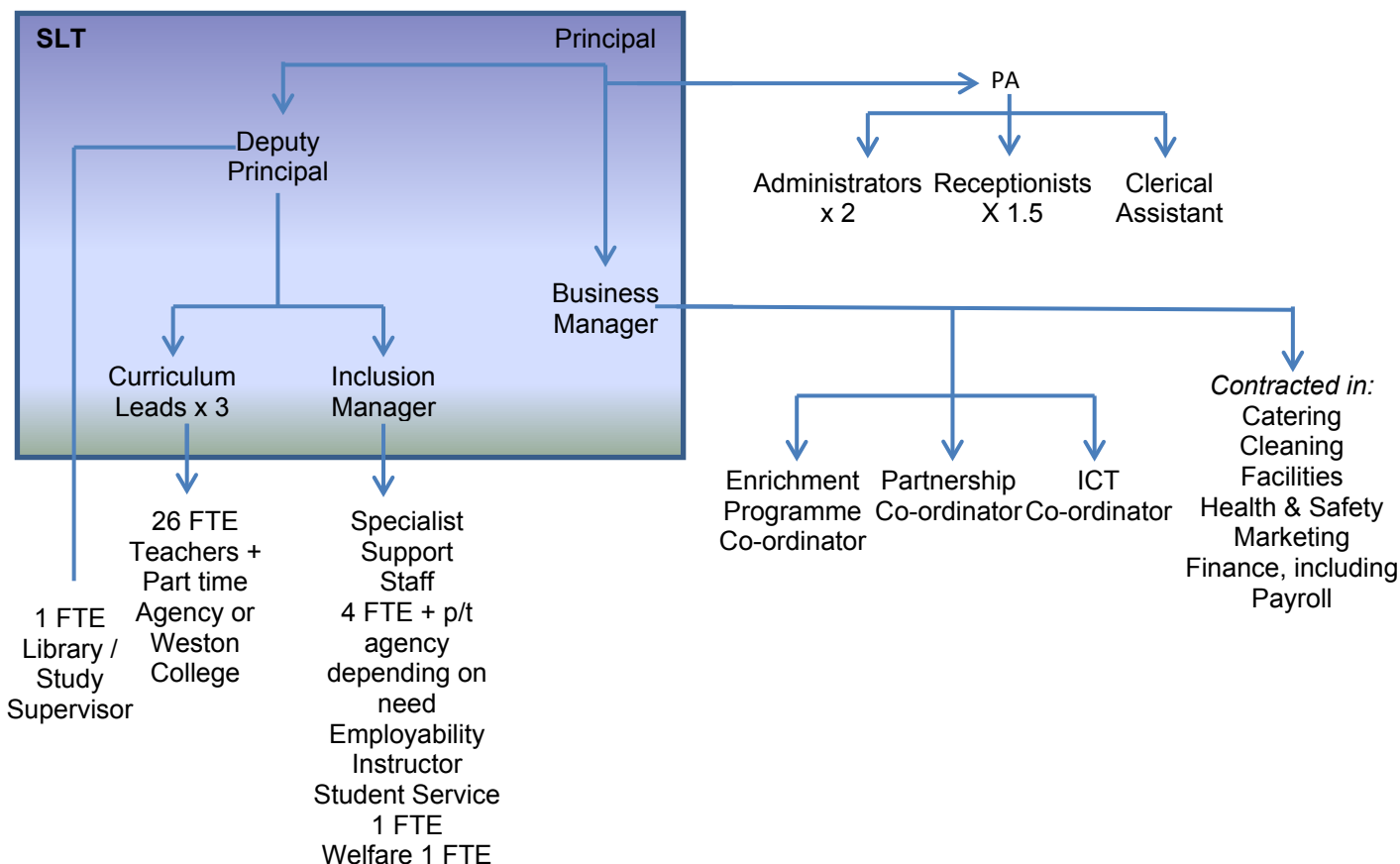**Staffing structure: roles, responsibilities and reporting**
The following diagrams show the build-up of NSETC leadership team and teaching staff, who will be employed by the NSETC from its opening.

Start up

SLT	Principal

PA

Administrator

Business Manager

Curriculum Leads x 3

Inclusion Manager

10 FTE Teachers + p/t agency Weston

1 FTE Specialist Support Staff

1 FTE Library / Study Supervisor

1 FTE ICT Co-ordinator

1 FTE Enrichment Programme Co-ordinator

1 FTE Partnership Co-ordinator

Contracted in:
Catering
Cleaning
Facilities
Health & Safety
Marketing
Finance, including Payroll

At full capacity

SLT

Principal

PA

Deputy Principal

Administrators x 2

Receptionists X 1.5

Clerical Assistant

Business Manager

Curriculum Leads x 3

Inclusion Manager

1 FTE Library / Study Supervisor

26 FTE Teachers + Part time Agency or Weston College

Specialist Support Staff 4 FTE + p/t agency depending on need Employability Instructor Student Service 1 FTE Welfare 1 FTE

Enrichment Programme Co-ordinator

Partnership Co-ordinator

ICT Co-ordinator

Contracted in:
Catering
Cleaning
Facilities
Health & Safety
Marketing
Finance, including Payroll

The table below further details the phased build-up of staff until the NSETC is at full capacity.
Note the percentage figures denote the amount of teaching time in leadership roles.

Staff	2014	2015	2016	2017	2018

Senior leadership team					
Principal	1	1	1	1	1
Deputy Principal (with a 50% teaching commitment)	0	1	1	1	1
Business Manager (Assistant Principal)	1	1	1	1	1
Curriculum Lead – Maths and Science (with a 70% teaching commitment)	1	1	1	1	1
Curriculum Lead – Creative Technology (with a 70% teaching commitment)	1	1	1	1	1
Curriculum Lead – English / Humanities (with a 70% teaching commitment)	1	1	1	1	1
Inclusion Manger (with a 50% teaching commitment)	1	1	1	1	1
Teaching staff					
Maths	1	2.5	4	5	5
English	1	2	3	3.5	3.5
Sciences	3	4	6	7	7
Economics / Business	0.5	1	1	1.5	1.5
Design Technology	0.5	1	1	1.5	1.5
MFL	0.5	1	1	1.2	1.2
Geography	0.5	1	1	1	1
ICT / Technology	0.5	1	1	1	1
RE / PSHE	0	0.5	0.5	0.5	0.5
History	0	0.5	1	1.5	1.5
Sport	1	1	2	3	3
Vocational	0	2	3	4	4
Specialist support worker	1	2	3	3	4

Notes on above table

- *We have assumed that the Curriculum Lead for Maths and Science will be a maths teacher. If the person appointed is a science teacher then one of the science teachers will be reallocated to maths.*
- *The Curriculum lead for English / Humanities we have assumed will be an additional English teacher*
- *Teaching staff will be expected to deliver parts of the enrichment programme relating to their specialisms*
- *The vocational teachers will be bought in from Weston College in the first year and will equate to 1 FTE.*

The following table contains the build-up of support and administrative staff. ▮▮▮▮▮

Staff	2014	2015	2016	2017	2018
Education support staff					
ICT Coordinator	1	1	1	1	1
Partnership Manager	0	1	1	1	1
Employability Instructor	0	1	1	1	1
Enrichment Programme Coordinator	1	1	1	1	1
Specialist staff	0	0	1	1	0
Laboratory Technicians	1	2	2	2	2
DT Workshop Technician	0.5	1	1	1	1

Library / Study Supervisor	1	1	1	1	1
Student Services	0	1	1	1	1
Student Welfare	1	1	1	1	1
Administration team					
PA to Principal	1	1	1	1	1
Administrators (including Data Manager)	1	2	2	2	2
Clerical Assistant	0	1	1	1	1
Receptionist	1	2	2	2	2

Financial commentary

The first year we recognise that some staff, particularly the teaching team may be under capacity; however their roles are essential in the start-up of the College and they will be developing the future curriculum and partnerships to ensure an outstanding provision. We have prioritised the recruitment of exceptional STEM and English teachers, whilst we continue to recruit student numbers. We have received commitments from employer, a university partner and enterprise and employability teachers from Weston College to be involved from the opening. Please refer to D1 and 2 for further details.

Senior Management
Principal

The Principal's key role will be to inspire others, to develop a clear and shared vision and lead an organisation through its creation, development and into maturity. They will have the overall responsibility for the management of all aspects of the NSETC and ensure that targets and outcomes are achieved. They will lead and motivate others to give their best, establishing an ethos and culture where people are valued and can progress and where excellence is celebrated. It will be their responsibility along with the Business Manager to establish strong commercial income streams and be able to attract resources from the public and private sector including NSETC partners particularly employers and the university. They will report and be accountable to the Governors for all areas of the NSETC's performance. The Principal will be appointed two terms before the opening of the NSETC. In the early stages, whilst the numbers are small and there is

only one year group, they will also have the responsibilities that will later be given to the Deputy Principal. See F5 for more information about the Principal.

Deputy Principal

The Deputy Principal will be appointed during 2014/15 once the NSETC is up and running and is preparing for the admission of the first KS4 cohort. At first on appointment they will be responsible for preparing the curriculum and admission of the KS4 cohort in Sept 15. Then they will take up responsibility as acting deputy for the Principal in all areas, with particular responsibility for all aspects of teaching and behaviour that reflects the vision of NSETC. They will be the direct line manager of the Curriculum Leads, the Inclusion Manager and their teams. The Deputy will be the designated safeguarding lead for the College and as part of their role they will have a 50% teaching commitment.

Business Manager – Assistant Principal

The Business Manager will head the non-teaching side of the NSETC. This is a crucial role in the NSETC, as not only are they responsible for the finance, funding and provision of support services, in which they will manage the contracting of support services from Weston College, in the first instance, including Catering, Cleaning, Facilities, Health and Safety, Marketing, and

Finance, including Payroll. In our model where partnerships are so crucial to the vision they will also be responsible for the building and maintenance of partnerships with employers and universities, to ensure their continued support and input into the College. They will manage and develop the *Passport for Progression* for all students and be responsible for reporting on student attendance wherever they may be studying.

Inclusion Manager

The Inclusion Manager will be responsible to the Principal for the performance and outcomes of students with specific and additional needs, and for the College's management of safeguarding issues until the appointment of the Deputy Principal, when they will go into more of a support capacity in this respect. They will lead on the organisation and delivery of a range of learning support programmes within NSETC. This includes co-ordinating a team of specialist staff and support workers across all areas of NSETC promoting a whole college approach to Inclusive Practice. They will also be working collaboratively with parent/carers and other agencies along with the Principal and Business Manager to ensure the new SEN code of practice is effectively embedded in all practice and additional funding for individuals is claimed. They will establish an effective multi-agency approach set up a system where there is an education and health care plan in place for each individual student needing support.

They will have a teaching responsibility of 50% that will include the small group and individual additional sessions as well as delivery of some PSHE. They will champion the Gifted and Talented in liaison with the Partnership Co-ordinator and partner university and ensure there are plenty of opportunities for stretch and challenge. It will also be within their remit to monitor and track the progress of LAC and complete the appropriate returns to the local authority to send onto the department of education. They will access the support systems through a shared service model with Weston College, particularly in the first instance.

Curriculum Leads

There are three curriculum leads, dividing the curriculum into maths and science, creative technology, plus English and humanities. Their areas will incorporate the academic subjects, practical and vocational learning, supporting the integration of different styles of learning with each other. They will be responsible for the development and delivery of the curriculum in their area,

and will be accountable to the Deputy Principal and Principal for the performance and outcomes of

their subject areas. Curriculum Leads will be expected to teach for 70% of their time. In the first year the Curriculum Lead for maths and science will be the teacher for one of these subjects, and the lead for English and humanities will be the English teacher.

The table below outlines the responsibility areas of the Curriculum Leads:

Curriculum Lead Science & Maths	Curriculum Lead English/Humanities	Curriculum Lead Creative Technology
• Chemistry • Biology • Physics • Maths Vocational areas: • Engineering • Construction/Built Environment • Sport	• English • Geography • History • RE • PSHE • Economics • Business • MFL Vocational areas:	• Design technology • IT • Technology Vocational areas: • Creative Media Technology • Information Creative Technology • Art and Design

	• Health and Social Care	

Other NSETC roles
Teaching
The College will build up to a core staff of permanently employed teaching staff reporting into the Curriculum Leads. However in order for the College to be able to offer the students a wider range of subjects and to achieve value for money, additional staff will be bought in from Weston College on a part-time basis. When the College is in the build-up phase this approach will be taken to supplement the core subjects, which, when the College is at full capacity will be taught by permanent NSETC staff.

Full-time teachers will have a pastoral responsibility, lead tutor groups and tutorial programmes. Please refer to section D2 for further information on tutorials. These Tutors will have responsibility for transition and progression, it will be tracked and monitored through the ICT systems and the ICT Coordinator. They will report ultimately to the Deputy Principal.

Specialist support staff and Employability Instructor
They will report into the Inclusion Manager, to develop personalised programmes of individual support for the students. Their role will be varied and include all aspects of support as directed by the Inclusion Manager, they may also lead or cover sessions under the supervision of qualified teachers. There will be one per year group and they will be recruited as each year is admitted to the NSETC. The employability specialist's main area of responsibility will be to devise personalised programmes with employers and differentiate the workplace to ensure accessibility.

Library/ Study Supervisor
In D2 we set out that there will be emphasis on personal study and research time within the College, especially in the Sixth-form. This is in preparation for university and employment when self-management of time and tasks will be important. It also fulfils our objective that the longer day, should result in less or no homework. The Library Study Supervisor's role will be to manage and resource the library and assist the students in their research and study skills. They will report into the Deputy Principal as part of the teaching team, as their areas of responsibilities will directly impact on student attainment and outcomes.

ICT Coordinator
In a technology focused college the role of the ICT Coordinator will be a key one. They will be responsible for the management of the ICT systems and new technologies, including monitoring and tracking and electronic communications systems. They will work with the Business Manager and the shared service model for additional resources that they may need. The ICT Coordinator will also be responsible for the assistive technology requirements of students, see D4. The College aims to be at the forefront of innovation and cutting edge technology, so this role will include research and introducing new options to teaching staff. The ICT Coordinator will liaise with the Business Manager and curriculum staff and ensure that every student and teacher is encouraged to use appropriate technology, with the associated health and safety and appropriate use measures. They will work with the designated safeguarding lead to deliver this and will report to the Business Manager.

Enrichment Programme Coordinator
Enrichment is a central part of the curriculum delivery, where students can apply their learning in STEM enrichment activities and follow other interests in their broad enrichment activities. This role will entail putting together the enrichment programmes, identifying the enrichment project leads, enrolling students, and monitoring and recording progress and achievement. Therefore

partnership working is an essential part of this and the role needs to report to the Business Manager with their responsibility for strategic partnerships.

Partnership Coordinator

This role is responsible for the work placement programme. It will work with employers to identify the placements, match students to them and then be responsible for all administration of that placement, for example recording progress and achievement, responding to issues from both students and employers. They will co-ordinate the employer endorsement of the students *Passport to Progression* under the guidance of the Business Manager. They will also be responsible for supporting students completing UCAS forms to progress onto University. The role will report to the Business Manager with their responsibility for strategic partnerships.

Administration team

This team will be led by the PA to the Principal, and when at full capacity will be supported by 2 administrators, in the first instance allocated to support the teaching and non-teaching teams, and with responsibilities for admissions, student records, parental information and responsibility for data management. There will also be 1.5 receptionists and a general clerical officer. This team will be developed and built up as the College grows in size.

<u>Differing Abilities</u>

The NSETC recognises that all students have differing abilities, learning styles and rates of progression and will operate an inclusive approach to all learning for all students. NSETC will be ambitious for its students and will create a learning environment that enables all students to succeed and progress beyond their expectations. Inherent to this achievement is the promotion of a positive learning culture where all students recognise and value and enjoy the learning experience; respect diversity; are safe and feel safe; and gain the skills and attitudes they need for future success.

Inclusion will be the responsibility of all staff within NSETC and this will be discussed throughout this section particularly under differentiation. This section will be structured in the following way:

- Identifying the types of students we are expecting and the types of support and resource available to them
- Staffing to meet the needs of students
- Learning support
- Differentiation
- SEN Code of Practice
- ICT
- Agencies and Partners
- School environment.

Students

As described in vision (Section C) the catchment area of the NSETC is deemed to be relatively affluent, but it is also home to many of the most educationally deprived wards in the country and is likely to attract a number of students who will require additional support and below outlines the types and percentages of the students we are expecting to attend NSETC and the types of support the school would offer.

North Somerset has 21% of students identified with Special Education Needs (SEN) or Learning Difficulties and Disabilities (LDD). NSETC is expecting approximately 17% of students within this category which is broken down into four main areas of need.

Cognition and Learning Needs Specific Learning Difficulty (SpLD), Moderate Learning Difficulty (MLD)**,** Severe Learning Difficulty (SLD)**,** Profound and Multiple Learning Difficulty (PMLD).
We do not envisage having many SLD or PMLD students applying to the NSETC as many attend the three North Somerset good to outstanding Special schools. However, NSETC would make reasonable adjustments to ensure accessibility for all for any applications. NSETC is expecting a higher number of students with SpLD such as dyslexia or attention deficit disorder, to be attracted to the different ways of learning at the NSETC.

Types of support for these students would include:
- Additional support either generic or specialist; assistive technology; exam concessions; additional small group classes outside of their usual timetable giving them more time to work on projects with support staff; personalised programme of study; additional Educational Psychology assessments; depending on the SpLD e.g. autism, dyslexia etc. students may need to access support to access the employability programmes particularly their work placements; differentiation including adaptations of worksheets (please refer to differentiation section below for further details); all classrooms will have state of art the technology for all students to access that will help SEN (please refer to ICT later in this section).

Behaviour, Emotional and Social Development Needs Behaviour, Emotional and Social Difficulty (BESD)
We envisage a high percentage of our SEN/LDD cohort within this category as they will be attracted to aspects the kinaesthetic curriculum.

Types of support for these students would include:
- Additional small group sessions classes outside of their usual timetable to work on projects within a low arousal environment with support staff
- Educational Psychologist assessments

- 1-1 with a specialist in BESD
- Exam concessions
- Specialist counselling
- A phased transition into employment placements with a strong mentorship programme
- Differentiation of approach by staff (please refer to differentiation section below for further details).

Communication and Interaction Needs Speech, Language and Communication Needs (SLCN) Autism Spectrum Condition (ASC)
We envisage that the STEM curriculum could attract a number of high functioning Asperger students. This coupled with the reputation of the NSETC sponsors including Weston College, who has a strong reputation in specialising in Autism could be attractive to parents and students.

Types of support for these students would include:
- Small group sessions
- Exam concessions
- Speech therapy assistive technology

- Social and emotional support particularly for students on the autism spectrum
- Specialist support
- Mentorship from Weston College students with ASC
- Differentiation of approach (please refer to differentiation section below for further details).

Sensory and/or Physical Needs Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)
The nature of the curriculum may not be so attractive to students with sensory needs, however NSETC will be accessible to all students and reasonable adjustments will be made to ensure equal opportunity.

Types of support for these students would include:
- Assistive technology
- Specialist assessments
- 1-1 specialist support
- Small group sessions outside of their usual timetable to work on projects with support
- Specialist ICT hard and software.

Additional Education Needs (AEN)
There are a number of students that may fit into this category and we have identified those students who we think will attend NSETC based on either the North Somerset averages or those who will be attracted by the curriculum.

Looked after Children (LAC)
There are 4% of LAC's in North Somerset and we are assuming this percentage for NSETC.

Types of support for these students would include:
- Monitored carefully by Inclusion Manager
- Multi agency approach

Individual needs will be assessed and met to ensure they are progressing in line with expectations.

English as an Additional Language (EAL)
There are 5% of EAL within North Somerset and we are assuming a slightly higher percentage for NSETC as students could be attracted to the differentiated curriculum.

Types of support for these students would include:
- Individual / small group classes outside of usual timetable for additional English classes or time to access community classes in English
- Other individual support may be needed within the classroom particularly in the first instance until they have a good level of English
- Assistive Technology e.g. Laptop with appropriate software.

Young Parent/Pregnancy and Young Carers
Although the NEET figures for North Somerset are lower than the national average. A high number of NEET learners in North Somerset and particularly Weston super Mare are young parents. There are also approximately 2% of young people in the area who are young carers. We do not envisage a high number of either of these types of students, but the current trends in the area suggest that some will attend NSETC.

Types of support for these students would include:

- Multi agency approach with health and social services
- Flexible approach to curriculum and personalised programmes.

Prolonged absence from school e.g. School phobics, safeguarding issues, physical illnesses, excluded students from other schools

Working closely with the EOTAS (Education Other than at School) provision along with the differentiated inclusive curriculum at NSETC we are expecting a number of these students.

Types of support for these students would include:

- Personalised programmes
- Support as appropriate depending on needs

Social, Emotional and Pastoral needs

Due to the high levels of deprivation in Weston super Mare as outlined in Section C we anticipate a number of students with these needs. Additionally, the differentiated approach of NSETC could attract a number of students who have not previously engaged with traditional schooling.

