



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

THE BELHAM FREE SCHOOL

SOUTHWARK

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

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

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

Declaration

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

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

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

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

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

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

Signed:

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

Print name:

Date:

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

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

x

Section A: Applicant details

Attached

Section B: Outline of the school

Attached

Section C: Education vision

Dulwich Hamlet Junior School has always been a popular and well oversubscribed school at the heart of the Dulwich Village community. Our reputation for educational excellence is reflected in unwavering demand and is recognised at a much wider level. Each year we could take at least one additional class and as champions of outstanding learning through innovative, creative education, it has always been our ambition to expand. For the first time an opportunity has been presented through the Free School programme to allow a further 420 pupils to access The Hamlet offering, within another part of the borough that is in considerable need of new school places.

It can escape no-one's notice that in the last few years there has been a huge demand for new school provision, especially within urban areas and particularly within Greater London. Southwark Council has developed a strategy which has included existing schools taking on 'bulge classes', but it is clear that this does not address the fundamental problem that *new* schools are required, especially in areas of the borough which have seen a more rapid child population growth (Section E provides specific demographic figures).

In March 2013 Dulwich Hamlet Educational Trust, having expressed a clear interest in expansion, was subsequently approached by the officers of Southwark Council with a view to establishing a new school in Peckham to meet the need for more new primary places as a matter of urgency. From June of last year, meetings were held with senior officers, as well as the Leader of the Council, and we agreed that the best way forward was to submit a Free School application. This route allowed us from the start, to take the lead in establishing a highly skilled Core Applicant Group drawn from the members of the Trust and an active local community (some of whom will be potential parents). We are collaborating successfully with the Council to promote our unique vision and purpose, and to allow us to take over a key former school building, currently unused for educational purposes.

Dulwich Hamlet Junior School became an Academy in April 2011 under the auspices of the governors who became the Dulwich Hamlet Educational Trust. It was the first primary school in Southwark to convert and one of the first primaries in the country. The governors fully understood the advantages the new Academy structure offered by the coalition government would provide, especially as the school had run its own affairs for many years previously, including payroll and staffing arrangements, financial management and controls, and school improvement and continuing professional development. In the last few years, the school has successfully managed admissions and appeals, becoming its own Admissions Authority. The many (sometimes difficult) public meetings that were held from September 2010 to April 2010, demonstrated not only our commitment to Academy autonomy, but our ability to put forward our arguments and affect hearts and minds.

We are proud to be the Dulwich Hamlet Educational Trust and are ready to spread our wings to deliver our model of proven educational excellence to a new and eager community through The Belham Free School.

Our overarching vision for The Belham Free School is:

- To spread the best and ‘Outstanding’ practice of The Hamlet to a new group of primary learners in the Peckham community, where there is clear evidence of a shortage of primary places
- To raise expectations of what is possible to achieve in terms of attainment and progress in a socially diverse inner London borough
- To use our unique and innovative approach to learning to create a school which becomes the heart of its local community

The Peckham area has undergone huge change in recent years and is increasingly a hub for the arts, media and innovation. We want to create a school which mirrors this changing community, reflecting the interests and enthusiasms of its people and echoing their creativity with our approach to learning.

The Belham Free School will be non-selective, fully inclusive, and serve a diverse and committed inner London community, made up of parents and carers who want to see their children provided with an aspirational, innovative, engaging, knowledge-filled, broad and balanced curriculum.

Pupils will be drawn from the local Southwark community, selected on the clear objective criteria of distance from the school building (most likely meaning all will walk to school), in addition to statutory requirements and the current arrangements for siblings which will be reviewed by the Trust this year. We provide a link to our current Admissions policy: <http://www.dulwichhamletjuniorschool.org.uk/noticeboard/letters.html#schoolpolicies> which outlines our approach in more detail.

The school will build from sixty Reception places and thirty Year 1 places in 2015, to a full school of four hundred and twenty by September 2021. (Plans for recruitment of staff are expanded in Sections D and G and will reflect the growing pupil roll and be in line with anticipated income.)

In order to realise the vision of the new school, we are guided by key principles:

Outstanding Attainment and Progress for All

Outstanding expectations of academic progress and attainment irrespective of starting point; end of Key Stage targets which demonstrate an unrelenting focus on ensuring each child’s progress is tracked and remains on track.

We know that through our approach to education, children at The Hamlet make incredible progress. On leaving us, attainment is very high, but more importantly their levels of progress (in 2013, over 96% making two levels of progress in reading and 39% making an outstanding three levels at the end of Key Stage 2) demonstrate our commitment to all children, irrespective of their starting points. Children with Statements of Special Educational Need are ensured a personalised programme of support to enable them to attain and make progress, overcoming any barriers to

their learning (this will be further developed in Section D2.). Children from homes of lower deprivation blossom at The Hamlet, which is why the Mayor of London awarded membership of the London Schools Gold Club 2013 in recognition of exceptional teaching practice and sharing best practice with other schools.

Curriculum design and active use of language

Our highly enriched, 'glittering' curriculum is based on very strong artistic and innovative approaches to curriculum design, robust subject knowledge and an exceptional commitment to ensuring that each and every child's needs are met.

This means using the incredible facilities and opportunities that London provides, both in terms of resources - museums, art galleries, concert halls, civic and public buildings, theatres and parks - and the wide range of people themselves. It means the taught curriculum deliberately reflecting the diversity of the community: socially, culturally and ethnically.

We understand that wide language acquisition at an early age and subsequent opportunities to experiment with language in a wide variety of situations, is a fundamental key to overall educational development. Lacking these essential early blocks of learning, children who enter school 'language deprived' cannot hope to master reading and writing as fast as their peers.

So our vision from the start is to immerse the pupils in language, allowing them to engage in active learning through role play, use of high quality literature and poetry to stimulate imaginative and creative thought, and exposure to nonfiction that opens them up to the world in which they live. Through talk, the pupils will make sense of the learning and be able to frame questions and answers of increasing complexity.

Our vision is to allow children to rapidly develop the skills of reading and writing through using a wide range of evidence-based practice: synthetic phonics, dyslexia-ready classrooms, handwriting schemes linked to spelling acquisition, reading for pleasure, and frequent opportunities to engage in purposeful writing.

We are proud practitioners of a highly creative curriculum and we would utilise our skills, knowledge and experience of teaching music (to very high standards), drama and the performing arts, alongside our innovative use of Mac technology including iPads and e-books, to provide a curriculum that would be exceptionally broad.

Outstanding Teaching and Learning

In our experience the best learning occurs for children when they are actively engaged in the learning process, and we apply this principle to our adult staff community. The leadership team is committed to allowing all teachers to refine and develop their practice through active engagement; observing their peers, participating in critical dialogue and reflecting upon their practice. Subject leaders are afforded the time to 'lead' their subjects. Active Continuing Professional Development, often led by staff members and complemented by outside quality providers, will be built into all

aspects of school life. We embrace a learning environment for all, where all teaching is expected to be 'Outstanding'. Our Pay and Appraisal Policies enshrine this (this will be further developed in Section D3).

Demand from parents and carers

We have a database of over two hundred local parents and carers who have contacted The Trust and the Core Applicant Group, expressing their keen desire for The Belham Free School to open within their community for September 2015. We held the first public meeting in October 2013, with over one hundred people in attendance. A further drop-in meeting held in December and a survey conducted before Christmas, have demonstrated the high level of enthusiasm from the local community. We anticipate that well before opening, the new school will be considerably over-subscribed. A leaflet drop and posters in a projected catchment area of up to 800 metres from the proposed school building, have all generated awareness and further interest in our plans for the new school.

Whilst there are other schools in the local area, there is a significant shortage of places, even after bulge classes have been created to meet demand. Southwark's own Primary Investment Strategy predicts a shortfall of over 5.5 form entries, representing another 170 reception places, by September 2016.

Furthermore, none of the local schools achieve the exceptional standards that are demonstrated at The Hamlet, even taking into account the different demographic profile of the community. Of the four closest schools, one is Ofsted Satisfactory, one has only recently been graded Good, and the other two schools' attainment and progress does not compare favourably with the outcomes of the The Hamlet (see Section E for further expansion).

We have also been told by some parents that they are currently using independent fee-paying education rather than sending children to existing state schools. We have been informed that many parents are less than happy with the educational provision in the local community, with some having to travel long distances to school, and are eager that we should provide new opportunities for their children. Parents want choice in the type of school they send their children to, and have expressed some strong views about appreciating diversity of educational offering when, increasingly, schools in Southwark are being delivered by the same provider. As demonstrated in Section E, parents welcome The Hamlet vision of education and our proven ability to provide an independent, alternative ethos.

How The Belham Free School will be delivered

With our current experience of Outstanding provision, we are obvious exponents and practitioners of best educational practice in an Inner London setting.