Types of support for these students would include:

- Access specialist Counselling
- Access to CAMHS
- Personalised programmes

Disabilities – Non SEN/LDD

The NSETC is not expecting a high number of students with disabilities, however will be accessible to all students and reasonable adjustments will be made to ensure equal opportunity.

Types of support for these students would include:

- DDA Compliant
- Assistive Technology

- Multi agency approach e.g. physiotherapy
- Work place assessments prior to employability programme.

Gifted and Talented (G&T)

NSETC will define G&T students as those enrolling who at KS3 are at Level 7 and 8 and those children or young people with one or more abilities developed to a level significantly ahead of their year group in one or more subjects including interpersonal skills, team work, sports etc. or with the potential to develop those abilities. NSETC is expecting to attract a significant number of G and T due to the university and employer involvement we estimate up to 20%.

Types of support for these students would include:

- G&T - the university sponsors will put together individual packages of learning to ensure the most able students are challenged and stretched with opportunities of extended projects, early assessment and fast tracked progression
- Differentiation in the classroom (please refer to differentiation section below for further details)
- Accelerated programmes of study and early examinations.

Free School Meals (FSM)
We anticipate approximately 15% of Free School Meal (FSM) students. Although the North Somerset average is 9% the levels of deprivation in Weston super Mare is much higher with one school having over 30% FSM students. Therefore we are anticipating a higher number of FSM students than in North Somerset as a whole.

Types of support for these students would include:
- Breakfast club
- Monitor carefully to ensure that meeting progress targets.

Ofsted defines **any group who are at risk as a vulnerable group**. NSETC will also adopt this policy and where a single student demonstrates a trend of underachievement over a period of time, they will be considered vulnerable. Robust systems will be put in place to capture data and ensure that this information is used to inform strategies to overcome any barriers.

Staffing

NSTEC will employ a dedicated Inclusion Manager who will fulfil the role of a SENCO and four specialist support staff. NSETC will also have access to the dedicated, highly qualified and experienced support team at Weston College which includes; Generic Support Workers, Vocational Support Workers, Specialist Support Instructors, Specialist Tutors, Advanced Practitioner and Diagnostic Assessors on a part time or full time basis depending on student's needs. These learning support staff will work collaboratively with the NSETC Inclusion Manager and effectively assess individual needs, organise and implement a wide range of support programmes each tailored to the individual needs of learners e.g. autism specialists, behaviour for learning specialists and specialist deaf instructors / interpreters etc. The welfare, emotional, psychological and educational support will also be available to all students together with information, advice and guidance on many issues.

The NSETC staff will also be able to access Weston College's innovative approach to staff development that has recently won an AoC Beacon Award. It involves all staff in the support area specialising in particular areas of SEN/LDD through its Foundation Degree in Inclusive Practice and Masters programme. This is in line with future government policy to redefine teacher training

and professional development. This will ensure all support staff have the specialist skills and knowledge needed to provide excellent personalised support programmes and can effectively meets the on-going and diverse needs of the students.

The inclusion team ethos at NSETC will be to empower and enable students to take control of their own learning, manage their learning difficulties and/or disabilities and develop the necessary skills and strategies to become independent students. The specialist support staff will also ensure that inclusive practice is carried out across NSETC and enlighten all students into individual differences and difficulties in an appropriate manner and organise student mentorship programmes. This extremely tried and tested successful model of learning support not only demonstrates outstanding success rates, but has been recognised by the Ofsted Survey 2010 as exemplary practice.

Inclusion Manager
The Inclusion Manager will lead the organisation and delivery of a range of learning support programmes within NSETC. This includes co-ordinating a team of specialist staff and support workers across all areas of NSETC promoting a whole college approach to Inclusive Practice.

They will also be working collaboratively with parent/carers and other agencies along with the Principal and Business Manager to ensure the new SEN code of practice is effectively embedded in all practice and additional funding (particularly element 3) for individuals is claimed from DFE, EFA or the local authority. They will establish an effective multi-agency approach set up a system where there is an education and health care plan in place for each individual student needing support. This will be further discussed at a later stage in this section.

They will ideally be able to carry out specific learning difficulty assessments and carry out observations of support staff and teachers to ensure learning needs are being met and good practice is carried out. From these observations and new national and regional initiatives they will devise a staff development programme that includes both internal and external training. They will ensure there is plenty of opportunity to share good practice and inform teachers and employers on how to make the curriculum and/or workplace accessible for all students.

They will have a teaching responsibility of 50% that will include the small group and individual additional sessions as well as delivery of some PSHE. They will champion the G&T in liaison with the Partnership Co-ordinator and Partner University and ensure there are plenty of opportunities for stretch and challenge. It will also be within their remit to monitor and track the progress of LAC and complete the appropriate returns to the local authority to send onto the department of education.

All teachers and curriculum leads will work closely with the Inclusion Manager, specialist staff and other support staff to ensure that all learner needs are met by differentiating their curriculum areas as outlined at a later stage in this section.

Specialist Support Staff
Four specialist support staff will also be employed one to lead each year group and together with the Inclusion Manager will become 'the Inclusion Team'. They will work with the inclusion manager and the teaching team to develop personalised programmes of individual support for the students identified above within NSETC. Their role will be varied and include all aspects of support as directed by the Inclusion Manager, they may also lead or cover sessions under the supervision of qualified teachers.

Learning Support
All learning support provision will be viewed by NSETC in the context of equality and diversity including safeguarding young and vulnerable students. This will mean that all learning support whether full or part-time will have training in safeguarding. All staff will be inclusive and non-judgemental in their approach to students identified as needing support. All support materials will be non-gender, race, age and sexuality specific and can be made available in a variety of formats including large-print, audio and computer versions. All students will be encouraged to disclose their LDD through a number of referral routes and information will be kept in accordance to the Data Protection Act 1998.

Learning Support will be given to students in a variety of forms depending on individual requirements and may include any of the following:
- 1:1 specialist tuition – specific teaching in English and maths, personal and social development
- Generic in-class or workshop support – where a number of students in a group have specific learning difficulties e.g. dyslexia, ADHD etc
- 1:1 in-class support – where a student has a learning difficulty that requires a support worker to

be placed with them on a one to one basis
- Small group tuition – where a number of students in the group require additional teaching in one area due to their barrier to learning or learning difficulty
- Equipment support
- Assistive technology support.

Within the types of learning support (above) available to students, we may provide any of the following: specialist tutors or support staff; mobility training; readers, note takers or amanuensis; communication support staff; differentiation and material adaptation; referral to an education psychologist; specialist counselling; specific learning difficulties assessments; access arrangements; mentoring; student and staff awareness sessions (For different types of support offered please refer to the beginning of this section).

Differentiation
The philosophy for effective teaching in NSETC will involve providing **all** students with the means to be able to achieve success and feel that their learning experiences have been worthwhile. The design of the curriculum for all age groups within NSETC are naturally differentiated in terms of learning styles due to the breadth of the offer, for example, learning in the workplace and in practical settings as well as learning within a classroom. This will allow much of the classroom learning to be applied in practical sessions and workplace and vice versa. This approach will help to meet the variety of learning styles and help students to develop other learning styles. Students in year 10 and 11 will be grouped into some subjects by ability level, maths, science and modern foreign language, but in all other subjects students will be in mixed ability groups. Therefore differentiation will be an essential part of the curriculum at NSETC. Students in year 12 and 13 will be matched to an appropriate pathway and in terms of A 'Levels this may be dependent upon their previous qualifications as described in D1. This will reflect inclusive practice by ensuring all students matched to an appropriate level of study.

The process of effective differentiation within NSETC will ensure that **what** each student learns, **how** they learn it, and **how** they demonstrate what they have learned is a match for their ability level, interests, and preferred mode of learning. The NSETC Principal, Inclusion Manager, specialist staff and curriculum leads will be tasked to ensure that teachers within the college

differentiate through, **content, process, outcome** and **learning environment** based on each individual student. A differentiated approach will involve understanding how students learn and what they know and therefore pre-assessment and ongoing assessment will be essential to provide feedback for both the teacher and the student. The focus will be planning appropriate instructional and assessment tools that are fair, flexible, challenging, and engage students in the curriculum in meaningful ways.

Differentiation by Content
NSETC will differentiate the content of sessions by recognising the differences between students and allowing each individual to progress at an appropriate pace to them. This will involve identifying which students are able to progress and giving them the opportunity to do so, whilst also recognising that some students are not yet ready. Differentiation of content will not mean changing the student objectives or lowering performance standards, but empower them to succeed. For example, students with specific learning difficulties may be provided with levelled reading material, books on tape, highlighted text, varied topics for research, independent study options, additional workshops on a specific topic or skill, online extension activities, mentors, 1-1 support and so on depending on their assessed individual needs.

Differentiation by Process

Differentiation by process will be achieved at NSETC by varying learning activities or strategies to provide appropriate methods for students learning. For example, a video which students complete a prepared hand-out, a question and answer session, a role play exercise a presentation or group work. The variety of activities will represent the learning styles of the group and all activities will fit together to meet the session's objectives and planned learning outcomes. To effectively differentiate the process, teachers at NSETC will also provide students opportunities to work alone, in pairs or in small groups.

Differentiation by Outcome

The work students produce in sessions will be differentiated depending upon readiness and learning needs and therefore the work produced by students will vary. Alternative qualifications or deferred assessments (e.g. GCSE's in year 12) may be offered to some students to ensure inclusivity, attainment and meaningful progression.

Differentiated Learning Environment

The learning environment in NSETC will have a number of practical areas, excellent sport facilities, workshops and classrooms with state of the art facilities and resources including the latest technology to support learning. (Please refer to 'The school environment' at a later stage for further details and section H for further information) These resources will lend themselves well to meet a variety of learning needs. NSETC will also provide places for students to work quietly and without distraction, as well as places that invite student collaboration.

<u>SEN Code of Practice</u>

The **new** SEN Code of Practice proposed to be in place in 2014 when NSETC plans to open, aims to introduce a new approach to identifying SEN through a single assessment process and Education, Health and Care plan (EHCP). Therefore any students enrolling with NSETC with SEN will not have been assessed within the new framework and may arrive with either a Statement of SEN or had their needs met within a mainstream setting through School Action (SA) or School Action Plus (SAP).

NSETC Principal, Deputy Principal and the Inclusion Manager will work with the previous education provider, parents/carers and the local authority to ensure there is a seamless transition to NSETC and the the Statement of SEN is honoured and support systems are in place to meet this need. They will begin to work with additional parties including the local pathfinder, health and social care to ensure that the new framework is introduced and devise EHCP's for each identified student and complete all relevant paperwork. Where a student has previously been identified with an AEN, but not a Statement of SEN the support systems available and the differentiated curriculum and approach adopted within NSETC will ensure that students needs are met. It will work to replace the SA and SAP with a simpler new school based category as suggested by the current government.

The processes of assessment on entry to NSETC will quickly identify any SEN/LDD or barrier to learning for students who have not previously been recognised as needing additional support. An effective initial assessment process will involve an **in depth induction** and **a number of screening assessments** at the beginning of each entry point year (year 10 and 12) to ensure:

- Any SEN/LDD or barriers are identified and referred to the inclusion team

- Parents/carers are involved in every step along with the local authority, key workers, health and social care and other relevant professionals
- Students are matched to appropriate programmes of study or pathways
- Support is in place as appropriate
- Personalised programmes are devised for individuals
- Further diagnostic assessments with Educational Psychologists or other Consultants are in place as appropriate
- Students are stretched and challenged to achieve maximum potential.

The Inclusion Manager and specialist staff will work very closely with teachers throughout this process and referral to the inclusion team can come from a number of avenues including self-referral and teacher referral. The inclusion manager will organise staff development to ensure the teachers and other staff are fully versed in how to identify additional needs and the processes for referral. The specialist team will then conduct a formal initial needs assessment with the student and organise future meeting with parents/carers and relevant others. For post 16 students the inclusion manager and Principal to work with the local authority and the education funding agency to ensure that their needs can be met fully. This will be particularly important for students whose needs will be over ▓▓▓▓▓▓ and negotiations need to take place at the earliest opportunity before the student enters NSETC.

ICT at NSETC
The NSETC recognises the need to embrace an ICT curriculum that includes digital literacy, computer science, and information technology. This curriculum not only equips students for the future, it meets the requirements of employers and often opens a new world of learning for students with additional needs. For example, students with literacy needs can present their work in a variety of formats using technology. This needs to relate to the vision the curriculum outlined in D1/ D2.

Assistive Technology (AT)
AT will be used to ensure inclusion and access to the general curricula for students with disabilities within the classroom and to increase independent participation across NSETC, in the workplace, at home and community environments. NSETC will ensure technology is used to

enhance the experience for all students, but also be used to enable each student with LDD to interact with it in ways that work best for him or her. For example, **accessible software applications** that allow students more than one way of accomplishing a task and that can be interpreted by assistive technology or **accessible multimedia products** e.g. descriptive narration and audio navigation (talking menus) etc. Training students to use the AT will be designed to their individual needs and will be pitched appropriately to their age, gender, culture and religious views as appropriate.

All learning areas will have access to technology for each student and it is the expectation that each student will have their own **NSETC tablet Personal Computer** to use in their sessions and in their independent study. There will be free filtered Wi-Fi for all students to support them bringing their own devices.

All subject sessions will maximise the use of technology, where appropriate, to ensure that students are able to practice their skills. It will be all teachers' responsibility to ensure that ICT is embedded in the curriculum, but they may liaise with specialist support staff and the ICT co-ordinator to ensure they are aware of the latest technology to support students with particular

needs. The ICT co-ordinator will be responsible for ensuring that the infrastructure is in place and processes are developed to produce a robust system, a resilient back up system and monitoring the usage for security. They will carry out relevant professional development for staff.

NSETC will set up an online virtual learning environment that will support all students and they will have remote access. This learning tool will allow staff, employers and universities to upload useful resources to help students with their studies that will be monitored by the ICT co-ordinator for security. It will also allow the specialist staff to differentiate resources to upload for LDD or G&T and talented student's e.g. audio formats or stretch and challenge assignments and activities. This could also give opportunities for video conferencing for students who are ill or not able to attend NSETC.

The ICT system used at NSETC is outlined in some detail in section D5. However, it is important to state here that Weston College as a main sponsor for NSETC has already a proven track record of excellent ICT systems to monitor and track student achievement and this will be available through a shared service model to NSETC. This will include ensuring a maintenance programme where the system will be customised to suit the needs of NSETC and will include:

- Reports on live data available which will be available to students, parents and relevant staff e.g. attendance, progress against targets, successes, awards and behavioural issues. These will form the basis of an electronic individual education plan for each student.
- Systems will be in place to identify and monitor student achievement and welfare this will include closely monitoring looked after children and any other cause for concern e.g. attendance and welfare and places them on a 'at risk' register to address and monitor.
- Business planning this will involve managing data to assist with profiling leading to efficient, effective curriculum design and delivery.
- A maintenance programme where hardware is replaced within a reasonable timeframe, software is reviewed and updated annually. Security will be on-going throughout the year.
- Areas that need specialist hardware and software will be identified and implemented e.g. learning support, Design and Technology etc.

Agencies

NSETC will seek to access a number of support agencies in order to meet the needs of the students and ensure a multi-agency approach. Weston College as one of its sponsors has been identified as a beacon in this area and have built strong relationships with a number of agencies that NSETC will be able to access ▮▮▮▮▮▮▮

Partners

NSETC recognises that in order to meet its student's needs and ensure their successful progression, partnerships are essential. NSETC will invest in a Business Manager whose role will include strengthening and forging new partnerships.

Local Schools

Weston College as one of NSETC main sponsors has begun to forge strong and effective partnerships with other education providers in the area including the four mainstream schools in Weston super Mare, the Education Other Than At School (EOTAS) service and the three Special schools in North Somerset. NSETC will be represented on all school boards and strategic meetings. NSETC has committed to work effectively with all schools in North Somerset in their

curriculum planning, alignment and progression, enabling smooth transition between school and NSETC at either 14 or 16 to college with well co-ordinated provision. In terms of students with additional needs the Inclusion Manager and Specialist Support will work closely with other professionals (SENCO) in their previous school to build a detailed profile of the student and set up an individual plan for successful transition. NSETC will share the resources (human and physical) and excellent practice with Weston College and the three special schools. Weston College also has excellent partnerships with specialist providers, for example, ████████ where excellent practice and resources are shared and this will be extended to include NSETC. This can include sharing specialists' e.g. AT experts.

The partnership with schools aims to offer benefits to the students through:
- an expanded curriculum, with the option of delivery in the students' local communities
- to each of the institutions through raising the aspirations and performance of students aged 14-19.

NSETC has committed to share good practice and resources with other education providers particularly in relation to employer and university input. NSETC will invite representation from local education providers, employers and on its governing body.

Parent/Carers
NSETC will value and expand its partnership with parents/carers. Communications have already begun with parents/carers during the application stage with many parents/carers pledging their support for the school. This relationship will be strengthened during the pre-opening phase and once opened NSETC will introduce a 'New Applicants' parent/carer information evenings and they will have access to online information (more information in D7). This alongside open evenings, parents evenings, and progress reports will ensure that parents have the opportunity to monitor their son/daughter's progress, and promotes parental contribution to the school.

As stated earlier under the SEN code of practice will include parents/carers in all aspects of assessment and supporting students. NSETC will set up its own Advisory board for parents to capture parent and student voice to inform practice with representation from parents with children with additional needs.

Employers/University
Partnerships with employers and universities is paramount for NSETC and during the application phase there has been much support and commitment from a range of employers and universities (See D1 and 2 for examples of commitment) Many of these employers have also expressed their desire to support students with particular needs and specialist staff will work with them to ensure that the workplace is differentiated to meet those students needs. Mentors from the universities and employers will be an integral part of the students' student journey and they will liaise with NSETC speicalist staff to ensure students can adapt to an industry/business/university setting.

Other Partners
Many of the agencies that have been mentioned in the previous paragraph work in partnership with Weston College and its students and have agreed to extend this partnership to NSETC students.

NSETC will ensure excellent representation through the senior management at all key local strategic committees to further strengthen a partnership approach. ████████

NSETC aims to offer provision of facilities for the community such as sports facilities, meeting

areas, halls for clubs and local groups. There will also be an opportunity for extended learning programmes and use of the ICT rich facilities.

The school environment
The school environment will be adapted to meet the needs of all students to ensure equal access to the curriculum. The NSETC will follow all statutory duties in compliance to the building including DDA. It will also follow the new SEN processes i.e. working towards a single assessment process for all young people with learning difficulties and/or disabilities. It will reflect the policies, guidelines and practice of the new legislation. A multi-agency approach will be adopted that clearly involves relevant agencies/professionals, parents/carers and the students in the decision making process.

Previous paragraphs in this section refer to the differentiation of the learning environment to ensure it effectively meets the needs of all students to maximise potential. However, this section will go into further details regarding the physical environment.

Physical environment
The building will create a sustainable solution to deal with the issues of lighting, heating, ventilation and acoustics to meet the needs of all students particularly those with LDD or with additional needs.

Acoustics
NSETC will ensure good acoustic conditions throughout and will be enhanced in some areas to ensure that students with hearing impairments, communication difficulties or where English is a second language will have a separate space to go and the best opportunities to achieve. This will ensure minimal disturbance from unwanted noise.

- **Lighting and Ventilation**
NSETC will ensure good lighting and ventilation throughout the school to ensure that the students ability to learn and concentrate are maximised.

- **Access control**
All students will have their own student cards with an embedded chip that allows them access to: classrooms; workshops; car parks; photocopy credits; printing credits; pre-loaded (by parents/carers) with money for lunch etc. register information; login information. This will be monitored and developed by the ICT manager who will also be able to access the ICT facilities and resources at Weston College. Students with particular needs e.g. physical disabilities will be specially catered for and adaptations and reasonable adjustments will be made.

The range and layout of teaching spaces will be flexible and adaptable to be able to respond to changes in pedagogy and provide spaces for different types of teaching such as group work, independent learning, practical demonstration and virtual demonstration. Learning support areas will be designed to ensure that the needs of students with additional or LDD needs are met. This will be achieved through careful planning and through consultation with key stakeholders and educationalists including special education and will include tutorial rooms, small classrooms with appropriate technology.

SECTION D5

Areas of Achievement & Overall Aims

The NSETC vision is to be outstanding and be recognised for excellence at a local, regional and national level, underpinned by its success rates in qualification, destination, distance travelled/value added, student, parent/carer, employer and university satisfaction.

The NSETC will set targets in the following areas to measure the success of the College as a whole and its pupils. For each area the overall aims will be set out together with the type of assessment used to measure these targets.

Key: figures in brackets are the national benchmarks.

Aim	Specific Targets	Means of Assessment

1 **High Academic Achievement, including qualification and value added, at the end of KS4 and post – 16**.
 	