Our staffing leadership team at The Hamlet, made up of a Head Teacher of six and a half years' experience, a Deputy Head Teacher and two Assistant Heads, again with considerable experience at a senior level, means that the school has the capacity to release the Head Teacher for half the week during pre-opening to focus on setting up and recruiting key staff to The Belham Free School without negative impact upon on The Hamlet's school performance. The Deputy Head will provide strong leadership of The Hamlet to ensure that there is no impact upon standards.

A strong Senior Management Team, made up of Year Group Leaders responsible for staff teams of teachers and support staff, as well as ninety pupils per year group, add to the leadership capacity and ensure high standards are maintained.

The Core Applicant Team is made up of highly skilled parents and partners, drawn primarily from the local community, offering a range of skills that are essential to vision delivery: financial management, buildings and personnel, as well as wider skills in the law, media, central and local Government. It also includes three of our most experienced existing school governors (all Chairs or Ex Chairs) who have a range of knowledge and skills of school governance including a detailed understanding of the Ofsted Framework. Importantly the Core Applicant Group is led by [REDACTED], [REDACTED] who has considerable expertise in leading an Outstanding school. From the outset, the project is being managed by [REDACTED], [REDACTED], who has been freed up to coordinate and deliver all aspects of the management of the project from application through pre-opening, and will then become responsible for the new school's office administration.

Partner skills and organisations that we will be utilising both during pre-opening and beyond, include our Financial Consultant, [REDACTED], [REDACTED]. Members of the Dulwich Hamlet Educational Trust with specialist current and previous experience of school finance, buildings and personnel will also provide support, advice, time and guidance as appropriate.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception		60	60	60	60	60	60	60
Year 1		30	60	60	60	60	60	60
Year 2			30	60	60	60	60	60
Year 3				30	60	60	60	60
Year 4					30	60	60	60
Year 5						30	60	60
Year 6							30	60
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Literacy KS1	8	M	Phonics, individual and guided group reading, speaking and listening, drama and role play, shared and guided writing
Literacy KS2	6	M	Literacy schemes of work built around quality texts and topic themes; shared and guided group reading, speaking and listening, drama and role play, shared and guided writing
Mathematics KS1	5	M	Including mathematical application and problem solving, and use of ICT (spreadsheets, formula, data analysis)
Mathematics KS2	5	M	
Science KS1	2.5	M	Strong focus on computer coding and digital technology
Science and ICT KS2	2.5	M	
Knowledge and Understanding of the World KS1	3	M	Visits within the community, using local businesses and London resources: museums and places of interest
Humanities: themed topics to include History, Geography, RE, Citizenship and Global Development KS2	3.5	M	There would be plans to utilise the London Curriculum Opportunities for extended non-narrative writing; reports and explanations, research and independent learning and use of ICT

Physical and Social Development and Outdoor Learning KS1	5	M	Some learning would take place off-site in local parks and community gardens
PE KS2	3	M	Good use made of local sports fields and tournaments with other schools Excluding extra-curricular activities
Artistic, Creative and Expressive Learning KS1	3	M	There would be considerable use of visits and visitors to add expertise and 'glitter'
Art and Design Technology KS2	1.5	M	There would be plans to use The London Curriculum if and when appropriate
Music KS1	1		Excluding peripatetic musical instrument teaching but including music and singing sessions
Music KS2	1.5		
MFL	1	M	Taught each day in shorter sessions
Assemblies and PSHCE	1	M	There would be coverage of a wide range of contemporary issues as well as subject matter reflecting upon spiritual, faith and moral matters
Team Sports Clubs including football, netball, hockey and cricket	4	V	The opportunity to participate in a wide range of extra-curricular sports would be part of the after school clubs offering Inter-schools fixtures would be arranged wherever possible for older pupils

Arts and Architecture Clubs	3	V	The opportunity to participate in a wide range of extra-curricular arts clubs offered by artists and other practitioners would be part of the after school clubs offering.
Media Clubs including ICT, photography, digital animation, newspaper writing and film.	3	V	The opportunity to participate in a wide range of extra-curricular media clubs offered by teachers and other practitioners would be part of the after school clubs offering
Drama and Dance Clubs including a range of dance styles and improvisational drama	3	V	The opportunity to participate in a wide range of extra-curricular drama and dance clubs offered by specialists and other practitioners would be part of the after school clubs offering
Cookery Clubs	3	V	The opportunity to participate in a wide range of extra-curricular cookery clubs offered by teachers, teaching assistants and other practitioners would be part of the after school clubs offering
Martial Arts and general sports clubs	3	V	The opportunity to participate in a wide range of sports clubs offered by coaches and other sporting practitioners would be part of the after school clubs offering
Musical Ensembles including string, brass, compositional, steel pans	4	V	The opportunity to participate in a wide range of musical ensembles offered by peripatetic musical practitioners would be part of the after school musical offering

Section D1: The Curriculum

Curriculum Principles

“To provide outstanding learning, within a glittering curriculum, where everyone matters, rooted in the London community which the school serves.”

Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach
- That all teachers and other professionals are ‘lifelong learners’, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school
- That all pupils, from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience
- That a shared sense of purpose amongst pupils, staff and parents is fostered from the very start

Ethos

The Belham Free School will promote a positive, energetic, caring atmosphere where children always feel safe and secure and wish to come to school. The school will be dedicated to equality of opportunity where all children and adults are respected, regardless of race, ethnicity or ability.

Children will be offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Knowledge, skills, attitudes and values will be developed to prepare the children for the next stage of learning (‘Key Stage 2 ready’ and ‘Secondary ready’), and enable them to be successful in the community. The school will expect everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The school will not tolerate poor behaviour and will adopt positive behaviour management strategies to ensure that children are responding to positive, not negative models of social interactions.

We will:

- Foster and promote exemplary behaviour reflecting the ethos of the school
- Provide a guide to children, staff and parents of what is expected of them and make boundaries of acceptable behaviour clear to ensure safety
- Provide guidelines and procedures, which staff can act on, with consistency in approach

Staff responsibilities are:

- To treat all children fairly and with respect, acknowledging individual needs
- To model positive professional relationships throughout the school community
- To enhance children's self-esteem and develop their potential
- To provide and/or support a challenging, knowledge filled, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To communicate with parents regularly (as outlined in the Home/School agreement)
- To use rules and sanctions clearly and consistently throughout the school

Parents' and Carers' responsibilities are:

- To provide positive support for the school behaviour policy and homework policy including daily reading at all ages
- To support their children's abilities, development and learning, offering encouragement and praise
- To make every effort to attend meetings and to communicate important information which may affect their children's learning
- To support the school as outlined in the Home/School agreement.
- To encourage good attendance and punctuality

Children's responsibilities are:

- To follow instructions from all adults in school
- To treat others with care and respect both in school and in the playground
- To take care of property in and around the school
- To try to do their best and let others do the same
- To read/engage in home reading activities on a daily basis

Curriculum Outline

Early Years

In the Early Years Foundation Stage, the school will adopt the statutory Framework for the EYFS, implementing the full recommendations on learning and development and assessment requirements at the end of the Foundation Stage. The EYFS Profile will be completed to include the early learning goals, and shared with parents and carers. The non-statutory Early Years Outcomes would be used as a guide during the Reception stage, but it is anticipated that some of the pupils would need to access the KS1 curriculum during the course of the year.

The requirements on Safeguarding and Welfare will be delivered fully and comprehensively. Class sizes will not exceed thirty pupils and the Trust will seek external assessments and checks by registered health and safety providers to ensure that premises comply with all relevant legislation. The school will comply with the requirements of the Disability Discrimination Act and aim to be suitable for children with disabilities.

As in all its practices and procedures, the school will conduct risk assessments both for internal activities and for all visits and external activities undertaken. The Hamlet has well tested policies and procedures in place for assessing risk which would be adopted by The Belham Free School.

The school will assess learning both formally and informally, focusing on spoken and written word acquisition, and numerical understanding of place value and number operations. Assessments will inform next steps.

Key Stage 1 and Key Stage 2

The Trust intends to utilise the New Primary Curriculum as the framework, including the New Primary Maths Curriculum, to shape our overall KS1 and KS2 curriculum offering to meet the specific educational needs of individuals and groups of children. However this will be merely a starting point, and the school will ensure that every opportunity is taken to engage with wider curricular materials and subject matter if this is felt to add further value to the content of the teaching and learning experience.

We will:

- Set suitable learning challenges
- Respond to children's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils
- Provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

The Trust is committed to providing an education for all pupils through a variety of access strategies including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity. When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers will enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we will support learning through appropriate external specialists and make full use of bought-in services whether from the local authority, or from other providers. In such cases, staff work closely with these agencies to support the child.

The Trust has extensive experience of meeting the needs of a wide variety of pupils with Statements of Special Educational Need including medical, learning and behavioural and will adopt the processes that ensure that SEN pupils make better progress than national averages. Pupils with a Statement of Special Educational Need, will be taught according to the needs set out in their Statement, although the Trust is mindful of the current proposed changes to the future provision of Special Educational Needs and will act in accordance with all revised legislation.

Equally, the Trust is committed to meeting the needs of the most able and gifted pupils. It is the belief of the Trust that 'quality first' planning and teaching allows the most able to flourish and be challenged; however we also support the most able through small group teaching at Level 6 and

the use of particular teaching materials accessed via NACE (National Association for Able Children in Education).

Structure of Teaching and Learning

There will be a consistent approach to teaching and learning at both whole school level and at Trust level. Our approach aims:

- To provide an inclusive education for all children
- To provide consistency of experience of high quality teaching, leading to outstanding learning outcomes
- To enable teachers to teach as effectively as possible by providing them with the time and tools and resources to facilitate this
- To give children the skills they require to become lifelong learners
- To foster imaginative and creative expression through a range of media
- To learn from each other, through adopting a collaborative, enquiry based approach to teaching and learning, where good practice is shared amongst the adults and pupils

Adopting a broad template for teaching and learning, and for the way in which lessons are structured, does not preclude the spontaneity, creativity, imagination and individuality that is at the heart of the Trust's vision for education in the twenty-first century. Indeed at the heart of our Education Plan is the desire to foster curiosity and fascination for the world in which the pupils live, and will be responsible for in the future.

Planning

KS1 and KS2 Year teams will produce termly topic guides (which will also be produced as i-Books and available for download through iTunes/iBooks), and detailed Literacy and Mathematics Unit Plans, of one week to three weeks in length. Science, Humanities, Art and Design Technology, Music, MFL and PE Unit plans or Schemes of Work can extend over longer periods with the expectation that they would cover a half term's work.

All Unit plans will be available on the schools' shared planning drive, organised into appropriate folders using a consistent Dulwich Hamlet Educational Trust template. We would look to invest in ICT systems that allowed both The Belham Free School and The Hamlet to have a common shared drive for staff to share resources at KS2, although we will also be considering the use of Cloud technology for these purposes.

Publishing planning to a shared drive or Cloud-based platform, benefits users of the plans as well as allowing access for outside scrutiny by subject leaders, the Core Leadership Team and other external bodies. Subject leaders are provided with the clear tools to monitor and lead their subjects, in order to raise standards.

Perfect Pedagogy

Within Unit plans all sessions will have:

- Clear learning objectives to ensure children can understand the purpose of their work
- A 'hook' to engage pupils and inspire 'fascination'
- Activities to actively engage pupils and elicit 'curiosity'
- Differentiated questioning to meet the needs of the least to the most able
- Clear differentiation of activities and success criteria (where necessary) to enable all pupils to access learning
- Key vocabulary – reinforced both aurally and visually (classroom displays, in books)
- Assessment questions or activities that allow the teacher and the pupils to demonstrate understanding, skill development and progress in their learning. By the end of a session(s), pupils should have 'improved' and gained in knowledge, understanding and/or skills
- Opportunity for ICT usage by both teacher as a teaching tool and by pupils as learning tool
- Homework to reinforce or extend learning (see Homework Policy below for more detail)
- Resources for the unit (to include hyperlinks when appropriate)

Lessons

Outstanding lessons will meet the criteria specified in the Dulwich Hamlet Educational Trust school lesson observation pro-formas, used as part of the Trust's rigorous appraisal process. The regular monitoring of teaching and learning including termly data analysis, lesson observations and book scrutinies is part of the Trust's Pay and Appraisal Policy (see Section D3).

Lesson observations will expect to see evidence of:

- Evident progress for all pupils
- Effective classroom/behaviour management, with established routines and clear expectations of behaviour
- Excellent subject knowledge cross-referenced with other subjects and topics.
- Effective use of additional adults (including good communication and consistent expectations)
- Effective, differentiated, questioning
- Activities and tasks that match the needs and offer appropriate challenge to all pupils
- Immediate involvement in a lesson and active engagement throughout
- Links to prior learning
- Clear success criteria and sharing of the learning objectives
- Varied presentation of new information
- Collaborative learning including pupil talk and interaction
- Mini plenaries
- A purposeful working atmosphere with pupils learning and not 'doing'
- Multisensory opportunities for learning
- Assessment for Learning techniques
- Feedback and assessment which allows children to respond and know the next steps

Feedback

The term 'feedback' encompasses the Trust's understanding of what was previously referred to as 'marking'. Marking is a subset of feedback and would tend to be used to indicate that work had been read or seen by others. Feedback is the 'key assessment/steps to progress' tool and may take a number of forms – oral, written, formal and informal, and may be given by staff or peers on a group basis as well as an individual one. Feedback should influence and encourage, leading to pupils taking the next step in their learning.