The vision for the NSETC is to achieve outstanding skill levels and academic achievement for students of all abilities and backgrounds. Through its innovative and kinaesthetic curriculum the College aims to increase levels of attainment in Weston super Mare, and to narrow the gap in attainment between those from a disadvantaged background and those not from a disadvantaged background. These targets will measure the success and progress being made by the College and its students. They have been set to exceed current levels of attainment and progress made by North Somerset schools (see C for details of attainment in the region)
	1.1 **The academic targets** achieved by all pupils, with no group will achieving at a significantly lower level than the rest of their peers will be:
	KS4
	  a. 75% 5+ A* - C GCSE or equivalent including English, maths (58.2%)
	  b. 70% 8+ A* - C GCSE or equivalent including English and maths
	  c. 50% EBacc (15.5%)
	  d. 85% 2+ A*- C GCSE or equivalent STEM subjects other than maths (75%)
	Sixth-form
	  e. 800 QCA average point score per student (728.3)
	  f. 225 QCA average point score by entry
	  g. 90 % students achieving 3 + A Levels or equivalent (80.9%)
	1.2 The NSETC will achieve a **positive value added**
	1.3 The NSETC will **narrow the gap** in attainment year on year for students on free school meals, improving on the North Somerset figures outlined in section C so that by the age of 19:
	  • 90% of FSM students attain Level 2
	  • 80% of FSM students attain Level 3
	1.4 It's disadvantaged students **will make the expected progress**:
	  • 90% make expected progress in English (54%)
	  • 75% make expected progress in maths (44%)
		• Qualifications attained through examination and / or assessment. Benchmarking against national, regional and local scores
		• Teacher assessment
		• End of unit tests
		• Formal assessment opportunities
		• Mock exams
		• National curriculum levels achieved
		• Fischer family trust band D
		• Progress in core subjects and over a range of subjects at KS4 and post 16 with benchmarking at national, regional and local level.
		• The value added best 8 figures
		• Comparison of attainment and value added figures between students who have free school meals against students who do not
		• Benchmarking against national, regional and local levels, with specific consideration being given to those areas / schools with similar characteristics.

2	**To recognise, value and achieve STEM subjects.** The College's vision is to be an outstanding provider of STEM skills and qualifications which are in high demand by employers in the region. These targets will measure the take-up levels, attainment and progression in STEM subjects and to ensure that most relevant subjects are in the curriculum.	2.1 100% of its students will attain 2 or more qualifications in STEM subjects in addition to maths 2.2 85% of students will achieve 2+ A* - C Level 2 STEM qualifications, in addition to maths 2.3 All students have applied learning in at least 2 STEM related projects 2.4 70% of students progressing onto STEM-related further study or employment.	• Attainment of STEM qualifications with national, regional and local benchmarking • The number, type and achievement of STEM qualifications • Assessment of STEM enrichment projects • Learner voice • Partner feedback and assessment on curriculum, student progress and attainment .
	To produce students who are ambitious with a range of employability and entrepreneurial skills The College's vision recognises that students need more than just qualifications in 21st century, and that what employers are looking for are transferable skills and characteristics that make young people well rounded and employable. These targets will measure the progress the College is making in regard to this aspect of its vision.	3.1 For all students to have their p*rogression passport* endorsed to a minimum of Level 2 by the end of KS4 and Level 3 by the end of Sixth-form (see D1) 3.2 All students to have had at least 2 different work placements 3.3 All students to be involved in at least one social enterprise or entrepreneurial scheme	• The NSETC's *passport to progression* record of attainment of levels of competencies in transferable employability skills. • Teacher assessment • Number of opportunities e.g. extra-curricular activities, work placements that each student participates in • Employer feedback from work placements, • University feedback from teaching modules and exposure visits • Learner and tutor assessment of experiences in social enterprise / entrepreneurial schemes.
4	**All of its students to have high expectations of themselves and ambitions to progress onto meaningful destinations when they leave**	4.1 100% of its students will progress into meaningful destinations; university, apprenticeship, employment with training, further education, from whichever pathway they are on	• The first destinations of all students on leaving the NSETC • Student destination data three years from exit • Student assessment of IAG as to fit for purpose and meets their needs

	the College The vision is to equip our students with qualifications and life-skills that support them on an appropriate pathways leading to meaningful progression to university, Apprenticeship or employment with training.	4.2 0% of its students will add to the NEET figures immediately on leaving the College.	• Participation in careers/HE events • Record of progress against student aspiration and steps taken to support student achieve that aspiration recorded • UCAS applications by 15 Jan • UCAS track data –Sept/Oct following Yr 13.
5	**To be an outstanding provider of 14-19 education** The NSETC vision is to be recognised as a leader and innovator in all education and in particularly STEM subjects at regional and national levels	5.1 To be graded 'Outstanding" by Ofsted, overall and for each separate category: 5.2 To gain regional and national recognition for its education provision and STEM delivery and attainment 5.3 To be recognised for a successful and innovative approach to learning in state of the art facilities using cutting edge technology 5.4 To be recognised as an inclusive centre of excellence.	• The Ofsted grading, report and judgement criteria • The Ofsted framework used for annual self-assessments • Staff professional development uptake and attainment • Behaviour incident reports, Rewards and sanctions • Lesson observations • Attainment against national and regional benchmarks • National /regional recognition through awards and media coverage • Used as an exemplar for other schools / academies.
6	**To deliver a high quality student experience and high levels of parental satisfaction** The NSETC aims to inspire its students to be the best they can, to raise their aspirations, learn in a style best suited for them, to enjoy their education and value learning. These targets will	6.1 98% of parents happy that child well looked after, well taught and is achieving 6.2 95% of students enjoy lessons and consider that they are well taught 6.3 98% attendance at the NSETC and 98% of lessons start on time with all students present 6.4 0% complaints made by employers concerning student behaviour 6.5 0% incidents of bullying and harassment. For any	• Attendance data • Sanctions and rewards data • Student voice surveys • Level of student participation in NSETC activities • Formal parental feedback • Parental complaints • Levels of parental support and participation in

measure the satisfaction of pupils and parents with the educational experience provided by the NSETC. Targets that measure attendance, behaviour the provision of pastoral care and pupil well-being will be included in this area as these give a good indication of how engage pupils are with their education.	that occur, 100% satisfaction rate that the complaint was dealt with sensitively and effectively in compliance with the College policy and where necessarily, that appropriate sanctions were used. 6.6 All students to have excellent behaviour when interacting with other students, adults, including those who are visiting or offsite. 6.7 All students across the equality categories feel safe and succeed at NSETC 6.8 Increased demand for places year on year 6.9 Reduce the NEET cohort within North Somerset.	college activities • Levels and incidents of bullying and harassment • Employer and university evaluations • Views of all users / visitors of the site – through comments box, feedback, other communications • No. of applications • Regional NEET figures compared against regional benchmarks.
7 **To meet employers and university needs by developing well-rounded employable young people, and who will be the entrepreneurs of the future.**	7.1 100% partner satisfaction that curriculum is fit for purpose 7.2 100% of students progressing into Higher Education, Apprenticeships, employment with training or Further Education.	• Partner feedback • Destinations of students.
8 **To build strong partnerships between business, university and secondary education to support the regeneration and economic development of the region.** Partnerships to develop skills and expertise to fuel economic growth are central to the vision.	8.1 Increased number of partners engaging in NSETC 8.2 Attracting new businesses to the region 8.3 Number of students progressing to employment in regional businesses.	• Number and breadth of partnership, especially with the university • Number of new businesses in the regions • LEP and other business / enterprise reports • Student destination figures.

North Somerset Technology and Enterprise College

Purpose of the Targets

Our targets have been set to drive up the quality of teaching, learning, academic achievement, value added to each pupil and the development of the additional qualities we expect to see in our students and to provide a safe and inspiring environment for our students and staff to excel in.

The targets will inform the whole college community in setting and delivering on the expectation of high standards and raising aspirations. They will also inform our partners on the progress the school is making towards its aims and ensuring the curriculum and its delivery is fit for purpose.

KS4 and Sixth form – target setting

We intend to set all students individual baseline targets as minimum expectations for each of their subjects for both KS4 and in the sixth form. These will be set using well-established and reliable target setting systems such as the Fischer Family trust bands for KS4 and ALIS or ALPS in the sixth form which use prior attainment as a method for providing a baseline expectation of achievement in individual subjects. It is important that we communicate these targets to students and this will be done through training sessions with students in the first two weeks of the autumn term, and through year 10 and 12 parent/carer information evenings during this period. We will also send parent/carers and students a written summary of their minimum expected grades (MEGs) with information outlining both the method for arriving at these grades and explaining how we will use these to measure performance throughout the year. Students will be able to see their MEGs and track their progress through the year by accessing their individual electronic record. In addition, each student will enter onto their personal record an aspirational grade for each subject which is most cases is likely to be higher than their MEG and which reflects their personal target for attainment in each subject.

The minimum expected grade provides a basis for evaluating student progress throughout the year and will be used in several ways:

1. At the four points (see below) during the academic year, subject teachers will decide on a current progress grade for each student in each subject. This will show their current level of performance. Teachers enter these grades on the electronic student record and the student is able to gain an overview of their progression throughout the year, against their MEGs and against their aspirational grades.
2. Subject teachers will be able to use this progress grade process as a vehicle to discuss with each student their progress towards their targets and to set interim targets to improve the student's performance
3. Subject teachers will be able to review the current progress of their whole group, helping them to review teaching strategies and to identify remedial action or extra support needed for individual students.
4. Curriculum managers will use the progress grades at each of the four points during the year to gain an overview of progress within each subject. This will allow them to identify areas of potential underachievement and poor teaching, or to identify outstanding practice and to then draw upon this to support other teachers. Importantly, the process will allow curriculum managers to identify areas where intervention is required, whether with teaching staff or with individual teachers
5. Personal tutors will use the data to gain an overview of the student's progress across all of their subjects, allowing them to identify potential under-achievement and to consider putting support in place to address this, beginning with a one to one discussion with the student.

6. Parent/carers will receive a copy of the progress grades at each of the four points during the year and this will allow them to gain an up to date overview of their child's progress. Parent/carers' evening meetings will provide an opportunity for parent/carers to raise issues regarding their child's progress but the progress grades also give them the evidence to begin immediate discussions throughout the year with individual subject teachers, with the personal tutor, or with curriculum managers, where they have concerns or issues they wish to explore.

7. This tracking system provides the SLT with KS4 and post 16 evidence of progression towards targets for the whole cohort. It allows them to identify areas of potential underachievement and to put in measures to address problems. Once results are available in the summer, the MEGs also enable a more immediate overview of distance-travelled by individual students, by subject areas, and by the whole cohort in advance of feedback from DfE measures later in the autumn. This gives good data for self-evaluation and for action planning by subject areas and management in advance of the start of the following academic year.

8. The Directors will receive summary reports of the whole college for each of their Full Director meetings, and specific committee meetings as required – reporting progress against targets. In particular the governors have responsibility to look at failing of teaching for particular groups and to receive the action plan from the Principal as to the interventions that will be made to address any underperformance.

Student Aspirational Targets
Students will work with their subject teachers or tutors to agree their own aspirational targets using MEG as a starting point.

Reporting on targets
As detailed above parent/carers will receive reports on progress against targets four times a year, and on the third occasion a full report will be included giving more detail on each areas progress along with attendance record. There will be a one subject parent/carers evening and two tutor parent/carer evenings, allowing the opportunity for parent/carers to discuss progress with teachers / tutors, raise concerns and discuss interventions if necessary. Alongside these specified parent/carer/carer evenings NSETC will operate an open door policy for parent/carers/carers to discuss any concerns at anytime in the year with staff at a pre-arranged time.

Model timetable for setting student targets and reporting to students and parent/carers

Sept: weeks 1 & 2	Student set their own aspirational targets Send minimum expected grade to parent/carers
Sept: week 3	Year 10 & Year 12 parent/carer information evenings to explain target setting and monitoring process
Oct: week 2	Progress report 1
Oct: week 3	Tutor parent/carer evening for all year groups
Nov: week 1	Year 11 subject parent/carer/carer evening.
Dec: week 2	Progress report 2
Dec: week 3	Year 13 subject parent/carer/carer evening
Feb: week 1	Year 12 subject parent/carer/carer evening
Feb: week 3	Progress Report 3
March: week 3	Year 10 subject parent/carer evening
April: week 4	Tutor parent/carer evening for all year groups
May: week 1	Progress report 4

In addition to these formal reporting points students and parent/carers will be able to see their own progress through the student portal, see below.

Monitoring and Reporting Systems

Collection and Storage of data

We intend to collect the following data through the data manager who will collate information and put enter it onto the Management Information System (MIS) at NSETC:

1. Data prior to Entry

The following key information will be collected from parent/carers and the student's previous school.

- Personal details including multiple addresses, Next of Kin and emergency contact, medical information dietary requirements; equality and diversity including gender, ethnicity etc.
- Prior attainment including Standard Attainment Tests (SAT) from KS2; student report and profile from KS3
- Free School Meals (FSM), Looked After Children (LAC), Additional Education Needs (AEN) Special Education Needs/Learning Difficulty and Disability (SEN/LDD) Gifted and Talented (G&T) English as an Additional Language (EAL) Physical disabilities.

This data will be accessible to the senior leadership team (SLT), all teaching staff, administrative staff and the inclusion team.

2. Data collected during Induction Period and ongoing throughout the year for Electronic Individual Learning Plan (EILP)

Teacher and tutors will collect the following data

- Interest and hobbies; part time work; preferred learning styles;
- Aspirations; work placements; achievements, including *passport to progression*;
- Behaviour (both positive and negative).

This information can be accessed by SLT, teachers, inclusion team, students and parent/carers (through the student's EILP).

3. Attendance Data

This data will be collected automatically from swipe card registration system

- Attendance will updated session by session on the electronic system and a live report will be available to staff, parent/carers and students.

4. Target and Performance data

- FFTD targets for each student on all pathways will be accessed by FFT live and will be entered onto our MIS system by the data manager and these will be used for KS4 and Sixth-form students (in conjunction with ALIS targets)
- The Data Manager would update these targets in line with data feeds from FFT in October, January and then finally in early spring.

All SLT (please refer to D3) including curriculum leads will have login access to FFT live. Performance data will be further discussed later in this section. This data can be accessed by all teaching staff, SLT, Data Manager and other administrative staff. It will be displayed in a user friendly format for students and parent/carers through their individual EILP.

5. Safeguarding

If anyone within NSETC observes safeguarding issues e.g. bullying or a student discloses to a member of staff a safeguarding issue this information needs to be reported immediately to the safeguarding designated leads **only**. In the first year this will be the Principal and Inclusion Manager (who will complete SG training to level 2) and in subsequent years will be the Deputy and the Welfare Officer. There will be a separate site especially setup with restricted access to designated leads only. Clear policies on safeguarding will be in place for all staff along with staff training and safer recruitment policies and practices including a central database of CRB's.

6. Other confidential data

There will be restricted access for other confidential information e.g. pregnancy, some medical information and this will only be available to the welfare officer, Inclusion Manager and Principal. Teachers will be informed on a need to know basis only.

7. Partner data

The Business Manager (Assistant Principal) and Partnership Manager will gather this data
- Information on employers, university and other partners
- Data base of risk assessed work placements
- Safer recruitment data including CRB's.

8. Parent/carer, Student and Partner voice

- Three times a year satisfaction surveys will be sent out or available on line to all parent/carers and students
- Student forums will be set up to capture the student opinion on ways to improve provision and practice. This will organised through student services
- Separate Advisory boards will be set up for parent/carers/carers and partners as a forum to express their views that will also be used to inform provision and practice.

This information will be accessible to all staff and will be summarised and published to students, parent/carers/carers and partners.

9. Staff Performance relating to NSETC targets includes:

- Observation Data
- Value added data
- Success rates.

This information would be accessible to the individual member of staff, their line manager, Deputy Principal and Principal.

10. Other data

- Enterprise and entrepreneurial schemes.

<u>Analysing Data and Interventions</u>

MIS

The system adopted at NSETC will allow teachers and appropriate to filter students' progress against target grades under the following categories:
- Vulnerable groups including SEN/LDD, AEN, EAL, gender, LAC etc.
- High attaining, middle attaining and Low attaining students

- Any student who is underperforming that leads to under achievement
- Performance in individual subjects compared to English and maths.

The system will allow management to analyse student progress and the NSETC overall progress towards targets outlined in the vision in the following ways:
- Progress of vulnerable groups, including G&T
- High, medium and low attaining students
- Progress towards targets in English and maths, STEM subjects, 5 A* to C, EBacc
- Students making expected progress in English and maths, including disadvantaged students
- Employability targets, for example, completion of progression passport and work placements
- Progress towards targets in AS and A Levels, vocational and technical qualifications
- Destination data and in particular targets for STEM careers
- Partnership engagement
- Recruitment of students
- Overall retention and success data.

There will be other measures of targets that are not quantifiable, for example, social enterprises and entrepreneurial schemes, the MIS will allow NSETC to create reports on these activities that will be summarised for termly and annual reports.

Using information to improve outcomes
Teaching staff will use information about target grades and other information e.g. SEN, AEN, EAL to plan their sessions and meet individual needs. (Please refer to D4 for further information on differentiation).Teachers will also be expected to look at all categories of students within their groups including gender and look for attainment gaps and devise strategies with action plans to narrow the gap during the course of study. At a strategic level the Principal and SLT will review the data at each of the four points (as stated earlier in this section) within the year and analyse trends in order to devise a strategy and action plan to ensure maximum success.

The Principal will report progress against targets to the directors at the full director meetings four times a year. There will also be a teaching and learning sub committee which will analyse the data in more detail and will report back to the full director meetings.

The robust monitoring system described above will allow NSETC to monitor progress against targets and take remedial action quickly. If targets are not being achieved different approaches will be taken depending on issues However, there will be a standard process in place to tackle underperformance led by the Principal and will involve the following actions:
- A full review of the issue/s
- An action plan with strategies to effectively address concerns within an appropriate timeframe
- Appropriate staff and stakeholders will be involved
- Regular monitoring with direct action where necessary
- Timely reports on progress to Directors.

The above actions will continue until the issue is resolved and below are examples against the targets we have set for NSETC.

It has become evident that the year 10 LAC are not achieving as well in chemistry as the other students.

The strategy would involve firstly raising the awareness and having a full review meeting with the chemistry teacher and curriculum lead for science. From this discussion an action plan is put into place that involves:

1. Putting on additional sessions for nominated students (this would include other students not only LAC) who are underachieving in that subject.
2. Set up a mentorship programme with year 13 chemistry students to raise their aspirations.
3. Involve carers and parent/carers to work in partnership with NSETC to improve progress.
4. Chemistry teacher to review on a weekly basis and report monthly to parent/carer/carers and curriculum lead who will report to the rest of SLT, the Principal who will report at full directors meetings.

If achievement does not improve, the cycle will be followed again with additional strategies that may include involving other staff and partners e.g. Inclusion Manager, maths specialist for support for core skills and an industry expert for motivation.

Another example may be that in English, year 11 boys that are targeted at A and A* are typically achieving B grades. Discussion with English team identifies that the problem is complacency on the boy's part. Therefore the strategy is to:

1. Invite the parent/carers in and work with them on improving their child's grade.
2. An innovative approach is suggested of embedding English into an exciting project brief set by employers and/or university relating to the boys interests to re-engage and improve aspiration.
3. English Teacher to review on a weekly basis and report monthly to parent/carer/carers and curriculum lead in English who will report to SLT, the Principal who will report at full directors meetings .

If achievement does not improve, the cycle will be followed again with additional strategies that would relate to the individuals in order to inspire them.

The number of employers offering high quality work placements is lower than anticipated and some students are unable to access appropriate work experience. A review with the Business Manager and the Partnership Co-ordinator identifies that some employers are finding it too time consuming to take students who do not have the skills and behaviour they require.

1. Action plan a solution that includes the Business Manager to meet with these employers to find out what they want and need from students who are placed with them.
2. Business Manager to work with Partnership Manager and employability teachers to set project briefs that include the skills and behaviour these employers need.
3. Identify students with these skills to be placed with these employers.
4. Partnership Manager continues to liaise with employers and ask them to give ideas for live project briefs that can become part of the curriculum for all year groups at different levels
5. Partnership Manager to discuss different ways in which other employers have found creative solutions which may work for them.
6. Look to engage additional employers by tailoring incentives relevant to them.

This will be reviewed by the Business and Partnership Manager and reported to the Deputy Principal and Principal.

If NSETC is exceeding their targets the Principal, SLT and Directors will review them to ensure their rigour and challenge and revise them upwards, whilst also celebrating with staff and students their achievements. If targets are at maximum and they cannot be improved NSETC will focus on

other areas to develop or improve, for example, if students are exceeding targets at Sixth-form our additional focus would then be on maximising the number of students being successful in their applications to Russell Group universities.