Individual feedback to pupils will:

- Be given at least once per week in literacy and maths
- Be relevant to the task
- Be personal to the pupil and relevant to their target(s)
- Provide advice regarding next steps
- Be timely in relation to the initial teaching and learning point
- Highlight success
- Provide clear next steps and target(s) to work towards
- Provide pupils with planned time to respond to the feedback and to carry out corrections (if this is useful)
- Have an evident impact on subsequent work

Role of Parents and Carers

Through communication forums, such as letters and newsletters, the Home/School agreement, parents' afternoons and evenings, curriculum and secondary transfer evenings, the website, mobile phone texts and Twitter, parents and carers will be encouraged to support their children's learning by:

- Attending all relevant school meetings when appropriate
- Visiting the website on a regular basis and reading school communication
- Attending Pupil Progress Meetings
- Ensuring that their child's attendance and punctuality is outstanding
- Encouraging their child to complete homework
- Reading with their child, or supervising a daily reading session
- Supporting the school in matters concerning the individual child

Role of Governors

The Local Board of Governors has a strategic role, and a statutory responsibility, for ensuring that the curriculum is delivered and monitored as agreed within the School Development Plan, and that results and levels of attainment are aimed for and published as required.

The governors of The Belham Free School will discharge their duties regarding educational provision through the Curriculum and Standards Committee, through a system of Link Governors

attached to each subject, through Governor Open Days, and using the vehicle of Curriculum Health Checks, a systematic rolling programme of assessing the health of a curriculum subject.

They will understand priorities for development, levels of resourcing, quality of teaching and learning, standards of attainment and value added. They will work whenever appropriate with governors from The Hamlet, to understand what best practice looks like, and to gain valuable knowledge and skills from an existing provider.

They will also be overseen by the Directors of the Multi Academy Trust who are accountable for the educational delivery.

Curriculum Content

The most effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively and expressively, and to explain and clarify thinking. Connections across subjects will be integral to curriculum design.

Literacy

The new school will benefit from the outstanding policy and practice that has been established at The Hamlet in regard to literacy attainment and achievement (see Section F5).

At KS1 there will be an unrelenting focus on language acquisition and vocabulary and sentence development. Children will be expected to talk with a purpose in mind. It is only through practising oral language in a wide variety of scenarios that children will develop vocabulary usage and knowledge. Confident spoken sentence construction occurs by creating daily role play scenarios: negotiating in shops, acting out scenes from home and recreating imaginary worlds, allow children to try out and then modify language to better meet their needs. Presentations to audiences (an audience can be as small or as large as the situation demands) allows adults to support and modify spoken language to achieve the desired purpose.

Reading will be taught systematically through a synthetic phonics approach as well as daily reading for pleasure, and will be differentiated according to need. There will be the expectation that the school will serve an intake where there will be a range of language experiences on entry. Early reading screening assessments will be undertaken to provide an individualised programme, if and where necessary.

All children will be provided with access to inspiring, quality texts, to promote a love of reading and build children's confidence as readers. Children will become experienced in exploring a rich variety of text types, including visual texts. The new school will support children to develop their skills in decoding words, understanding texts at a literal level, interpreting implied meaning, understanding how texts are organised, discussing authors' use of language, identifying the effect on the reader and making links between texts and real life, including historical context.

Teachers and support staff will work together to provide opportunities for children to work on all aspects of reading including whole class discussions and debates, paired and group work, written responses to texts (eg writing in role as a character), cross-curricular work, and use of film and imagery. Children will be encouraged to think critically about texts and become discerning and analytical readers.

In addition, the Personalised Learning Space (PLS) sessions allow children who need additional support, to work with members of staff in smaller or one-to-one sessions to develop their reading skills. This concept was first introduced at The Hamlet in September 2008 to make better use of timetabling, to support children with specific intervention programmes outside core literacy and numeracy lessons, and to allow support staff to develop skills and experience in delivering intervention programmes. The Belham Free School will use a wide range of strategies tailored to meet the needs of individual pupils. We will also seek to employ a specialist reading therapist as we do at The Hamlet, trained specifically in phono-graphix programmes, to support children who require very specific catch-up. This approach has delivered consistently high catch-up rates following our early identification assessments, which are essential components to deliver targeted interventions.

Guided reading which supports readers at all levels and stages of reading development will be a key component of the teaching day. This allows for Level 6 readers to engage in texts that make increasing demands on comprehension, inference and links to other texts and authors. It also supports early/emergent readers at KS1 to engage in differentiated materials and age appropriate levels and allows for active teaching of reading objectives.

ICT will be integrated into literacy teaching, both as a highly engaging teaching tool (using key resources such as The Literacy Shed), and as an expected outcome – published writing for a range of audiences in school and other platforms.

We will seek to turn pupils into writers who are clear communicators, creative, imaginative and inspired. To support children in moving towards independent writing we will provide a wide range of activities including: immersion in text types, use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We will use literacy scaffolds and supports for less able pupils, and make full use of success criteria that reflect high expectations of written and spoken outcomes. Explicit punctuation and grammar learning objectives will be integrated into schemes of work as recommended by leading Literacy Advisers such as The Literacy Tree and the Centre for Literacy in Primary Education. Importantly the correct formation of letters moving to a joined handwriting will be introduced at an early point in Foundation/Reception. The Trust accepts fully the evidence that joined and smooth cursive style aids the retention of correct spelling patterns.

We will encourage pupils to take pride in their work and see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be 'published' and read by real audiences. We will replicate the hugely successful Year 2/Year 6 collaborative story project that takes place at The Hamlet where the oldest children are commissioned to write a story for an

infant child. The finished work (book) is presented to the infant in a story reading afternoon and is one of the most powerful demonstrations of 'writing for a purpose'.

Mathematics

The approach taken to mathematics teaching at The Hamlet will be used to meet the needs of the diverse pupil body at The Belham Free School. The importance of building step-by-step on mathematical understanding and skills development cannot be over-emphasised. From the start children will have a systematic programme of mathematics, using practical and applied resources to ensure that place value, the four number operations and the understanding of fractional parts is fully understood. There will be a strong focus on the value of number (the one-ness of one), in addition to hands-on practical investigations into the number system and patterns within the number system. Children will be taught the 'why' as much as the 'how', for without the understanding of the logic of mathematics, children cannot apply their knowledge to deeper problem solving.

Activities like those recommended by NRICH, a key resource used widely by The Hamlet for its ability to develop deeper thinking, will be incorporated, to develop the initial building blocks for mathematical thinking, reasoning and problem solving. We would aim that by the end of Year 1 children had begun to develop a mathematical vocabulary and gained a range of mental models and images, that could be built upon to develop concrete strategies of calculations. At a higher level we would make use of Brain Academy – a resource that has been developed by NACE (National Association for Able Children in Education) to explore problem solving and algebra at a much deeper level.

As soon as appropriate, children will be taught in differentiated groups and sets, to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment. The Trust is proud of its mathematical attainment with over 61% achieving at Level 5 in 2013 Sats (22% at Level 6).

Mathematics learning will be applied across topic and themes such as data handling in science and computer coding in use of programmable software and hardware, and in other areas of the curriculum such as musical composition and notation, art lessons in terms of pattern and design and PE in collecting data in regard to personal fitness.

Science

The curriculum will be designed to develop a scientific approach to the subject matter from the earliest start, with an emphasis on enquiry, developing hypotheses, investigating variables and using mathematical and scientific vocabulary. Exploration and collection of data, through effective integration of appropriate ICT, will be fundamental to instilling scientific approaches to learning. There will be strong emphasis on the practical to engage and enthuse, and the considerable benefits to being located in London would be maximised, using London museums and hospitals to provide expert and contextualised understanding.

The model of 'Science Weeks' that have been run at The Hamlet would be used at The Belham Free School. During these weeks there has been a particular whole school scientific focus, culminating in exhibitions and presentations on the learning that has taken place. The 2013 Science Week focused on medical matters, and over twenty different practitioners including doctors, brain surgeons, psychiatrists, and biologists worked in the school delivering engaging workshops, and assemblies to teach the children new aspects of the curriculum.

Local parks and wildlife gardens offer a wealth of possibilities to study natural habitats and experience hands-on outdoor scientific learning. The London Wildlife Trust runs the Centre for Wildlife Gardening on nearby Marsden Road - an award-winning visitor centre 'established for education and amenity purposes for local schools and community groups to use and enjoy'. On the same street as the proposed school building is the [REDACTED]; planned, developed and used by local schools.

ICT and Digital Technology

The approach to ICT will be to develop usage in line with current educational best practice. In such a fast changing environment there are two essentials: to ensure that the teachers are confident with the use of iPads, IWBs and Macs and PCs for facilitating high educational learning experiences and outcomes, and for ensuring strong, informed curriculum leadership to remain on top of how ICT raises standards in the classroom. The newer requirement to teach computer coding would be delivered through expert practitioners such as those from Coding Club and by using Lego Robotic hardware which incorporates programmable features such as responses to sound, light and direction.