Accountability and Performance Management

Responsibility for student progress lies with all staff in the school, but the starting point must be the classroom teacher. All subject teachers will be expected to monitor their students' progress through the tracking system described above where grades are summative grades are entered at four points during the year. In addition, teaching staff will, of course, keep a record of the marks they have awarded during the normal course of lessons and assignments which helps them to build towards the grade reported at each of the four key points. The role of the curriculum lead is to ensure that teaching staff set and mark work regularly and that the marking includes structured information for students on how they might improve or move to the next level. We expect our curriculum leads to carry out half termly book/folder/assignment checks of work in order to ensure that teaching staff are following this agreed practice so that students know how well they are doing and how to improve. Alongside this, the curriculum lead will carry out weekly walk-throughs where they dip into some lessons within their area in order to monitor the quality of teaching and learning, as well as informal learner voice meetings within subject areas. This process supports judgements made within the formal lesson observation process and enables curriculum leads to manage and monitor their areas. Where poor practice is observed, either in teaching or in marking, the curriculum lead will meet with the subject teacher to reinforce expectations, offer support, and develop short and long term targets to improve quality. In some cases this will involve professional development for the member of staff. This could include attending an examination board course on moderation, observing a peer in outstanding teaching, working with a colleague to improve lesson planning, or team teaching. The result for students is that more of their lessons are good or outstanding and that they know how well they are progressing and what steps to take to improve further.

At NSETC we expect curriculum leads to work together with the deputy principal and principal in creating an effective CPD programme for staff. Within this programme there will be opportunities for staff to visit colleagues in business to either improve their own professional understanding, or to explore ways in which to incorporate experience-based projects into their own schemes of work. The focus of professional development for staff will be on improving teaching and learning and through the use of in-house expertise and external providers we will offer staff the opportunity to update their skills in areas such as asking challenging questions, stretching the most able students, moving students from A to A*, engaging students with kinaesthetic learning, and other topics relevant to our students and staff.

Engaging Parent/carers and Carers

As has already been outlined there will be numerous occasions throughout the school year when parent/carers will receive progress reports and have the opportunity to come into school to meet the teachers. Issues may arise that parent/carers wish to discuss immediately instead of waiting for a formal parent/carers evening so weekly surgeries will be offered in which parent/carers can make an appointment to see the head of relevant key stage or curriculum leads, or personal tutors.

In addition to the parent/carers' evenings outlined above there will be additional evenings where parent/carers are invited to participate in the life of the college at specific stages as a student progresses through the school:

- Year 11 information evenings about next steps post 16
- Year 12 – next steps / post 18 HE / Apprenticeships evening in summer term
- Y13 – HE finance evening in Jan
- Whole school careers events – careers fair once a year for parent/carers and students
- Advice evenings focusing on core areas to explain specific curriculum requirements and expectations
- Employer information evening – where parent/carers can meet the employers who are providing the work placements to the students, this will give parent/carers the opportunity to find out about the work placements being undertaken, expectations of students and employers, and the opportunities available - mid year
- An annual higher education fair, open to all year groups.

Parent/carers will also have ICT tools to assist them in understanding and accessing information:
- Parent/carers will be able to access their child's progress through the ELIP at any time.
- There will be a parent/carers section on the website that will contain information e.g. the school calendar, principal's blog, updates from curriculum leads, links to the subject specifications, examination information, news and celebrations.

The NSETC with also try to support parent/carers by offering them the opportunity to participate in the following types of classes:
- Academic support sessions for parent/carers; e.g. GCSE classes in maths and sciences for parent/carers, or entry level, 1,2 ,3 so parent/carers can improve their own skills which will enable them to better support their children
- Parent/carers support classes covering topics such as living with teenagers, diet and nutrition for the 14-19 year age group, drugs and health awareness evenings.

We recognise that parent/carers themselves have much to offer the college which will benefit students. Many parent/carers will be keen to support in extra-curricular activities, particularly those with a business or STEM focus. Their expertise will be valuable in terms of employer contact and is likely that many parent/carers will be able to draw on their own experience to lead sessions with students. We hope, also, that parent/carers will become a regular audience when students make business presentations, demonstrate inventions, and talk about their achievements and successes.

SECTION D6

Draft admissions policy for NSETC
The admissions policy for the NSETC will adhere to the Schools Admissions Code and the Schools Appeal Code. The aim of the policy is to ensure that its policy and criteria are fair, clear and objective, and that parents/carers will be able to look at the arrangements and understand easily how places have been allocated**.**

The Admissions Authority
The Academy Trust will be the admissions authority and will be responsible for the arrangement of admission appeals (see below).

PAN during growth phase
There are proposed transitional measures in place until the NSETC reaches full capacity, subject to applications received (see section D&G).

North Somerset Technology and Enterprise College

The NSETC may increase these admission numbers in the early years if demand exists and the provision of education will not be prejudiced, subject to the required notifications of intent to increase the school's PAN. For Transitional measures, please refer to Section G for financial viability.

Vision
The vision for the NSETC is to offer an inclusive exciting and innovative way of learning to all students. The admissions policy aims to support this vision by enabling students of all backgrounds and abilities to attend the College.

Admission statement: pre-16
Planned admission numbers
At 14, Year 10 when the NSETC is operating at full capacity it will admit 150 pupils per academic year. During the build-up phase the PAN will be 100 for the first two intakes of Yr 10 students in 2015 and 2016. (refer to beginning of D section for table on phased build up to full capacity)

Oversubscription criteria for admission at 14
If the NSETC is oversubscribed it will apply the following over-subscription criteria. These have been selected to:
- Ensure the most vulnerable in society receive the education they feel would most meet their needs
- In line with the vision of the NSETC to improve the academic achievement of students living in Weston-super-Mare, from all backgrounds
- To support economic regeneration of Weston
- Where a school is named in a child's Statement of Special Educational Needs the admission authority is legally required to admit the child to the school. Such children will be allocated places before the over-subscription criteria are applied. Applications of this type will take priority over all other requests for places.

The oversubscription criteria are:
  i.   Children in care or children who were previously in care but immediately after being in care became subject to an adoption, residence, or special guardianship order.

For all remaining places priority will be given as below:

  ii.   Children living in one of the First Geographical Areas of the four maintained secondary schools/academies in Weston super Mare for 2013-14 and those living outside these areas, in the following remaining percentages:
    - 20% to pupils living in the First Geographical Area (FGA) of Priory Community School ~ An Academy Trust
    - 20% to pupils living in the First Geographical Area (FGA) of Worle Community School
    - 20% to pupils living in the First Geographical Area (FGA) of Broadoak Mathematics and Computing College
    - 20% to pupils living in the First Geographical Area (FGA) of Hans Price Academy
    - 20% to all other applicants.

Map of first geographical areas for current secondary schools and academies in North Somerset.
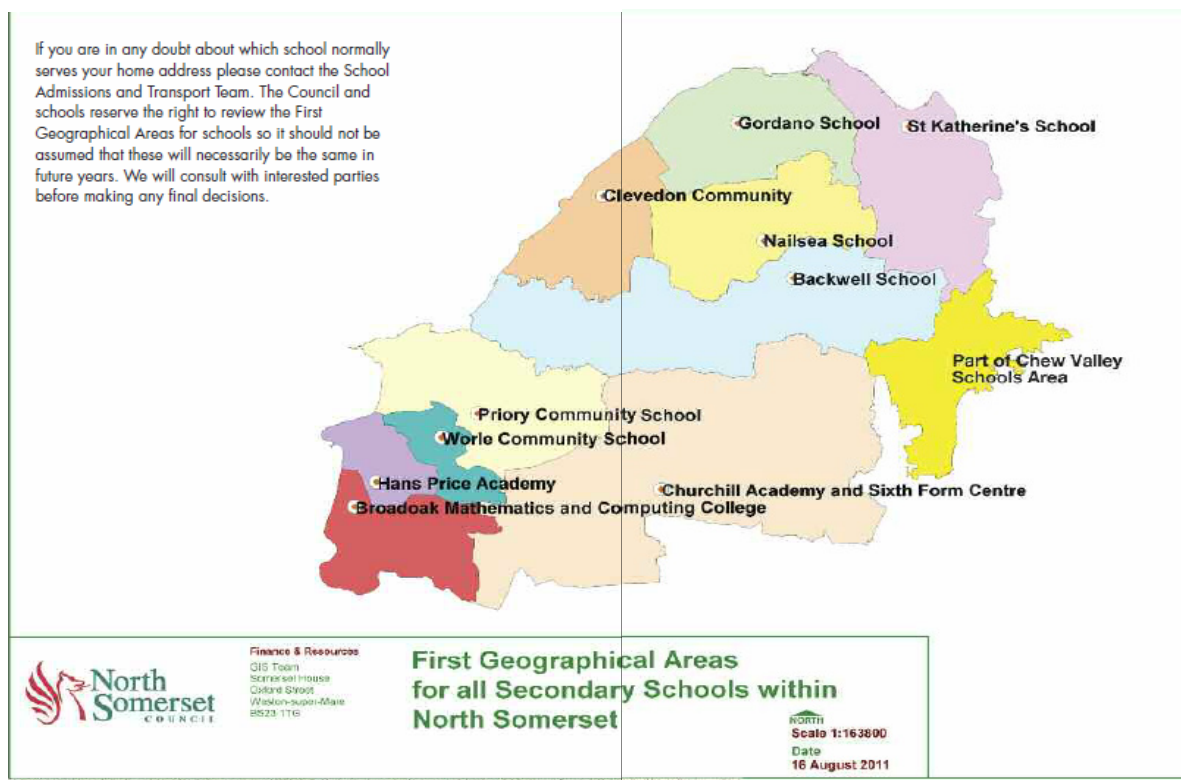
Where there are more applications within any category listed above in (ii) than there are places available, the ranking of applications will be determined by drawing lots.   Where there are spare places in any category, these will be given to those who have been unsuccessful within the category in which their application was considered. The ranking of such applications will be determined by drawing lots.

Admission statement 16-19
Published admission numbers
At 16, Year 12 when the NSETC is operating both in the build-up phase and at full capacity, it will admit approx. 70 pupils (assuming 200 per year group and 130 continuing from Year 11).

Admission criteria
At 16 the NSETC will accept applications from students onto one of its three pathways after assessment that it is the most appropriate path for the individual student. The assessment will be made through:
- Regard to the students qualification grades at 16
- Through an independent advice and guidance meeting between a member of the 16-18 tutor team and the student.

A student will only be admitted onto a pathway if it is considered to be appropriate. A student will be supported on an appropriate pathway (see section D4 Meeting needs) if, through that support they are assessed to be able to achieve the qualifications. This will take into account the individual needs of students who have already completed an AS Level in Year 11.
As a starting point for the assessment of appropriateness for entry onto a pathway the following qualifications will be requested:

- **Pathway A:** 5xB GCSEs
- **Pathway B:** 5xC GCSEs or equivalents
- **Pathway C:** below Level 2.

It must be emphasised that the above grades are just the starting point for assessment and do not restrict a student to a particular pathway if after individual conversations it is assessed that a different pathway is both within the students ability to succeed and best meets their personal ambitions.

Over subscription criteria for students
The NSETC will make every effort to accommodate all students, who after the assessment process are considered able to succeed on their course chosen pathway. If, after this process there are more students applying than can be accommodated, then as an aim of the NSETC is to support the local community the oversubscription will be:
  i.   Students living within a North Somerset postcode
  ii.   Students living outside of North Somerset
  iii. Then on proximity from the NSETC.

Waiting lists
The NSETC shall hold a list of those applicants still seeking a place until the last day of term 2 in the academic year. All applications will be listed within their admission criterion (in line with the above new intake over-subscription criteria) and allocations will either be made in accordance with ranked order, or by drawing lots. Each child added to the list may require the list to be ranked again in line with the above published oversubscription criteria before a vacancy if filled (where drawing by lots is not the final allocation determination factor). Priority will not be given on the basis simply of the date an application was added to the list. Pupils who are the subject of a direction by a Council to admit or who are allocated a school in accordance with a Fair Access Protocol for school places, will take precedence over those on the waiting list.

Appeals
There will be a right of appeal to an Independent Appeals panel for all parents and students who do not gain a place at the school. It is the responsibility of the Academy Trust to set up and manage the appeals panel.

In-year applications
If there are more applicants than vacancies for any year group, in-year applications will be considered in accordance with the above over subscription criteria. An in-year application form is available upon request from the NSETC and/or North Somerset Council.
The NSETC will, where appropriate, consider allocations for children identified as being from vulnerable groups in accordance with the Council's Fair Access Protocol (full detail available from North Somerset Council).

Admission to other year groups
NSETC will consider applications submitted to year groups other than the normal years of entry, oversubscription criteria will apply.

Admissions of children outside their normal age group
The Directors will consider applications for delayed or accelerated entry in cases where parents would like their child to be admitted to a year group either side of the chronological age year group. The reasons for the request must be fully explained in writing and included with the school

place application form.

Summary
The NSETC's vision is to raise the standards of STEM skills at all levels across Weston, to students of all backgrounds regardless of background or ability. It will therefore endeavour to place all applicants who share this vision, and it's over subscription criteria aims to serve the local community, to keep the balance of backgrounds and access to pathways and maintain a fair and open offer.

SECTION D7

Supporting better outcomes
The strategies adopted by the NSETC for behaviour management, student wellbeing and attendance will improve student outcomes and link to the overall vision of providing innovative and dynamic approaches to learning. The outcomes are:
*   High academic achievement,
*   To recognise values and achieve STEM subjects
*   To be ambitious with a range of employability and entrepreneurial skills that prepares them for employment, enterprise and Higher Education
*   To have high expectations of themselves and to progress onto meaningful destinations when they leave the College.

The achievement of these outcomes will be supported and advanced in an environment where teachers will be able to concentrate on teaching and deliver inspiring and innovative lessons, students will not be afraid of achieving and celebrating success and where students feel confident and want to take up the opportunities open to them. Underpinning the achievement of all this is the expectation and realisation of a professional attitude, respect for each other, learning and the learning environment, and exemplary behaviour.

Behaviour
Ethos and atmosphere
The ethos of the NSETC is based upon professionalism, aspiration and empowerment to achieve. It will create a culture of ambition and success. It aims to prepare students for employment, not just through qualifications but through the other skills and characteristics that employers want. Central to this is the expectation to behave courteously and professionally at all levels, with students able to recognise and understand what is appropriate and inappropriate behaviour in the workplace, and conduct themselves appropriately at all times.

To promote the ethos of professionalism the NSETC has been designed to create a business like environment with its mirroring of the working day and the design of its uniform to be business dress. The students will be treated as adults and empowered to take responsibility for their learning and future careers and any disciplinary action will reflect that of a real work environment.

The NSETC understands that if students are engaged in their learning this promotes good behaviour. By planning a curriculum which fosters a kinaesthetic approach, the NSETC is developing a different approach to leaning which is innovative and has practical application of learning in real life projects. Students' learning pathways will be personalised and differentiated so that each student is stretched and challenged for their own personal targets and ambitions, and the interaction of employers will give students a real focus of what they can achieve and what is

needed for success. This different approach to learning will motivate and excite students so they want to attend and learn, and good behaviour is expected and demanded by staff and students alike.

In order to reflect the business ethos and the culture of treating students as adults the NSETC will give the students the responsibility for their behaviour. We will have a Code of Conduct that promotes and sets out the high standards of behaviour expected from students, which all students will be asked to sign up to, and then understand that failing to meet these standards will have consequences.

Responsibilities

It is the responsibility of every individual in the NSETC to promote good behaviour. Overall responsibility for leading and managing behaviour will be the Deputy Principal, reporting to the Principal and SLT. When the Deputy Principal has not been appointed this responsibility rests with the Principal. In addition there are specific responsibilities, including legal responsibilities, as follows:

Governors

- Heads and the governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Principal

- The Principal will decide the standard of behaviour expected of pupils at the school. He or she will also determine the school rules and any disciplinary penalties for breaking the rules
- The Principal will set out measures in the behaviour policy which aim to:
    o Promote good behaviour, self-discipline and respect
    o Prevent bullying
    o Ensure that pupils complete assigned work
    o Regulate the conduct of pupils.
- When deciding what these measures should be, the Principal will take account of the governing body's statement of behaviour principles. The Principal will take account of any guidance or notification provided by the governing body, including in relation to screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff
- The Principal will publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Senior Management Team: Assistant Principals, Curriculum Managers,

- Have responsibility for students' work related problems within the Key Stage / Curriculum area.

Teachers

- Subject staff must endeavour to create an environment in which all have the opportunity to achieve their potential
- Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school
- Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Tutors
- Tutors monitor the academic and social progress of their students
- Tutors are a point of contact between parents, school and other agencies and are responsible for the overall development of students in their tutor group.

Teaching Assistants
The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for pupils, such as teaching assistants.

Inclusion Manager / Specialist support workers
Will provide staff with guidelines and support strategies for students with high additional/specific behavioural needs. These guidelines are updated as students develop and progress.

Students
Students will take responsibility for their behaviour and will be asked to sign up to and follow a Code of Conduct. This will form part of the home-school agreement that all students and parents will be asked to sign up to when they enter NSETC.

Parents
The standard of behaviour expected of all pupils must be included in the school's home-school agreement which parents must be asked to sign following their child's admission to the NSETC.

Staff support for students
The Principal, with the governors, will review and approve the Behaviour Policy, which will be publicised to staff, students and parents annually at the start of the academic year. The Principal will ensure that all staff understand the approach to promoting good behaviour and how to sanction poor behaviour, and that staff know how to access additional support and expertise, so that they in turn, can support their students.

Each student will have a personal tutor who is responsible for the delivery of the NSETC tutorial programme. They will oversee the students' whole learning experience including pastoral support and will develop an effective mentoring programme for each student that aims to:
- Help students develop an understanding of the impact of absence and personal conduct on their development, their place of study and future career opportunities
- Involve parents and/or carers and other professionals or services as necessary;
- Make students feel safe and develop strategies to effectively tackle issues of bullying or other safeguarding issues
- Promote students' health and wellbeing by drawing their attention to the NSETC's enrichment activities and supporting health related initiatives
- Stimulate ambition and broaden horizons for progression, linking it to their chosen career path and supporting students to achieve their next steps
- Encourage students to develop their potential as responsible citizens within the workplace, their communities and society
- Refer students to appropriate specialist support and guidance where appropriate
- Promote and embed equality and diversity with students, encouraging early discussion of equality-related issues such as disclosure of disability. A culture of mutual respect is important in ensuring that students work well with each other and with those they meet in the local community and in business placements
- We would involve our students in creating and developing such an environment.

The Personal Tutor will be responsible for ensuring all students in their group are aware of and understand the Behaviour Policy and Code of Conduct for students at induction and the start of each academic year thereafter.

Vertical tutor groups

The structure of vertical tutorial groups will allow students to develop wider skill sets in terms of interpersonal skills and social understanding. Our vertical tutor system will enable students to work and socialise with students of different age groups which will give the younger ones role models and the older ones the responsibility of being role models. This will allow for formal and informal mentoring between the year groups within the tutor group and will help to develop aspirations in all students.

Employer/university presence

There will be frequent interaction with partner employers and universities on site and off site. The partners will not only be role models of successful individuals who implicitly instruct students on expected behaviour but they will also explicitly talk to students on the behaviour expected in the workplace / university.

In the students' induction week to the NSETC there will be session on the behaviour demanded on work placements, which forms part of the "contract" that students will sign when they undertake work placements. Breach of the terms of the contract will carry appropriate sanctions, ultimately leading to dismissal from the work placement. We recognise that this needs to be done in an engaging way with students and we will draw on the expertise of our business partners to creating exciting sessions for students.

Behaviour Policy

The NSETC Behaviour Strategy has been developed with regard to the legislative requirements for maintained schools, the Ofsted judgement on behaviour and behaviour in the work place policies. The NSETC's behaviour policy will focus on:

- Encouraging, recognising and rewarding positive behaviour
- Giving students responsibility for their behaviour
- Creating a business environment where professional behaviour is pervasive and exemplified by the entire college community with staff and partners providing role models for students
- Delivery of an exciting and relevant curriculum engaging students
- Apply sanctions, with the support of behaviour for learning specialists to identify underlying causes of poor behaviour and develop individualised strategies for pupils with special needs / known behaviour problems
- Reward and sanctions ladder well known and understood to staff and students alike
- Staff will know if and apply it consistently
- Students will sign up to it in the home – school agreement "contract".

Positive behaviour will be encouraged, recognised and rewarded:

- Positive behaviour is everyone's responsibility – the staff team and partners provide good role models
- Success is celebrated, whether individual or team, and in relation to expectations
- Staff use positive language when speaking to students and their colleagues
- Expectations for everyone's behaviour are high at all times and displayed around the NSETC together with the Code of Conduct
- The use of rewards is moderated and reviewed regularly by staff to ensure parity

- Termly, staff nominate students whose behaviour is an example to others
- Staff are trained in positive behaviour management and the school seeks support from external agencies as necessary
- The College will have numerous ways of rewarding positive behaviour.

Give students responsibility for their behaviour:
- All students are actively involved in setting targets for their own behaviour and learning
- Support cards are used when individual students need support to focus on specific parts of the Code of Conduct. This is not seen or delivered as a punishment
- When an incident of poor behaviour occurs it may be necessary for students to complete an incident form. This requires them to reflect on their behaviour and learn to develop more appropriate responses/coping strategies
- High standards of behaviour will be reflected in the *'Passport to Progression'*, which will gain them recognition and endorsement, enabling students to see how their behaviour is directly linked to their future attainment.
- Students will be involved in the development of the Code of Conduct which will contribute to their ownership of it. All students will be expected to sign up to it. It will be displayed around College so that all are familiar with it. It could include the following:

Sample Code of Conduct
1. Take responsibility for our own learning and actions
    - Come to college on time, ready to learn, dressed appropriately and properly equipped
    - If I do not understand something - ask!
    - Believe that you can achieve and that you can do well
    - Be ambitious and take up challenges in college and in our work
    - Use the ICT resources only for work during lessons
    - Tell the truth - own up if I do something wrong
    - Deal with conflict without violence
2. Treat others with kindness and respect and listen to their opinions
    - Treat everyone as an individual
    - Listen carefully to each other, and to value other people's opinions
    - Move around the College in a careful and considerate way
    - Respect other students' learning space
3. Look after our own property and that belonging to others and the school.

Business environment
- Students will be in business dress
- Students will follow business hours
- Students will have work experience in places of employment , so will experience and learn appropriate work place behaviour
- Prior to all work placements there will be an induction into expected and appropriate behaviour in the work place.
- Everyone will be a role model from staff and partners to students. The vertical tutor groups will encourage older students to be role models and mentor younger students. Enrichment activities in vertical groups will encourage out of year working, mixing ages and experiences.

Exciting and engaging curriculum
- The practical approach, with opportunity to practice and apply learning in real life projects will make learning relevant and students want to learn
- The differentiated and personalised curriculum will enable students to identify and work in a way best suited to them
- The school leaders will monitor and review the curriculum to ensure that it continues to fulfil the NSETC vision, and remains relevant and engaging.

Behaviour for Learning Specialists
The NSETC understands that there are different antecedents to poor behaviour, and students have different experiences and levels of understanding to teach them what is acceptable behaviour. To address this, the NSETC will source behaviour for learning specialists, either from their partners and other external sources initially, and build capacity in their own staff over the long term. These specialists will work with students with persistent bad behaviour, or who have an underlying identified condition that demonstrates itself through poor behaviour and identify strategies to address this with the student and subject teachers.

Rewards and sanctions
A consistent application of both rewards and sanctions is essential, and it will be a regular discussion item at staff meetings to ensure that staff understand the system and apply it consistently. Technology will be used to record rewards and sanctions e.g. in the students own personal electronic diary / planner.

Rewards
The reward system will be prominent at the NSETC, students will be supported in understanding the College's expectations of them and the gaining of them will be celebrated. Emulating the performance related pay in business, our performance related bonus system will recognise and reward all aspects of good performance e.g.:
- Good work
- Excellent attendance
- Participation in both formal classes and additional activities
- Contributing to the community of the college and / or the locality

The ladder of rewards will include:
- Verbal praise
- Written praise in the planner/on marked work
- Positive referral logged in student's record in electronic student record (MIS) and communicated to student
- Merits
- Faculty award certificates
- A phone call home
- A letter or postcard home
- Principal commendation.

Sanctions
The College will operate a ladder of sanctions to appropriately respond to poor behaviour (see below).The application of sanctions will be constantly monitored to ensure they are consistently and inevitably applied. Sanctions will be applied in a calm manner and discussed with the student to ensure they understand why they are being sanctioned and how to amend their behaviour to

avoid repetition – through the student compiling an incident form. Sanctions could be applied on an escalating scale but detentions, Internal Suspension and Fixed Term Exclusions may also be given for one off serious breaches of school protocol.

Options available to staff include:
- One-to-one admonishment
- Restorative justice / community service (carrying out a useful task around the school)
- Removal from the group (in class)
- Withdrawal from a particular lesson or peer group
- Withdrawal of access to the school ICT system for inappropriate use of technology, but not for a sanction for a non-ICT related misdemeanour
- Withholding participation in a school trip or sports event that is not an essential part of the curriculum
- Withdrawal of break or lunchtime privileges
- A variety of forms of detention (lunchtime and out of school hour)
- Internal exclusion
- A fixed term exclusion
- Permanent exclusion.

The escalation ladder for sanctions will be along the following lines, with the stages recorded in the student's EILP:

Behavioural incident	
Resolvable, minor incident	Irresolvable, serious issue
Dealt with in situ by staff present. Sanctions include: 1:1 caution, removal from group, restorative justice Professional judgement used in deciding whether to record incident on EILP	Referral to Tutor. If learning of other students disrupted, the student removed from class to another classroom, with work. Sanctions applied. E.g. detention, internal exclusion, restorative justice. Incident recorded on ELILP. Tutor, parents / carers notified.
If issue persists, referral to Tutor. Record on EILP	If issue persists
Referral to Deputy Principal / Curriculum Lead for consideration of appropriate sanctions E.g. withdrawal of privileges, participation, detentions. Record on EILP. Tutor, parents / carers notified.	
If issue irresolvable, referral to Principal. Possible sanctions include internal/ temporary / permanent exclusions. Tutor and all referring parties, parent / carers notified.	

Approach to fixed and permanent exclusion
The NSETC will only consider fixed and permanent exclusions as a very last resort. Its practical lessons, combined with personalised and differentiated learning programmes are being developed using the expertise of alternative education from Weston College and the North Somerset PRU to assist early interventions with pupils at risk of exclusion, these have been shown to greatly risk the end result of permanent exclusion. A decision to exclude will only be taken in response to serious breaches of behaviour policy, and where, if the student remained in the school, serious harm to the education or welfare of other students would occur, or in the case of fixed exclusions where the behaviour is not serious enough to warrant permanent exclusions. A fixed term exclusion will be for the shortest time necessary and are likely to be between 1–3 days, as any longer would jeopardise the student's ability to reintegrate back into the NSETC. The decision to exclude will

only occur when all other remedies and sanctions have been exhausted including working with behavioural specialists, and other agencies. The decision will be made in consultation with those other agencies, the parents / carers and the student themselves. The NSETC will work in partnership with the local alternative education provision to ensure that an excluded student's education will continue in a different setting.

Attendance
The NSETC's vision is that its curriculum offer will engage students so that they want to attend. It will however have strategies and policies for encouraging good attendance, and emulate the business environment as far as is practicable including:

- Giving students responsibility for their attendance,
- Through use of swipe cards to record attendance in college and in all lessons , such as may be used in a business environment, removing need for time-consuming teacher-led registration
- Reinforcing punctual attendance
- Make sure a note is sent from parents to explain absences
- If late sign in at the attendance office (beside the medical room)
- If students need to leave early sign out at attendance office
- Form tutor and curriculum manager to lead on addressing persistent attendance issues use tutorial time to have 1:1 opportunity to investigate absences
- Use behaviour for learning specialists to identify underlying causes and develop strategies
- Deliver individualise, personalised learning designed to engage the student in their lessons, making them relevant and want to attend
- Give attendance a high profile at assemblies, events and in the NSETC newsletter
- Implement system of rewards and sanctions, e.g. unauthorised non-attendance at work-placement will result in "dismissal" from that workplace
- Meet with parents to discuss attendance problems as soon as they are identified
- Teachers will be good role models, always arriving punctually, informing the class of known absences and provisions being made, ensuring NSETC has notice of unexpected absences to give them time to make alternative arrangements to ensure every class has appropriate staff present at all times.

It will also:
- Have an immediate, first day response to any unauthorised absence
- Keep an accurate and up-to-date record of attendance
- Inform parents of attendance and punctuality issues, as soon as they arise
- Identify causes of non-attendance and take action
- Improve attendance of individuals, groups and the school.
- Set and monitor attendance targets
- Keep staff informed of attendance issues.

Overall Responsibility
The Business Manager will lead and manage on school attendance, reporting to the Principal and the SLT on a weekly basis, where curriculum staff will be responsible for addressing attendance along with the Inclusion Manager and welfare.

Attendance Register
Student registration will take place on entry to the building, and on entry to every lesson/learning session, including the tutorial time after lunch. This is the time that that the health and well-being of students will be monitored, and opportunity for their personal tutor to discuss any issues arising

with the individual students, this will include absence from school, where appropriate, the reasons behind it, and strategies for making up missed lessons. Swipe card or hand recognition will enable students to register quickly and without using valuable lesson time. This technology will enable fast notification of unauthorised absences, possibly including automatic notification to parents through text messaging/automated email.

Parental/Carer Engagement

Under Section 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive full-time education. Parents have a legal responsibility to ensure their child's regular attendance at the school where they are registered. At the start of each new intake the NSETC will discuss this legal responsibility with new parents and explain to them that the expectations of parents are that:

- They actively encourage their child to attend and understand that every day of education counts towards successful outcomes
- They ensure that their child leaves home for school, appropriately dressed and equipped, in sufficient time to arrive for their first session of the day, and has a safe, reliable means of getting to the College
- Parents / carers will notify the NSETC absence line before 8.30am with details if their child is ill and unable to attend
- To provide written explanation for all student absences in Years 10 and 11
- Parents /carers will be encouraged **not** to take students out of school during term time. If holidays during term time are necessary, a request must be made in advance, in writing and parents / carers may be asked to discuss the reasons for extended school holidays
- They will notify the school as soon as problems arise with their child's attendance.

The NSETC will:

- If no notice, phone call or letter has been sent in advance, contact the parent
- Ensure that parents are informed of any unexplained absences before they become unauthorised.

Interventions

The NSETC will reward good attendance as well implement sanctions for poor attendance.

Rewards

- Merits/commendations.
- Half-termly, termly and annual certificates and letters home for individuals and form prizes for groups
- Good attendance references to potential employers/colleges
- Endorsement on the *Passport to Progression*.

Sanctions

The NSETC will use the following sanctions in respect to attendance:

- Sanctions against students
  - Restorative justice / community service
  - Detention
  - Student will be expected to make up missed work in own time – not during detention, could be allowed in break / lunchtime if not in detention
- Sanctions against parents
  - Parenting Contracts. Section 444(1) of the Education Act 1996 provides that a parent commits an offence if his or her compulsory school age child who is a registered pupil fails to attend school regularly. This can result in the school offering the parent the opportunity to

enter into a parenting contract following a pupil's truancy under section 19 of the Anti-social Behaviour Act 2003 (with The Governing Body)
  o Penalty notices issued by the school. Section 444(1) of the Education Act 1996 provides that a parent commits an offence if his or her compulsory school age child who is a registered pupil fails to attend school regularly. This can result in the school issuing a penalty notice under section 23 of the Anti-social Behaviour Act 2003 (by Headteachers and Deputy and Assistant Heads authorised by them)
  o Parenting orders or penalty notices can also be issued by the Education Welfare Service on behalf of the LEA.
  o Prosecution by the Education Welfare Service on behalf of the LEA.

Referral to Specialist Support Worker

If a student is persistently absent or late then the student will be referred to work with a specialist support worker to try to identify underlying causes of the absence and devise strategies to combat these. The support worker will work with the student, their parents / carers and tutor to develop and implement these strategies. These referrals will not be seen as a sanction.

Unavoidable absences

The NSETC will put in place strategies in the case of unavoidable and long term absences. It is already delivering a personalised curriculum to the students and these will be reviewed and tailored to meet the needs of the student following a long period of absence:

- Meetings with personal tutor, support worker and other external agencies to provide support for children and their parents
- Re-integration programme on first morning back in school after long-term absence
- Re-integration timetables where appropriate
- Individualised curriculum where appropriate
- Specialist support worker involvement including possible home visits.

Wellbeing

The NSETC is committed to providing a caring, friendly and safe environment for all our students so they are able to learn in a safe and secure atmosphere. The NSETC is expecting its practical approach, its specialisms of STEM and enterprise, and its partnership with employers and university will attract a wide range of students with arrange of background and abilities. We do anticipate that the applied learning will be attractive to learners with additional needs. The NSETC will create an environment where all students are valued as individuals, respect each other, and feel safe and able to achieve the ambitious outcomes. It will employ the following strategies to ensure the wellbeing and safety of all students.

Responsibility

Inclusion Manager has the overall responsibility for pastoral care with the student service and welfare reporting to them. Initially the pastoral care will be picked up by the personal tutors and discussed in tutorial sessions these will be a combination of group and individual tutorials. Where students require additional support as they have complex needs this will be taken up by the inclusion team and additional tutorials may result with a specialist.

Safeguarding

The College will hold as a highest priority the health, safety and welfare of all children, young people and vulnerable adults who are under the responsibility of the College. This message will be reinforced at all times so no one is in doubt of the priority in which policy is held. The College will have an identified designated Safeguarding Officer, who will be the Deputy Principal once

appointed, with deputies so that all students, staff and visitors will know who to contact. **The rights of the young people and vulnerable adults will be protected at all times.**
The College and its staff have a collective and individual duty of care to ensure that all staff fulfil their responsibilities to prevent the abuse of children, young people and vulnerable adults. The NSETC is committed to ensuring all staff are trained on safeguarding policy and procedures as part of their induction into the NSETC and have regular training updates. All students, parents/carers will be advised of the policy and have it explained to them, so they know who to contact and be confident with the knowledge of what would happen should they wish to make a disclosure. All students will receive safeguarding training so that they know that any disclosure will be treated seriously, in confidence and in accordance with the College procedures. The policy and training will include:

- The categories of abuse and how to identify them
- How a member of staff will respond when a disclosure is made to them:
    - Allow the young person or vulnerable adult to speak without interruption
    - Never trivialise or exaggerate the issue
    - Never make suggestions
    - Never coach or lead them in any way
    - Reassure them, let them know you are glad they have spoken up and that they are right to do so
    - Always ask enough questions to clarify your understanding, do not probe or interrogate
    - Be honest – let the young person or vulnerable adult know that you cannot keep this a secret, you will need to tell someone else
    - Try to remain calm – remember this is not an easy thing for them to do
    - Do not show your emotions – if you show anger disgust or disbelief they may stop talking
    - Let them know that you are taking this seriously
    - Make them feel secure and safe without causing them any further anxiety.
    Next steps for staff:
    - Immediately contact the designated Safeguarding Officer, and write a report
    - Designated Safeguarding Officer will then discuss the matter with the LA if it's regarding a child or Social services for a vulnerable adult.

The NSETC will ensure that procedures are in place for when students are in work placements or on other activities outside of the college premises, and ensure that all partners and their employers who are in contact with NSETC students are familiar with the policy and procedures. The NSETC will practise safe recruitment. All staff involved in the recruitment process will attend a safer recruitment course.

Bullying
Bullying will not be tolerated in the NSETC. Bullying of any kind is unacceptable. Addressing bullying will form a key part of our behaviour strategy. It will be understood that all incidents of bullying will be followed up and consequences will follow if someone is found to be bullying another individual. This will be reinforced throughout the College through posters, messages from staff etc. Bullying is the repeated use of any behaviour intended to hurt another person, resulting in pain and distress to the victim. If bullying does occur, all pupils should be able to speak to staff and parents knowing that incidents will be dealt with promptly and effectively. All staff, governors, partners, students and parents will have an understanding of what bullying is and how to respond to it. PSHE sessions, tutorials and assemblies are avenues to heighten awareness of bullying and procedures to counter it.

Reporting incidents / suspected incidents
- Anyone who knows that bullying is happening is expected to tell a member of staff who will listen and respond
- Friends of victims have a responsibility to talk to staff if the victim is reluctant to do so
- Students may indicate by signs or behaviour that s/he is being bullied. Parents/carer and staff should be aware that these are possible signs and should pass on their concerns if a child:
    - Is unwilling to go to school
    - Becomes withdrawn
    - Regularly has clothes or books destroyed
    - Becomes disruptive or aggressive
    - Starts stealing money
    - Is frightened to say what is wrong
    - Begins to do badly in school work
    - Attempts suicide or runs away.

Procedures
- Report bullying incidents to tutor / subject staff (or the nearest member of staff if appropriate)
- In serious cases the incidents will be referred on to Deputy Principal who will interview pupils involved, contact parents and records the incident
- The bullying behaviour and threats of bullying must immediately stop. Deputy Principal, , Tutors, parents and victims must liaise closely to ensure this happens
- An attempt will be made to help the bully to change his/her behaviour
- In persistent cases exclusion will be considered.

The bullying policy will be in line with the vision of the NSETC of creating a professional atmosphere, where students are able to take responsibility for their actions, enabling them to excel and achieve their outcomes. It will:
- Encourage students to take responsibility for their own actions
- Allow students to develop to their full potential, academically and socially
- Develop a sense of justice, fairness and tolerance towards others
- Encourage consistent attitudes to rewards and sanctions

We shall be succeeding when:
- The policies are valued, understood and used by all
- Everyone believes the policies apply to them
- Incidents requiring disciplinary procedures decrease
- Behaviour out of NSETC reflects credit on the school
- Children are happy and confident.

Physical and Mental Health
The NSETC aims for all its students to not only learn how to be healthy but understand what makes a particular lifestyle and diet healthy. They will understand the science behind healthy living, for example:
- The impact different food types have on the body
- The role vitamins play
- They make look at supplements and their impact
- They will study how different exercises impact the body
- They will look at how technology can support a healthy lifestyle
- They could study how technology can improve the performance at elite levels

- The impact of alcohol and illegal substances on the body and mind.

The NSETC will look to source locally produced food, and offer a range of balanced and healthy eating options.

PSHE curriculum

The development of students' personal, social and health education is important to us, and citizenship is a key aspect of students' work placements and work with business and industry partners. We want our students to become healthy, independent and responsible members of society and we will encourage them to play a positive role in contributing to the life of the College and the wider community.

Tutors will take the lead role in developing this area of the curriculum, but all teachers are responsible for the social and personal development of students. PSHE should be a 'fun' subject and we want students to develop an excellent awareness of other cultures and religions and their local community. We will appoint a PSHE Co-ordinator from within the teaching staff, who will develop a cohesive programme, where possible arising out of and complementing the STEM focus in main subjects. Tutors will deliver discreet sessions in this programme, but much of the programme will be built into academic lessons, and into college focus days. PSHE works best when integrated into a student's main learning programme and we will work to build this in from the start of the curriculum planning which curriculum leaders do in advance of opening.

Online safety

As a college where technology will be readily available and its use is promoted in all areas, the safe and responsible use of technology, the E-safety policy and online safety will be a central theme for all students, part of their induction programme and an ongoing theme in tutorial sessions e.g. subjects for debates and discussions. The aim will be that with increased use of technology and the internet comes increased respect for it, understanding and knowledge of its dangers and pitfalls, and how to prevent and avoid them, such as:

- Issues around personal safety and wellbeing
- Issues of copyright, plagiarism and appropriate use of images
- The implications and consequences of postings on social media sites, with long term consequences this could have on future employability
- Data protection.

As students will have access to computers / mobile devices / phones during lessons they are being handed the responsibility to use them appropriately and for the purposes of the lesson. Therefore misuse of these devices during college hours will attract serious sanctions including withdrawal of access to use of NSETC technology. Students will have awareness training on issues of cyber-bullying, online grooming, chat room safety etc, and the College response to these will be incorporated into its **E-Safety policy** which will:

- Set out acceptable and unacceptable use of technology
- Measures the College will take to educate all users on the safe use of technology
- The procedures for responding to improper use
- Sanctions that will apply if improper use is identified.

Medication

Responsibility for a pupil's health rests with the parents/carers, and where practical, students who will be 14-19 years should be responsible for their own medication. The student information form, completed on enrolment, should detail students' medical needs and any regular medication. Agreement should be reached between the parents/carers and the College as to the latter's role in

supporting the child's medical needs. Staff will then be consulted by the Principal and asked to volunteer. Individual decisions on involvement must be respected. The College building will include a medical room for the treatment and care of students during college hours. When organising educational visits, staff will need to consider taking additional precautions required to support students taking medication.

North Somerset Technology and Enterprise College

Section E: Evidence of Demand – Part 1

Section E1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10					100	118* Please see notes below for additional numbers		118%
Year 11								
Year 12	200	517		285.5%	200	141		70.5%
Year 13					200	517		285.5%
Totals	**200**				**500**			

Context of Demand
The survey questions are as follows:
- Would you make NSETC the first choice for your child?
- If you have children please could you provide their dates of birth?
- Do you have any further comments on the proposal for the NSETC?
- Would you be interested in joining the campaign or assisting the college in any capacity?
- Please provide your contact details below to show local demand.
Please refer to the examples of student and parent surveys in appendix A.

Year 12 in 2014
We have received 517 responses from students who state that NSETC will be their first choice of education in 2014 when they will be the right age to enrol in Year 12.

Year 10 in 2015
We have received 118 positive responses from parents who state that NSETC will be their first choice of education for their child in 2015 when they will be the right age to enrol in Year 10. *Also the local authority has predicted an additional future demand for 77 places in 2015 for Year 10 students coming from the new housing development in Locking Parklands (please see section C for table). This equates to a demand of 195 (195%) for Year 10 places in 2015.

Year 12 in 2015

We have received 141 positive responses to date from students who have stated NSETC will be their first choice of education in 2015 when they will be the right age to enrol in Year 12. There will also be a demand and additional numbers from the new housing development as described above. It is worth noting that the NSETC will be established at this point and further marketing campaigns will have been actioned that will generate even greater demand.

Community Demand

The overall response from the community was very strong with over 2,000 positive surveys completed. Of those 2,000 surveys the number of students who could attend NSETC now and in future years totals **1,065**.

Also our partnership with the Children and Young People directorate at the local authority state "*It is evident from our experience of partnership work in North Somerset over the recent years and meetings, that there is a real demand from students, parents and employers for a different approach to learning that would offer young people from disadvantaged backgrounds an inclusive, aspirational and applied approach to learning for 14-19 year olds. The learning experience of the NSETC will promote effective progression into higher education, apprenticeships and employment*".

Age 16 in 2014

   Age 14 in 2015

2015

2015

Marketing

In developing our bid for a NSETC we have consulted with parents and students through a number of channels to secure support and evidence of demand, these include:

Supermarket Surveys

We consulted with the general public outside 3 of the main supermarkets over a period of 6 weeks regarding the proposed NSETC and asked them to provide feedback via a survey. A copy of this survey can be found at Appendix A below.

- Morrisons – 22nd and 24th November
- Asda – 11th, 13th and 25th October
- Sainsburys 11th, 13th and 27th October

The feedback we collected was very positive and a sample of the comments we received are shown below:

-
-
-

Social Networking Channels

Weston College's Facebook and Twitter pages were used in early October and updated on a monthly basis. Using Weston College's existing networks allowed access to an existing network of likes/followers.

Mailshot to Local Business
A quantity of surveys (see Appendix A) were distributed to 160 local businesses who agreed to display on their premises to enable the general public to read and learn about the proposed NSETC and show their support by displaying the literature and inviting customers to pick one up and fill it in.

Surveys completed at Local Secondary and Primary Schools
We met with local schools and discussed the proposed NSETC and it was agreed to circulate some student friendly information accompanied by a short questionnaire to their students to complete. A copy of the survey is shown below at Appendix A.

Online Surveys for Parents and Students
Parent and student surveys drafted via ▮▮▮▮▮▮▮ were and uploaded for parents and students to access. These were held on the NSETC website alongside information on the proposal and a short film from ▮▮▮▮▮▮

North Somerset Mailshot
▮▮▮▮▮▮▮▮ 6,000 surveys were posted to households in the North Somerset area who have children in years 9, 10 and 11.

The marketing campaign is ongoing with further details in section E2 and we continue to receive surveys on a daily basis either through the post or online.

Section E2

<u>Meeting all needs</u>
The differentiated curriculum design of the NSETC including a STEM, vocational, employability and entrepreneurial focus with employer and university input will appeal to a wide variety of students, many of which may have a history of difficulty and failure with traditional schooling and may come from deprived backgrounds.

The Data from the YPLA 2011 illustrates that there are nearly 200 students who are Not in Education, Employment or Training in North Somerset. Whilst this number is lower than the national average for the county it is higher in Weston super Mare. It is also important to note that six of the top 5% most deprived areas nationally are in Weston super Mare (please refer to section C for further details). Therefore we have ensured our marketing campaign is tailored to **all** of the population within the community both affluent and deprived.

We used a number of marketing techniques, as described in section E1, in order to capture a wide audience by using a number of different mediums and talking to face to face to parents from all backgrounds. The marketing strategy for the NSETC is built on the education vision and takes into account labour market intelligence and employer demands. It has ensured a differentiated, but consistent approach to the promotion of the NSETC to reach as wide an audience as possible by communicating a viable and attractive 14-19 learning alternative to the local school provision and linking learning to employment and progression. NSETC unique curriculum and specialisms have and will continue to be promoted throughout North Somerset.

The following key messages and Unique Selling Points (USPs) define the general promotional message that will attract students regardless of age, background and ability and demonstrate the benefits of a NSETC compared with other schools and the opportunity for young people to be suitably trained to realise opportunities within the local/ regional employment market and HE sector.

USPs to promote to a diverse student market (age range, background and ability) including:
- An innovative fit-for-purpose curriculum which will have a strong influence from employers and universities, focus on student engagement and varied learning styles and offer qualification diversity, personalisation and progression.
- Career and HE focused providing a real and simulated work environment to differentiate between school and the NSETC and a link between learning to employment - led by leading local and regional employers
- Extra-curricular and enrichment activities which includes a diverse range of games and pastimes for all students to develop physical, team working, thinking skills and life skills
- Facilities and technologies which are "State-of-the art", offering simulated learning environments (e.g. laboratories) with innovative recreational and reflection spaces.

The above USPs will ensure the NSETC is more attractive than other educational options. Opportunities for personalised workplace learning will attract potentially disaffected students and those who prefer a vocational career/work focused pathway.

Working with the Wider Community

Parents/Carers
The market research carried out in the local supermarkets enabled us to discuss with a variety of parents from different backgrounds. We deliberately chose a wide range of supermarkets in all areas including those considered deprived and spoke to a cross section of parents that reflected all social backgrounds. Many parents of potential students who are currently disengaged confirmed that the NSETC provision would offer a real alternative to them. For example, " ▮▮▮▮▮▮ " Parent of a 13 year old.
Overall parents/carers and students have been extremely positive on the introduction of NSETC and this is reflected in the positive responses outlined in section E1.

Our on-going marketing will continue to be inclusive and ensure we capture all students. In order to include those students from the deprived areas of North Somerset and in particular Weston super Mare we will do the following:
- Hold parent/carer and student consultations in the deprived wards
- Liaise with other support agencies e.g. social services, youth offending team etc. to ensure we are marketing effectively to these groups
- Continue to use social networking sites and the website
- Liaise and partner with local schools particularly the pupil referral units (see below for further details).

Local Schools
We have held a number of meetings with local schools within North Somerset and in particular Weston super Mare to discuss the opening of NSETC. Each of the local schools and Pupil

Referral Units has agreed that there are a number of their students could benefit from the approach to curriculum from NSETC. Therefore it will work closely with the other education providers on effective transition programmes for these students. Transition plans will include open days, staff and student visits to NSETC, taster days, link provision in Year 9 and parent and student meetings (see D section for further details). NSETC will have a strong partnership with the local Pupil Referral Units and will offer link provision to encourage re-engagement with education and could lead to enrolment at NSETC. The other secondary schools in Weston super Mare have also requested opportunities for the following:

- Link provision
- Taster days with employers
- Access to facilities
- Sharing of best STEM practice
- Joint enrichment activities e.g. building a car.

This strong partnership approach as identified in its vision has led to firm commitments from employers and universities. The expertise and resources of the NSETC will be shared with other local education providers and a collaborative approach will be adopted in order to share best practice and make full use of community facilities, encouraging joint ventures. This will include certain facilities of the NSETC being offered to the wider community, including the learning spaces and recreational facilities, for example the sports fields. This could lend itself to joint sports days etc. with other local schools. This could be outside of NSETC hours for the adult community. The benefits of outsourcing include adding value to community relations under the umbrella of the 'Big Society', fulfilling corporate and social responsibilities as well as showcasing the NSETC's facilities and raising its profile.

The NSETC has also had requests from other community groups who work with young people many of whom come from deprived wards, such as ▇▇▇▇▇▇▇ for joint and partnership opportunities in enrichment, pastoral support and use of facilities.

Local Authority

As a proposing group we have had many discussions with the local authority regarding the opening of a new free school in the area. Their response has been very positive and welcomes the opening of NSETC. Please see below an excerpt from their letter of support:

"We are confident that the opening of a new Enterprise and Technology College in Weston super Mare will be of significant benefit to both the local and business community, and will provide a much needed boost for a population whose environment includes two areas of deprivation (Central and South Wards).

With a growing population and planned housing development in Weston super Mare, there is a need for further, but different, secondary provision. The Enterprise and Technology College is proposed in preference to a fifth secondary school. It would offer complimentary, alternative opportunities for training and careers to those provided by existing education providers. It would also more appropriately reflect the diverse needs of the local population and employers.

A number of employers have expressed the need for an Enterprise and Technology College in North Somerset and are committed to supporting the project, from the planning stages, to opening and beyond. Weston super Mare is located within the designated "Enterprise Area" and will house a number of new employers and creative businesses. The North Somerset Partnership is working with the local authority, schools, college and local businesses to attract new employers and

investment into the area, and the Enterprise and Technology College will help ensure that an appropriately trained workforce will be available to support these new and existing businesses.

As a federation, the Weston Family of Schools has approached the education, training and skills strategy with consideration, planning and with the support of all those involved. It is these strong partnership links and determination to reach an evolved and inclusive approach that I hope will help to secure government approval for the Enterprise and Technology College."

Marketing Approaches and future Promotional Plan
Target Markets
As mentioned in Section C, the local authority has defined that student numbers will significantly increase over the next decade with the development of over 5,500 new homes and these will be appropriately targeted.

In general, themed but differentiated marketing materials and approaches will be used to attract the wide range of target audiences and their influencers/stakeholders:
- 14-16 student (primary targets) – raising awareness from Year 5 and 6 in Primary School up to and including Year 9 students in secondary schools
- 16+ students (primary targets) - specialisms relevant in the catchment area
- Parents/carers and the wider community
- Schools/teaching and careers staff
- Youth services and Job Centre Plus focusing on NEET students
- Employers (defining employment needs)
- Deprived and disadvantaged - local wards.

Promotional Material
The promotional literature across all channels will:
- Be related to NSETC outcomes in terms of employment/job opportunities/potential earning power, rather than qualifications for all abilities.
- Describe job opportunities available for all student progressing from the NSETC
- Emphasise qualification diversity
- Highlight the work type environment and 'working day'
- Emphasise broad curriculum
- Emphasise enrichment curricula activities - attraction for all abilities
- Emphasis links with employers and universities to ensure the curriculum offer and experience is both relevant and help the student stand out in future applications.

The promotional material will be wide ranging, including print, web, viral and social media and will thus be relevant to the diverse student market. There will be a direct interface with students and the wider community, with a major commitment to advertising and PR.

A range of approaches and channels of distribution have been and will continue to be used. Incentives will also be incorporated in the marketing strategy and will include:
- Supplying every student with a tablet with appropriate software
- Potential bursaries for travel, subsistence and childcare

- An appropriate clothing allowance (e.g. business attire where appropriate).

More specific approaches are detailed below and collaboration with partners will ensure that proposed recruitment numbers are achieved.

The NSETC will be committed to equality and diversity and will proactively promote to the diverse range of potential students and ensure that there will be no gender or other stereotyping by:
- Using marketing materials that show images of varying ethnicity and examples of non-typical gender roles (e.g. women in science);
- Displaying male and female role models in school liaison and recruitment activities
- Clear communication of 'Our Ethos' to set out clear expectations for everyone (staff and students) to treat each other with respect.

Promotional Plan

When	What	To who
May 2013	Enhance the NSETC website with monthly updates	All
May - Sept 2013	Hold a series of public meetings including those in deprived wards	All
July – August 2013	Develop a summer marketing campaign and teaser campaigns to include: a radio campaign, bus backs, cinema advertising, social media campaign	All
Sept 2013	Produce a promotional brochure to 'sell the NSETC' to key influencers, potential sponsors, etc	Key influencers, potential sponsors
Sept 2013	Door drops to target audiences - primary and secondary	Identified target audience
Oct 2013 – June 2014	Hold a number of parents evenings for parents of prospective students	Parents and young people
Dec 2013 – June 2014	School workshops and deliver taster sessions	Young people who will be transitioning
March 2014	Staff recruitment event, showcasing the new facility	Potential NSETC staff
When build complete	Create NSETC "event" for local media and key stakeholders to tour facility, etc	Media and key stakeholders
July/Aug 2014	Tours of new facility to all target audiences / influencers – tailored to each market appropriately	Specific to each target market
Sept 2014 onwards	The following to be in place and used on a continuous basis to ensure success of this provision, budget permitting: • Prospectus/course brochure – online and printed • Bespoke website promoting and selling benefits of a NSETC, with application process included • Flyers/postcards promoting NSETC specialisms	Tailored to individual markets as appropriate

	• Launch of application 'now open' in media • Activity/taster days aimed at Year 9 students • Film to be produced and on website and to be used externally in schools etc • Working with schools to raise awareness to both staff and students • Road shows • Bus backs, radio/TV/cinema, billboard advertising • Social media, campaigns, viral marketing, phone apps • Working with local community partners.	
Sept 2014 onwards	IAG for applicants – undertaken every 4 weeks for pre and post 16 students Monthly school drop-in information sessions Prospective students and parents tours of new facility Parents evenings for prospective students Open evenings - as demand generated.	Prospective students
Sept 2014	Launch event.	Local community, key stakeholders, staff, prospective applicants etc.
Jan – July 2015	Taster days aimed at Year 9 and 11 students for 2015 starters.	Year 9 and Year 11 students

The NSETC will use the expertise of Weston College - the college's marketing professionals have in-depth knowledge of the locality, student recruitment and promotional methodology. Further, the expertise of the NSETC's members will ensure that the specialisms are promoted appropriately and widely. The NSETC will liaise closely with the local authority (Children and Young People's Services, Economic Development and Community Development) to further ensure appropriate and relevant targeting and promotional strategy.

Appendix A - NSETC Survey and School Survey

Survey (first form)

1. Would you make North Somerset Enterprise and Technology College the first choice for your child?

   ☐ Yes   ☐ No

2. If you have children please could you provide their dates of birth?

   Child 1 [D D M M Y Y]   Child 2 [D D M M Y Y]

   Child 3 [D D M M Y Y]   Child 4 [D D M M Y Y]

3. Do you have any further comments on the proposal for the North Somerset Enterprise and Technology College?

   _____

   _____

   _____

4. Would you be interested in joining the campaign or assisting the If so please provide details:

   _____

   _____

5. Please provide your contact details below to help us show local

   Name: _____

   Email Address: _____

   Once completed just detach, lick the adhesive edges, fold in half and (no stamp required).

   Thank you

   Important note: Please be assured that whilst we may share informati NSETC application, we will not be sharing your personal details and th postcodes, and birth dates. We will not share your information with ar anyway other than to prove demand for our application. We will only that you want to get involved with this project.

Survey (second form)

Timescales and partners

- The College could be open by September 2014 and will work closely with local schools, colleges and universities.
- The University of the West of England (UWE) has already shown their support for the new College and we're continuing to build close relationships with other local educational establishments.
- The College proposal is being led by Weston College and has wide business support from organisations including North Somerset Council, NHS Bristol, Weston Area Health Trust NHS, West of England Local Enterprise Partnership (LEP) and numerous employers.

We're approaching the government for support, and to make this happen we need to collect your views to see if this College is the right choice for your future. This is just for consultation purposes and is not an application to NSETC. Any information you give us in this survey will not be used for any other purposes other than showing support to the government and will not commit you in any way.

Survey

1. Would you make North Somerset Enterprise and Technology College the first choice?

   Yes ☐   No ☐

2. Please could you provide your date of birth - DD/MM/YYYY

   ☐☐ / ☐☐ / ☐☐☐☐

3. Do you have any further comments on the proposal for the North Somerset Enterprise and Technology College? If so, please write them in this space:

   [   ]

4. Please provide your contact details below to help us show local demand.

   Name [   ]

   Postcode [   ]

   Email address [   ]

Please return completed surveys to NSETC, Weston College, Knightstone Road, FREEPOST BS6735, Weston super Mare, BS23 2ZZ

Section F: Capacity and Capability

Summary of our ability to set up and run a school
We are very confident that the NSETC will be a success, delivering exceptional learning and teaching for the young people in North Somerset. This confidence is built on the fact that appropriate, competent and relevant expertise is readily available. The proposing group come from Weston College, who have worked closely with both universities and major employers throughout the region to develop the vision and to ensure the curriculum provided is relevant to employer needs. Weston College has numerous areas of expertise and experience which will enable it to deliver the NSETC, as follows:

- Financial exemplar and has demonstrated its ability to adapt to ever changing economic circumstances. ▮▮▮▮▮▮▮▮ It is this business acumen, commercial awareness and entrepreneurial ability that will be harnessed to drive the creation of the NSETC
- A history of strong curriculum innovation and delivery that has led to excellent success rates that are significantly above national benchmarks
- Outstanding leadership capacity
- Robust quality assurance and self-assessment processes
- Leader in field of education within the North Somerset area
- Strong strategic partnerships
- Excellent knowledge of the learning needs within the North Somerset community
- Significant construction projects delivered on time and in line with the required specifications
- An excellent reputation as an exemplar for workforce development - Investors in People "Gold" and "Champion" status
- Beacon Award for staff development in the area of Learning Difficulties and Disabilities

The members of the academy trust will be the post holders for the positions of:

And the Director listed at company House will be:
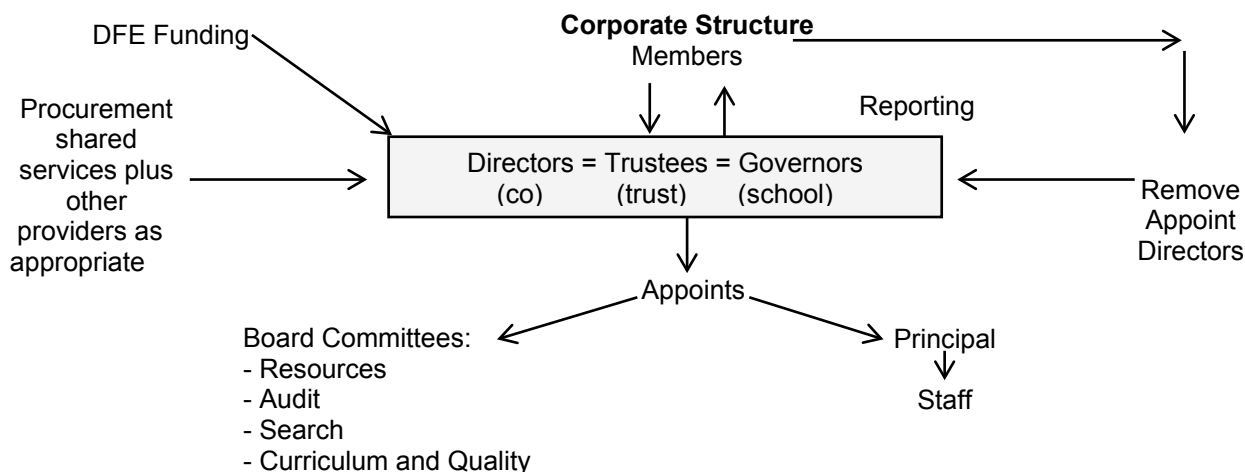The proposing group are all employees of Weston College, and consist of:

Section F1 – Governance

Weston College as the main sponsor of NSETC intends to set up a Multi Academy Trust (MAT), the Weston Enterprise and Entrepreneurial Learning MAT to govern a small group of schools through a single set of members and directors and a shared ethos of raising achievement levels and developing students for successful careers and be healthy, confident and active citizens. Academies joining the MAT will be a mixture of those who have requested membership, and those underperforming academies that in the future Weston College may sponsor. It is not the intention of the MAT to be a large academy chain. Once there are two or more academies in the MAT the directors will appoint advisory bodies for each academy to which they will delegate appropriate powers and responsibilities, but the MAT directors retain overall accountability and responsibility. It is envisaged that in most instances the advisory bodies will be reconstituted versions of the academy's existing governing body prior to joining the MAT. This will involve appointing specialists
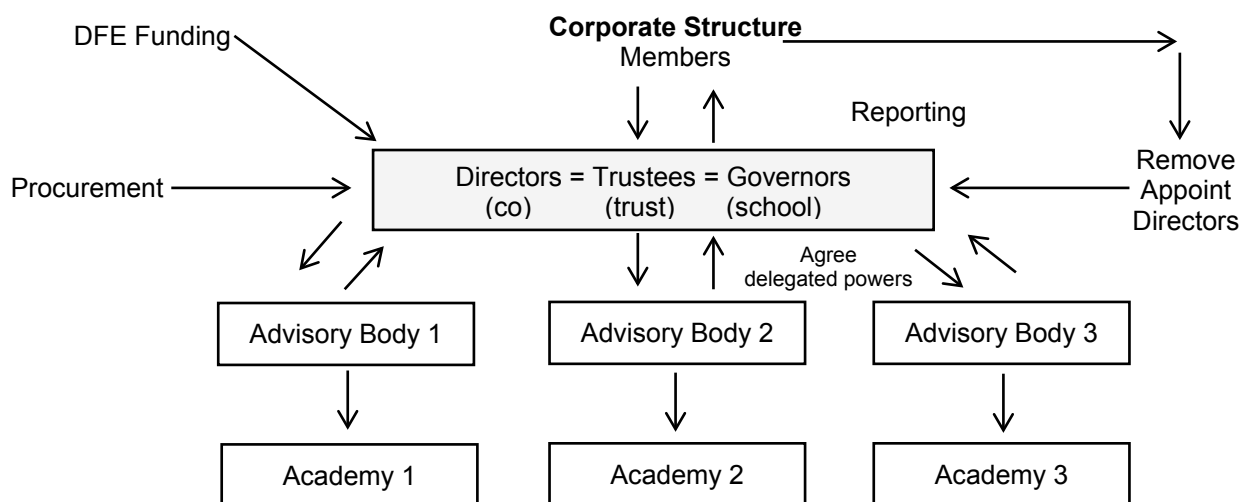
from the community and partnership and the election of staff, students and parents carers from the appropriate academy.

Therefore in the beginning the MAT will be the overall governing body of the NSETC however as additional academies join their individual advisory bodies will be set up, including one for the NSETC. The governance structures are set out in the diagrams below.

Governance whilst NSETC is sole member of MAT

Corporate Structure

DFE Funding

Procurement shared services plus other providers as appropriate

Members

Reporting

Directors = Trustees = Governors
(co)   (trust)   (school)

Remove
Appoint
Directors

Appoints

Board Committees:
- Resources
- Audit
- Search
- Curriculum and Quality

Principal

Staff

Governance structure for multiple academies in MAT

Corporate Structure

DFE Funding

Procurement

Members

Reporting

Directors = Trustees = Governors
(co)   (trust)   (school)

Remove
Appoint
Directors

Agree
delegated powers

| Advisory Body 1 | Advisory Body 2 | Advisory Body 3 |

| Academy 1 | Academy 2 | Academy 3 |

Company members / Sponsors
The role of the members are the requirements of company law (receiving accounts, appointing further members, changing the Memorandum and Articles etc.) and to provide a strategic overview and guidance to the Directors to deliver the NSETC vision. They will have ultimate control of the Trust and will appoint a proportion of its directors. Each member will bring knowledge and expertise in their specific areas of practice including practical guidance where relevant.

Trustees/ Directors/Governors (For the purpose of this application we will refer to Trustees/directors/governors as Directors)

Directors will be recruited from a wide cross section of the community, representing not only the skills and knowledge required to manage the Trust but also to meet the government guidelines on safeguarding and equality and diversity. The Directors will oversee the educational standards, performance and finances of the NSETC and its day to day running. This group will ensure compliance with all governance and statutory requirements. It is envisaged that initially the Trust will meet on a monthly basis, but this will decrease as the College becomes more established ultimately with six meetings per year. The intention is to recruit up to 15 Directors, which will enable the governing body to be small enough to work effectively, whilst representing the diverse interests and expertise of the NSETC. It is anticipated the Directors will come from:

- Weston College
- University of West of England
- NHS
- Employers
- LA / Local Schools
- Parents
- Student representation
- Principal of NSETC and staff representatives.

Operation of committees

Reporting in to the Trust will be the NSETC Principal who will provide appropriate management reports including finance, performance and operational. It is proposed that in order to ensure effective monitoring there will be four sub-committees of the Trust:

- Resources – Finance/HR- meeting at least once per term
- Audit -Meeting at least once per term
- Curriculum and Quality - meeting at least once per term
- Search - as required but at least twice per year.

All directors will sit on a minimum of one committee. The Principal will attend each committee or delegate this responsibility to the Deputy Principal. Each committee will include staff and parent representation, and other directors will elect / or be allocated to a committee as their expertise and numbers on the committee is appropriate. Each committee will have delegated responsibility for the detailed scrutiny, challenge and support for their specific area of the NSETC governance. They will report back to the full governing body on progress against targets, issues arising that need to be brought to the full governing body e.g. measures proposed to address missed targets, and bring forward matters that need the full governing body to make decisions on. The delegated powers for the committees will set out which decisions need to be brought to the full governing body.

Principal Designate

This role is a key driver for the NSETC. It will provide the link between the corporate management team and the operational staff at the College. The Principal will report to the Directors, who will conduct the performance management and appraisal of the Principal. The Principal will lead the successful development and implementation of the Trust vision, ethos and ambitions. He / she will provide outstanding education leadership, ensuring the highest expectations and standards in teaching, learning, behaviour, community engagement and resource management. The role will require a number of skills; see F5 for further details of Principal's skills, knowledge and experience, they include:

- Ability to strategically plan and to provide strategic leadership
- Setting and achieving high expectations

- Good public relation skills in order to work with external bodies as well as internal staff and trustees, in effect the ability to build good partnerships
- Financial control and budget management
- Project and operational management
- Good understanding of general pedagogy and specialisms offered by the college
- Proven track record of leadership and management.

Conflicts of Interest

The Trust will expect honest and ethical conduct including the ethical handling of actual or apparent conflicts of interest between personal and professional relationships. It will promote a culture of honesty and accountability with full fair, accurate, timely, and understandable disclosure in meetings, reports and documents. It will comply with governance protocols and codes of conduct. Conflicts of interest will be prohibited within the Trust and every director must avoid any conflict of interest and shall disclose all circumstances that constitute an actual or apparent conflict. Disclosure will be made to the board of directors. Where conflict of interest occurs, the Directors involved must abstain from voting or taking any other action that may impact the outcome of the activity or business transaction in question. The full disclosure will enable the directors to resolve unclear situations and gives an opportunity to dispose of or appropriately address conflicts of interest before any difficulty arises. However, if the board of directors determines that a potential conflict cannot be resolved, the individual will resign from the board or from their position within the Trust.

Section F2: Educational Expertise

Skills required

The key educational skills required have been identified as:
- The ability to design a KS4 and Sixth-form STEM, enterprise, vocational and employability curriculum that meets the needs of students, Ofsted and has currency with employers and universities
- The ability to deliver a high quality curriculum that leads to high student success and meaningful progression
- The ability to deliver an inclusive provision that meets the needs of the gifted and talented, learners with learning difficulties/disabilities and other vulnerable students
- High quality strategic and operational management that has the ability to take account of new national and regional initiatives that will inform education practice
- The development of robust quality systems
- Pastoral care in an education setting
- The ability to design an enrichment programme that reflects the ethos of the NSETC.

KS4 and Sixth-form curriculum planning

Central to the heart of the NSETC is the student and the curriculum has been designed to meet a diverse cohort by offering an inclusive provision with a number of pathways that will lead to successful progression to higher levels of education and training or employment. The NSETC will:
- Design an exciting and engaging curriculum that not only meets students' needs but ensures their future success
- Ensure high quality resources that match the curriculum requirements
- Be accountable for its academic performance which will be measured on a national basis, relative to other institutions

- Be mindful of government priorities, in particular to raise the standard of STEM, English and employability skills.

Delivering a high quality curriculum for NSETC
- Recruit inspiring well qualified staff in STEM, specific vocational training, enterprise and employability in all areas and levels
- Embed the employers and university needs into all practice to ensure students are future-proofed
- Embrace and have the skills and abilities to deliver outstanding teaching techniques and use wherever appropriate up-to-date technology
- Encourage innovative practice with delivery staff who are willing to take risks
- Using state-of-the-art resources and facilities
- Ensure plenty of opportunities for students to apply their learning in all aspects of delivery to ensure relevancy and currency
- Stretch, challenge and have high expectations of all students
- Deliver an exciting enrichment programme that reflects the ethos of STEM, enterprise and employability
- Understand and know the students to ensure they are matched to appropriate pathways and levels
- Have a robust behaviour policy that reflects the ethos of the school
- Up-to-date CPD programme
- Mentorship from employers and universities
- High quality work placements
- Set up systems for capturing the student and parent/carer voice to inform practice.

Inclusive provision
It is central to the NSETC vision that it has an inclusive offer that is accessible to all regardless of background and ability. The NSETC will have the philosophy that all students are entitled to access the highest quality teachers and educational experience which utilises the most recent thinking, latest technology and techniques. This will involve being prepared to innovate, to be at cutting edge of education and we believe these opportunities should be available more widely to learners of all ages and abilities. The NSETC will provide a differentiated curriculum to help all students reach their true potential (further detail is outlined in section D4).

Stretch and challenge the most able
The NSETC and it university partner will develop a programme of proven systems and techniques that challenge and stretch the most able. This approach will include:
- Employing varied strategies in teaching sessions to stretch and challenge all academically, while for more able learners develop wider skills and further tasks in preparation for their progression
- Encouraging more able learners to work independently and engage in exploratory learning
- Working with our university partner who has offered that components of the Level 3 qualifications will be taught at UWE, particularly to inspire young people from families with no prior experience of university. For those who need stretch and challenge there will also be the opportunity to study HE modules delivered through UWE master classes. This will allow a structured introduction to higher education to raise aspirations for seamless transition.

Specialist support for those with additional needs
The practical and innovative approach to learning at the NSETC is likely to attract some students

with additional needs that may have a history of failure within traditional structures. NSETC will provide the specialist expertise to support these students by employing a highly qualified Inclusion Manager and specialist support team. Additional specialist expertise will be provided ███████ Weston College who are renowned for their work in this area and were awarded a 2012 Beacon award for staff development in the LDD field. As well as offering NSETC staff further professional development it will need a wide range of highly skilled staff and robust ICT systems to identify, track and monitor "at risk" students and put effective support systems in place to ensure maximum success.

Strategic and operational management
Being an effective strategic manager employs the following skills, some of which are innate and others that can be developed.

Conceptual/synthesis
- Understand an organisation and how it meets community/environmental need
- Understand how environmental changes can affect progress of development
- Assess how to implement a strategy
- Measure the impact of change.

Technical and analytical
Technical and analytical skills encompass areas such as trend analysis, presentation of information, preparing plans. In contrast, the human skills involve a willingness and desire to make decisions; integrate and balance elements; risk assessment; enlisting of support of communication of ideas together with a sense of timing.

Quality systems
- Developing, applying, monitoring and evaluating procedures for quality and service improvement plans
- Developing a quality strategy
- Use of data to address performance issues, taking this to an individual level to ensure that every student is supported in achieving their maximum potential. This will involve producing reports for management purposes at all levels that will inform practice and action. These reports will vary from reports on student achievement to 'at risk' monitoring including attainment gaps
- The use and application of data in accordance with data protection and legislation
- Self – assessment that interrogates:
  - Rigorous leadership
  - Inclusive provision
  - Major investment in people, partnerships and systems supporting the development of teaching and the learner
  - Management and staff development
  - Impact measured at all levels from learning in the classroom to designs for new buildings.

Pastoral care
Knowledge and skills around safeguarding, welfare and setting up an effective tutorial based system to empower students to take responsibility for their learning and develop strategies to overcome any barriers.

Enrichment programme
Delivering the skills to design an enrichment programme that reflects enterprise, employability and

STEM, but at the same time be exciting and engaging. This will involve:
- Identifying exciting projects where students can apply learning
- Create a programme that encompasses vertical learning as outlined in D2
- Creative use of resources of NSETC and its partners.

Skill sets in proposing group
The main sponsors and founder members of the NSETC have an abundance of expertise and skills in:
- General educational development,
- Teaching A Levels and GCSEs
- Specialisms in vocational areas in both technical and professional levels
- Employability skills
- Special educational needs
- Pastoral care
- Transition and progression planning
- Curriculum planning and development
- High quality enrichment opportunities that reflect the NSETC vision
- Strategic and operational management
- Quality systems.

The following individual team members bring the educational expertise to the team. Behind them are the educational expertise and experience of Weston College to provide proficiency and support during the pre-opening and early open stages of the NSETC (see below).

███		███	
███			
███		███	

Weston College
Weston College will be a key partner in relation to the development and operation of the NSETC:
- The College is a significant organisation in North Somerset meeting the needs of local people and all the surrounding areas
- It has an extremely strong reputation locally and in the education sector for high achievement and outstanding standards in A Level, Further Education and Higher Education provision
- Student success rates and quality of provision far exceeds the national benchmarks
- It delivers GCSEs including the core subjects of English and maths to learners who are post 16
- The College has significant experience of working with 14-16 year olds:
  - Its Link programme offers vocational courses to approximately 230 year 10 and 11 learners per annum
  - Its entry link programme provides14-19 learners with complex and multiple learning difficulties with access to local provision of foundation skills and skills for life
  - It has already help achieve a major reduction in the number of exclusions at 14-16 through the introduction of vocational learning and an early experience of College life
  - It offers learners an expanded curriculum, with the option of delivery in the learners' local institutions raising the aspirations and performance of learners approaching 16
  - In 2011/12 the College engaged with over 4,100 pre-8 learners.
- It has a successful re-engagement programme, available to all from 14 upwards supporting students through to qualification and back into mainstream education

- It has a significant number Higher Education delivery including Foundation Degree programmes, Honours and Masters programmes with outstanding results and is currently rated the top college in the South West and the second college in the UK for Higher Education pass rates with 21% of students receiving first class degrees (compared to an average of 8% nationally).

The College has experienced, qualified teachers, and is skilled in recruiting the highest calibre of teaching staff. It has a robust outstanding quality system in place that involves a dedicated team consisting of:

- Assistant Principal of Curriculum and Quality
- Head of Quality
- Quality Leads
- Team of Observers for teachers and support staff in the classroom

This team are responsible for all quality processes and performance improvement and their knowledge, skills and experience match that of the requirements outlined above. NSETC will be able to access this outstanding resource ▇▇▇▇▇▇▇

Additional Partners
The above individuals are our lead educational experts and are preparing the application. At the application stage the following partners have provided support and advice for the vision and curriculum development for the NSETC. Their role will increase in the pre-opening and open stages of the NSETC as these offers of support are converted into practical curriculum delivery.

University of the West of England (UWE)
The main sponsoring university, UWE, will provide the appropriate expertise in a number of areas of academic, vocational and technical education. UWE will bring expertise into the development of the curriculum to ensure that it equips the students with the skills in demand by HEIs. It will also bring lecturers at the forefront of their areas of expertise into the NSETC to teach and inspire students.

NHS Trusts
The ▇▇▇▇▇▇▇ NHS Trust has shown a particular commitment to the NSETC because of its long held ambition to create a wide range of technician multifunctional type jobs. This organisation can naturally provide the appropriate expertise and physical input to ensure that the curriculum reflects demand as well as relevance to the job market.

Other employers including the ▇▇▇▇▇▇
These sponsors have given a commitment to not only develop the curriculum but to also provide resources and staff for actual delivery both at the NSETC and in the workplace. Their expertise coupled with innovative, effective approaches to delivery will ensure cost effective/value for money solutions to curriculum development and delivery. However, it is recognised that the curriculum will continue to evolve and it may be necessary to identify additional expertise and resources as and when required ▇▇▇▇▇▇

The members firmly believe that the NSETC is uniquely placed to provide exceptional teaching and learning and has a pool of educational expertise that is readily available to facilitate this vision.

Analysis of any skills gaps in regard to education
We believe that the proposing group of Weston College and its partners have the necessary skills and expertise identified to design and deliver an outstanding curriculum. We recognise that in order to deliver this vision it relies upon the recruitment of outstanding leadership, teaching and support staff. We have outlined a robust recruitment strategy in F5.

Section F3 – Financial Expertise

Skills required
Set-up phase:
- To understand financial plans and conduct an investment appraisal.
- Turn curriculum requirements into financial plans
- Knowledge of the funding methodology
- Projecting associated income-based on expected student numbers
- Business planning that maintains the curriculum design and appropriate staffing levels
- Three year financial forecasting
- Investment appraisal techniques to evaluate the preferred option from a range of alternatives where major capital expenditure is contemplated. This will be used to determine the optimal size of the buildings and equipment supporting the NSETC and potential future phases.

Pre-opening phase
- Set annual budgets to be agreed by the members before submission to the Department. These will be linked to the curriculum plan and contain sensitivity analysis and a contingency plan in the event that recruitment targets and associated income targets may not be met
- Three year forecasts will be produced to show the medium term assumptions necessary to ensure the continued solvency and cash flow requirements. The first year of the forecast will match the annual budget. It will be especially important to track any departures from these planned in the initial years as the NSETC gears up into full occupancy as cohorts come on stream
- Returns to account to central government will be anticipated and signed off by the members in accordance with good practice. The timetable and content of these will clearly be understood and prepared for in advance
- The Governance aspects are shown elsewhere in the submission but it is expected that a sub-committee will be established to oversee all financial and control issues relating to NSETC
- Financial regulations will be developed to establish a control framework and agree devolved budget rules.

Open phase
- Financial control will be established by the Business Manager supported by NSETC administrative staff, Weston College and this will be scrutinised by Members
- Monthly management accounts showing income, expenditure and a rolling cash flow will be produced and reported to the finance sub-committee
- Payroll this will also cover all regulatory arrangements e.g. with the pension bodies and HMCE
- Financial reporting to Members will be completed monthly as shown above within a suite of reports that will also embrace Principal's academic report and other curricular matters
- Statutory accounts will be produced in the required format and to the required deadlines. These will be externally audited prior to submission to the Department.

Skill Sets in Proposing Group
Set-up phase
Individuals
A dedicated "set-up" team has been created for the development phase of the NSETC ███████

████████			
████████		████████	
████████			
████████		████████	

Skills Gap analysis
████████ and team are fully conversant with the level of accountability required of a public-sector funded institution and in particular the associated governance requirements. On a financial level it is required to submit three year financial forecasts annually to the Skills Funding Agency and its annual financial statements are also externally audited. Monthly student number returns are submitted to account for financial and qualitative measures and these are also audited. High-level knowledge of the accounting requirements of the Academy Financial Handbook is available but will be further developed once the NSETC is up and running.

Senior managers, including ████████ actively support local secondary schools through their presence on governing bodies which also gives invaluable insight to them over the workings of the pre-16 funding methodology which will benefit this application. ████████ and senior managers fully engage with a very wide range of local authority/school/employer/college networks to ensure that partnerships run smoothly to offer the wide range of choice now available to learners in this community.

Set-up Phase
There is sufficient understanding of pre and post 16 funding and finance to enable all financial aspects to be covered.

Pre-opening phase
More detailed knowledge required for pre16 – data returns, finance returns. Any shortfalls in pre16 knowledge will be gleaned from partner schools, DFE, and the Free School Network.

Open phase
It is expected that all gaps would have been plugged. It is anticipated that the first year of operation will provide occasional challenge as some unexpected operational matters arise but the NSETC will have access to a wide range of relevant educational-related expertise and back up that will plug any unforeseen skills gaps promptly and preserve business continuity.

In addition to the individuals that will be allocated to the set up and operational running of NSETC it is important to outline the overall support from Weston College.

Weston College Financial Role
Weston College has grown significantly in the last ten years. Its turnover has increased from ████████, ████████. It has been rated "Good" by the Skills Funding Agency for its management of financial matters and the SFA recent audit of Weston College funding resulted in a fully compliant report. It has exemplary financial and management systems and these can be easily transferred to the NSETC. It is this business acumen, commercial awareness and entrepreneurial ability, developed since incorporation over 20 years ago, that will be harnessed to

drive the creation of the NSETC.

Weston College expects to devote considerable management effort to ensuring that the NSETC succeeds. The College is already one of the most successful post-16 educational establishments in the South West and employs staff with a wide range of experience in both teaching and support functions that will be made available to the NSETC.

The College is extremely competent in the area of finance with significant knowledge and financial expertise. As outlined above the director of finance and strategic planning director will support the Business Manager at NSETC. There will also be a bespoke NSETC team with back-up provided by college staff where needed ███████

███████

Section F4: Other Relevant Expertise

We strongly believe that our team of experienced individuals with corporate expertise and experience of Weston College behind them offer a very strong team able to deliver the vision of the NSETC. In addition to Weston College we will have the experience and expertise of our partners in business and Higher Education to draw on, but as the main proposers is from Weston College we have concentrated on demonstrating their expertise and experience in this section.

Members and Directors

It is envisaged that the membership, and some of the directorships of the NSETC Academy Trust, will be attached to the post rather than the person who fills it. Therefore the membership consists of the ███████. These posts require expertise and experience in governance, leadership, management, strategic planning, partnership working, financial management, performance improvement and education that are essential for the governance of the NSETC. The following section provides details of the current incumbents of these posts.

All three members of the company will play an on-going role in the strategic leadership and direction of the NSETC.

If the application is successful, then in the pre-opening stage other members of Weston College Corporate Management Team will be brought into the project with their areas of expertise in

project management, HR, PR, and curriculum development.

Weston College overall expertise

As the main proposers of the NSETC are an FE College the plan is to use the accumulated experience and expertise of its staff in the application and pre-opening phase and to advise, develop and where required, deliver these areas to the NSETC. Weston College is a large college with well-developed systems with regards to HR, data management, property development and maintenance, health and safety, safeguarding, marketing, IT, equality and diversity and governance. Its expertise in the areas identified below along with the College's management skills, business acumen and entrepreneurial ability will be harnessed to drive the performance improvement and long term sustainability of the NSETC. The following table sets out the departmental expertise that we consider appropriate to call upon and the capacity that will be made available within that department that will be available to the NSETC, as required by the directors.   In the capacity section Phase 1 refers to the pre-opening stage and Phase 2 refers to the opening phase.

Department	Experience and expertise	Capacity
MIS/ Registry	• The administrative processes connected with enrolling learners • Tracking their progress • Entering them for examinations • Dissemination of results. • The associated funding which is based on sound learner record systems • Importance of data accountability requirements for public funds • Associated returns required by funding bodies.	██████████
Human Resources (HR)	• Experience and mechanisms for recruiting high calibre staff, including the Principal • Provision of professional induction and workforce development • Formalised performance management and associated staff development • In house recruitment agency that is experienced attracting and recruiting high calibre candidates • Gold and Champion Status for Investors in People award • 2010/11 won the nationally recognised LSIS "Star" Award for Workforce Development.	██████████
Marketing	• A wide range of high quality services designed to positively impact on all its stakeholders • High quality marketing materials • A complete and specialised service from a team of knowledgeable, experienced and approachable staff to both the internal and external customers.	██████████

IT	• Connection between NSETC and the main college network by a high speed dedicated line to ensure the same high quality IT and phone services are consistently available • High speed internet access will be available to the latest Dell PCs & Apple Macs running the latest software including: ○ Microsoft Office 2010 ○ Adobe CS6 Suites ○ Software specific to the NSETC's requirements. • High speed Wi-Fi access will be available to the all laptops, tablet and mobile devices • The Wi-Fi network will offer learners free internet access for their own computers and devices.	███████
Health and Safety and Facilities Management	Weston College currently holds the British Safety Council 5* Award for health and safety awarded in 2011. Health and safety and facilities management expertise will be used to: • Create the desired learning environment by ensuring both staff and learner safety • Ensure a secure workplace where learners can be inspired • Apply expertise to ensure the highest possible standards, not only meeting moral obligations and the spirit of the law, but exceeding these to ensure a cycle of continuous improvement • Develop a comprehensive health and safety policy and management structure to ensure its delivery.	███████
Safeguarding	Experienced safeguarding officers and procedures, to ensure that all students are protected.	███████
Business Enterprise Centre (BEC)	BEC develops, maintains and services the relationship with employers through developing apprenticeships, and delivering training to employers.	███████
Specialist support	Weston College is nationally recognised for its specialist support for LDD learners. See D4.	███████

We strongly believe that to ensure that there is a continual and smooth development of the NSETC members will appoint a Director who will be the Project Manager for the implementation stage, prior to the appointment of the Principal. However as in sections F1 and F2 the main expertise will come from Weston College. Hence supporting the Project Manager will be expertise from Weston College as above, the New School Network and additional support from our partners, especially the local authority in the construction phase.

Skills Gap Analysis

Skills	Have / have not got expertise
Successful experience of setting up a new organisation or business	Yes
School governance	Yes
Human resources	Yes
ICT	Yes
Property/construction	Yes
Marketing	Yes
Project management	Yes

Other Commitments

██████

F5 RECRUITMENT

Weston College ██████████ has a track record in recruiting a wide variety of permanent academic, support and management staff across many disciplines. The college recognises all the challenges of recruiting high calibre staff particularly within STEM and technology field and also the challenges of recruiting to a new institution. ██████████

Principal
Recruitment
It is proposed to use the following to recruit a high quality Principal designate:

- National educational media advertising
- Head hunting within North Somerset, out-of-region and nationally,
- Specialist education / FE sector recruitment agencies with national reach
- Professional organisation websites
- NSETC's website
- Professional networks – FE sector, AoC, other colleges and schools.

The recruitment process will be comprehensive and stringent, with candidates going through a series of panel and 1-2-1 interviews. It is likely that an assessment centre model could be used, as well as psychometric testing.

The recruitment process will emphasis innovation in learning and curriculum delivery, the partnership with employers and universities in the design and delivery of the curriculum, the emphasis on employability and the practical application of learning as part of the curriculum. The vision document for the NSETC will be sent out with all applications and the applicants will be asked to expand on how they would deliver this to achieve the vision of the NSETC and outstanding student outcomes.

Once appointed the Principal will have full access to the application and interview and subsequent documentation supported by briefings from the team involved to date. They will also be invited to attend partnership meetings from the moment of their appointment, so they can start to understand the employer and university input and influence on the NSETC ready for when they take up their position.

Experience

They must have a proven track record at senior level which demonstrates successful achievement of aims and objectives in education that is related to the core vision of the NSETC.

- Able to point to evidence of having established a high performing culture leading to outstanding delivery of quality outcomes
- Experience of establishing effective and sustainable partnership working in a previous role with a focus on engaging employers in education
- Successful management experience which demonstrates an ability to control quality standards, use resources effectively and efficiently to achieve value for money.

Person Specification

- A passion for education and training coupled to an understanding of and commitment to STEM education and its importance in the context of employability and engaging young adults in education, demonstrating that it can be exciting and fun
- The ability to inspire others and lead an organisation through its creation, development and into maturity.
- Able to lead and motivate others to give their best and establish an ethos and culture where people are valued and can grow
- Superb communication and empathic skills with the ability to relate effectively to all ages and backgrounds
- Ability to manage to extremely tight deadlines in a high pressured and high achieving environment
- An interest in and understanding of new technologies which will enhance the NSETC's curriculum portfolio
- A proven track record of successful change management in a variety of settings
- Evidence of establishing strong commercial income streams and preferably some exposure to public funding
- Evidence of successfully attracting resources from a variety of sources including the public and private sectors.

Qualifications:

- Level 5/6 graduate qualification
- Teaching qualification
- Relevant management development and training with, preferably with NPQH.

It will be essential that the Principal designate shares the vision of the NSETC, is enthusiastic for the challenge of providing a new innovative style of education, and will embrace the opportunities, with the challenges, that working with numerous employer and university partners will bring.

Recruiting Other Staff

A similar comprehensive approach will be taken with regard to recruitment of staff
Some of the key requirements will be:

- The Business Manager, who will manage the NSETC's relationships with its partners on a day-to-day basis. As this role is orientated to business and finance rather than education it will be advertised in business media and websites and will be promoted to our regional businesses and business partnerships. They will ideally come from a business background with sound financial knowledge and experience. In addition, the ability to forge strong partnerships. They

will have overall responsibility for the *Progression Passport* and so experience of recruitment will be of benefit
- All teaching staff will have appropriate higher education qualifications and teaching qualifications, to ensure a high quality of teaching
- All support staff will either have, or will be prepared to take, qualifications in providing specialist support.

The expectation is that all the NSETC team will be:
- Dynamic and enthusiastic
- Innovative
- Excellent communicators with strong interpersonal skills
- Strive towards outstanding whatever their role within the organisation
- Willing to challenge existing practices in order to find better ways of doing things and embrace new technologies
- Committed to the principles of Equality and Diversity
- Flexible and reliable
- Able to reflect the vision of the organisation and act as role models for the students
- Supportive to each and every individual and enable them to be the best they can be
- Willing to go the extra mile.

The recruitment of all staff will follow safer recruitment procedures and guidelines and all references will be taken up of shortlisted candidates to safeguard our students.

Recruitment Timeline

Pre- opening January 2014
- The key position to recruit will be the Principal designate, which we will appoint at the earliest opportunity allowed under DfE guidelines
- Appoint directors.

From February 2014 Recruitment process for following positions
- Continue appointment of directors
- The Business Manager
- Curriculum Leads
- Administrator / PA to Principal – to process admissions, and general administrative duties
- Inclusion Manager – to set up transition plans for new students with additional needs.
- Core A Level teaching staff / tutors
- ICT Co-ordinator
- Partnership and Enrichment Co-ordinators
- 1 Specialist Support Instructor
- Shared services including payroll, catering, caretaking, health and safety, MIS, Marketing, Specialist support and HR
- Library Study Supervisor
- 19 teachers
- Please refer to D3 spread sheet of opening phase for further details.

2014/15 Recruitment

- Deputy Principal – this will be a key role to recruit at the earliest opportunity once the NSETC has opened its doors, as they will need to prepare and plan the KS4 curriculum with the new government examination criteria, and take over the teaching team responsibilities from the Principal
- For Sept 2015 the core GCSE staff will need to be in place
- Two additional support workers
- Support roles as and when demand and need warrants a NSETC employee ███████.

It is recognised that there may be challenges in recruiting in the early stages of the NSETC's life for various reasons. It will be a new school with a different vision to anything else in North Somerset, and so it will be necessary to clearly share this vision in the advertising and what this will mean to staff. Due to the size and build-up of numbers there will also be financial implications for the build-up as stated in D3. ██████

██████████████

Directors / Governors

The Trust will be made up of people with the relevant expertise to cover the areas of Audit, Finance, Curriculum, HR, and Business, in addition to the required parent and staff representation. It is envisaged that the Academy Trust will have 12 - 15 governors with the makeup of the body and recruitment to it will be as follows.

	Governor	Recruitment
1	The Principal	
2-3	2 x Parent Directors	Election amongst parents after opening of NSETC. Publicity through newsletters, website, social network messaging.
4-5	2x Staff	Election amongst staff after opening of NSETC. Publicity through staff notice boards, meetings and updates.
5/6	1 or 2 Sixth-Form Student Representatives	Elected student representation, during first term. Publicity through the NSETC communication systems
6-12 / 15	Representatives of Partners: Weston College, Employers, UWE, local secondary heads	Appointed by members, will have representation of the NSETCs employer, university and FE partners. Recruitment through publicity at partnership meetings, communications with partners, active targeting of high profile, dynamic community figures, local and regional advertising, the NSETC's website, professional recommendations and referrals.

As the governing body requires the inclusion of staff, parents and students, the earliest it can be fully recruited will be by the start of the second term in January 2015, allowing time for parent / staff / student nominations and a vote to take place.

The majority of the governor appointments will be made by the opening of the NSETC in Sept 2014.

Areas of expertise

We will look for a range of skills and experience amongst our governing body so they can provide the necessary challenge to the senior leadership. These will include:

- Leadership
- Education, including inclusiveness, quality of teaching, curriculum development, provision of vocational / practical learning, STEM
- Finance / estates / funding
- Legal, including employment and trusts: to ensure no conflict of interests, and potential future growth of membership of the Multi Academy Trust
- Strategic planning, including growing an organisation
- Safeguarding
- HR / Health and Safety
- Marketing / PR
- School improvement
- Business partnerships; contributions to the curriculum and employability requirements
- HE / FE; raising aspirations, stretch and challenge
- Enterprise and entrepreneurship.

The most important characteristic for all governors will be a belief in the vision of the NSETC, and enthusiasm and dedication to delivering an exciting and innovative education and achieving outstanding outcomes for its students.

Prospective Governors

The proposing group have not directly approached any individual formally to be a prospective governor, apart from those registered at Company House and listed in F4. However in discussions to date we have identified that we would want to approach the following organisations to identify possible governors in addition to some senior representation from Weston College:

- Public service employers: hospital trusts / local
- Private sector large employer
- A representative of small and medium enterprises
- University of West of England
- Local secondary heads.

Section G: Initial Costs and Financial Viability

███████████

Section H: Premises

Strategy

The design of the NSETC for 700 pupils between the age of 14 - 19 years old is an exciting challenge. This is a new type of school offering a more specialised education focussing on Science, Technology, Engineering and Mathematics (STEM). As such there are few, if any, design models or precedent new schools of this kind. Here is an opportunity to provide a new community with an exceptional school, one that could become a precedent for other schools of its kind. A school that can address the needs of the community, both in terms of the education of future generations of young people and in providing a social hub through sharing communities facilities. The design will strive to be outstanding and directly address the educational brief and vision. This will be a clear, considered design of building which can be run effectively and efficiently by the school for years to come, and one that allows for future expansion, changes in teaching styles, technologies - a truly sustainable solution.

Possible site options

In line with the free school application guidance the College has undertaken a complete assessment of possible existing sites in the Weston-super- Mare area; this included a review of all vacant government owned properties. The following table shows the options identified:

Site	Comments
██████████	██████████

███████		█████	
███████		█████	

Preferred location

The proposed location is part of the new development of ████████ on the ████████. This is a new development with sustainable living and the creation of a community ethos as central principles. The local authority is responsible for securing the land for the whole development from various freeholders, and we are in close contact with the local authority discussing this as a potential site. It is our preferred location because:

- The local authority has a need to create an additional secondary school to serve the ████████ and therefore it seems ideal that this is the preferred option for the NSETC campus (*see section E)*

- The area has been designated an enterprise zone by planners who want to attract more enterprises into the area. The NSETC with its ethos of employability and enterprise is a good match for the area, developing young people with the skills to both support and benefit from this
- The NSETC would be part of the regeneration of the region which is one of the aspirations in creating it
- A new campus in a new development will allow it to reflect innovation and offering something different and innovative in its building design.

The map below shows the site of the whole ████████ with the approximate location for the proposed NSETC location and access routes to it.

████████

Transport Links
The location that is proposed for the free school is adjacent to the main transport routes serving Weston super Mare. It will be a short walk from ███████████

The transport infrastructure is set out in the Local Authority plans for the area with emphasis on safe pedestrian and cycle routes linking the residential areas with the NSETC. There would be on-site parking for staff and visitors, and safe drop off and pick up points for parents / carers, and if students are being transferred off site en masse.

Getting the design right from the start
Dialogue, Stakeholder Engagement
A new school for a new village is an exciting challenge. This new school will be a focus for the community- a public building. Here is an opportunity to design a school that can deliver a strong educational ethos and become the heart of a new community. As a free school, it should meet the educational demands of the locality and there is the opportunity to tie into the long term community engagement strategy for the Weston Villages.

Site Constraints and Opportunities
The planning of the NSETC will respond to the site's constraints and opportunities. The land is pre-dominantly flat and open in nature, cut up by a grid of manmade drainage channels or rhynes. There is the opportunity to create a visual focus for the area and the space on site to orientate the building to help create a sustainable solution to deal with the issues of lighting, heating, ventilation and acoustics. The site planning and building design will need to address any issues of flood management in adherence to local and national guidelines. There is opportunity to further enhance the biodiversity of the area and in exchange provide a teaching tool for the school, in particular with regard the science and sustainable/renewable energy technology.

Community Cohesion
The school could offer provision of facilities for the community such as sports facilities, meeting areas, halls for clubs and local groups. There is an opportunity for extended learning programmes and use of the ICT rich facilities.

Other consultations
The design of the school will be carried out in consultation with the Local Authority Planning department at an early stage and throughout design development.

Analysis of space and area requirements
This is a new type of school and previous prototype area schedules and layout guidance in old DfEs are less relevant. The size and nature of teaching and non-teaching spaces will be driven directly by the educational vision and curriculum planning and in line with emerging design guidance from the Education Funding Agency, as set out in their recently published Baseline Designs. The key design principles of Baseline Designs being:
- Functionality
- Health and safety
- A standardised approach
- Future proofing
- Sustainability.

The range and layout of teaching spaces will be flexible and adaptable to be able to respond to changes in pedagogy and provide spaces for different types of teaching such as group work,

independent learning, practical demonstration and virtual demonstration. This is achieved through careful planning and through consultation with key stakeholders and educationalists. The proposed key subject areas for the NSETC are STEM.

The estimated built area for the school of 700 pupils is 6300m^2. This consists of:
- Total teaching area, including classroom, laboratories, halls, learning resources
- Staff and administration
- Storage: teaching and non-teaching
- Dining and social
- Catering, toilets and changing, plant.

The size and layout of sports pitches are designed to Sports England recommendations and guidelines, and would total 26000m^2. In addition we would like to have an outside classroom, habitat and social areas totalling 1600m^2, with an additional float of 5000m^2.

Applying Educational Vision

The NSETC will offer education to students from 14-19 years and specialise in STEM, supporting the STEM agenda. By taking pupils from KS4 and upwards, allows the school to deploy methods of teaching more suitable for older children such as a greater focus on independent learning, more ICT based teaching, and small group work. Therefore the general teaching spaces could be non-subject specific and supportive of the specialised laboratories and technology rooms, more akin to Further Education establishments. The school will still require the main hall spaces for dining, exams, assemblies and sport. These spaces could be sited to suit shared and secure community use. The plans will develop from adjacency diagrams showing the important relationships and proximities between teaching and non-teaching areas of the school, the entrances, access and circulation, and the wider site planning.

Innovation and Imagination

A design will read as a new public building within a new community. The siting, style and massing of the building will be designed to reflect this status- not to dominate its surroundings, but to set itself apart from the domestic architecture. The NSETC will create a sense of place, providing a focus to the community. A strong design concept should match the NSETC ethos and educational vision. A sensitive, thoughtful and imaginative design results in a school that can be efficiently built and efficiently managed, spending money where it matters and not on gestures or 'icon' creating elements.

The design must recognise that changing theories of education, local demographics and politics can cause a great deal of change for schools, and the school design needs future proofing. The layouts should allow for future expansion with minimum disruption to the school. The structure and engineering layout will be designed to allow for some internal re-arrangements of main teaching areas, should the need arise.

The semi-rural site for the NSETC offers great opportunities for the design of the external spaces that can be used as outdoor classrooms. Imaginative landscaping can enhance to biodiversity of the site and create an attractive as well and educational setting.

A modern school opens its doors before and after the normal teaching day. The layout of the building will be zoned to allow for locking down areas of the building if other areas are open to the public for community use. Safety and security will be considered from the outset of the design

process. Careful planning could allow this school to offer facilities to the wider public such as sport facilities, ICT labs, main halls and library.

Professional capability
A Sustainable Design

Sustainability is at the heart of the design process but not limited to the reduction of CO2 emissions. A sustainable building is functional, efficiently planned, it is innovative and it applies appropriate modern technologies, for example:

- A compact building of 2/3 storeys, with a small plan to envelope ratio will lower energy heating costs
- The design of the building will promote passive, natural ventilation and this offsets the need for mechanical ventilation and air cooling
- The teaching blocks will be orientated on the site to make best use of natural lighting and control solar gain. The area of glazed elements, windows and roof glazing need to be balanced to provide daylight and natural ventilation while minimising risks of summer overheating and heat loss during the winter
- The choice of construction materials will seek an optimum balance between the criteria of embodied energy, performance, capital cost and maintenance so that whole-life financial and environmental costs are minimised. The design will seek to use modern construction methods, including off-site fabrication, to minimise transport costs, reduce waste, increase material recycling, and reduce the hazards inherent in site work especially in exposed coastal locations
- The design of the engineering services will deploy low and zero carbon technologies to minimise the building carbon footprint, including the use of the building thermal mass to store 'cool energy' during summertime nights, thus reducing summer daytime heat gains
- The integration of natural ventilation will offset or reduce the need for cooling and provide an occupant controlled low carbon space
- The heat sources considered for the building will include ground source heat pumps, high efficiency condensing boilers and biomass; these will be evaluated to balance carbon emissions, capital costs and running costs
- Artificial lighting is a major carbon contributor to buildings. To address this, high efficiency lighting sources will be utilised, including LEDs, and the lighting will be controlled by fully automated occupancy and daylight sensing systems
- The use of local energy metering will allow the building user to fine tune the building energy performance through energy trend monitoring and targeting
- Renewable energy sources will be assessed with a view to incorporating those that are going to be efficient and cost effective. On this site, which is flat and exposed, wind generation may be cost effective, as well as the use of solar energy.

Integration of ICT and FFE

There must be full integration of ICT, FFE and services within the building design, and therefore ICT and FFE specialists would be part of the early stakeholder engagement and involved in the design from implementation to sign off. This ensures that the ICT design and provision matches the educational aspirations of the school and the FFE is appropriate to allow the flexibility of learning spaces as required.

Project Management and Cost Control

Weston College is very experienced at delivering complicated infrastructure projects and has a track recording in accomplishing this to tight budgets and timescales. At key stages of design development a cost review process will ensure that the proposals are affordable and within budget. The design process is one of continual self-evaluation to ensure that the design meets the

requirements of the client brief and as well as statutory building and planning regulations and design guides such as the Building Bulletins published by the DfES, as it then was.

Risks are inherent with any building project but if managed throughout the design process they can be mitigated prior to construction. Risk workshops held at key stages of the design process will highlight such risk and the actions to mitigate them. Ultimately the design must create a building that is fit for purpose and one which considers Life Cycle Cost (life cycle placement, hard and soft facilities, management costs and utilities costs). Whole life cycle costs can be modelled iteratively through design development.

Estimated Costs

████████████

Conclusion

A significant amount of preparation work has already been undertaken with regard to the location and design of the NSETC and Weston College is convinced that it can deliver an exceptional learning facility that meets the needs of the students, employers and local community and deliver value for money.

Department
for Education