ICT will be integrated into all core lessons: the use of laptops and other hardware such as cameras and film cameras will be as much part of the learning tools as will be pencils and pens. The Hamlet makes considerable use of publishing programmes such as Comic Life, and uses film and desktop publishing, to allow children access to the widest range of communication outlets. The Hamlet has its own Youtube channel and has regularly posted films and animations and even a guide to mathematical calculations: <http://www.youtube.com/user/DulwichHamletJunior> and <http://www.youtube.com/channel/UCnv6k1DMbSdl0CA4uKakYYQ>

Music

The Hamlet is renowned for its musical educational provision and the school was selected as only one of nine nationally, to be referenced in the Ofsted 2008 - 2011 report: 'Music in Schools: Wider Still and Wider' as exemplifying good practice.

At any one time 75% of the pupils are learning at least one musical instrument during the core school day in paired peripatetic lessons. The school has built a large library of musical instruments which are loaned to the pupils as part of the tuition process. This approach has proved highly successful in allowing children to learn without the full financial commitment of buying an instrument. We will adopt a similar policy for The Belham Free School, bearing in mind that in the early years the focus would be upon musical immersion, developing good listening skills and

imparting an experiential knowledge of musical terminology. Evidence from The Journal of Neuroscience suggests that there are clear benefits to brain development even into older adulthood: more musical training leads to faster brain responses to sound and speech, and there are other benefits to musical provision delivered by subject specialists, including impact upon mathematical attainment and strengthening of memory.

Another aspect of the music curriculum will be a commitment to working with a wide range of external partners in music, from organisations such as the London Philharmonic Orchestra and Baroque Encounter, to local secondary schools and musicians drawn from the Peckham area, including church, gospel and community choirs, and modern music makers. This use of community members to enhance the curriculum will be a repeated motif in our Education Plan.

Drama

The current Head Teacher's background was originally in the theatre and she is a huge advocate of the power of drama in primary and secondary education. The new school will use the benefits of drama as a standalone subject, as well as a key tool in developing oracy, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language.

Imaginative role play will be fundamental in the Early Years and the KS1 curriculum with opportunities to perform to wider audiences through assemblies and events around key festivals.

At KS2, as well as using the key tools of 'hot seating', and 'response in role' in literacy lessons to aid the development of speaking and listening, reading and writing skills, children will get increasing opportunities to perform.

External partners such as The Unicorn Theatre, The Globe Theatre, Creative Partners, The Young Vic, as well as a wealth of local community practitioners, will be engaged with at regular intervals. Theatre Peckham has strong links with local schools, offering a full outreach programme, and the nearby Bussey Building on Rye Lane hosts leading events in theatre and film, and partners with the Royal Court Theatre.

The children will be taken to theatrical performances and be expected to stage their own! Currently the Year 6 children at The Hamlet perform their end of Key Stage production at The Michael Croft Theatre, part of Alleyn's School, and a similar arrangement will be sought for pupils at The Belham Free School. Children will be introduced to at least one play by Shakespeare and have lessons on understanding the language of filmed drama.

Pupils will also have the option of taking external examinations from the London Academy of Music and Dramatic Art (LAMDA), an organisation accredited to offer exams in 'The Speaking of Verse and Prose' and 'Acting'. The Hamlet has experience of offering this to over one hundred pupils a year in Years 4, 5 and 6.

Physical Education

There will be a considerable commitment to offering a wide range of sport, dance and physical education at Foundation, Key Stage 1 and 2. Extensive use will be made of specialist teachers and coaches. The Hamlet has for many years employed a specialist Laban trained choreographer/dance teacher, and in the last three years has employed professional sports coaches working to support the development of pupil and teachers' skills. The Trust would also ensure wider participation in the community by involvement in inter-school sports and swimming tournaments, local authority and London-based competitions. Examples of this are participation in Southwark cross country, cricket at the Oval and Sunbury, and tennis as part of the London Youth Games held at Crystal Palace. The school will make excellent usage of any additional funding via the Sports Premium for PE, by ring-fencing the budget and entering into arrangements with providers of bespoke sports packages and training aids designed around the school's needs. Acknowledging the outdoor space limitations of an urban school site, we will plan to make good use of local green space for sporting activities, including the nearby twenty acres of Peckham Rye Park and Common and the even nearer Warwick Gardens, a five minute walk from the school. The Hamlet has an agreement with King's College regarding use of their Griffin Sports Ground in Dulwich Village and would look to broaden this agreement to include The Belham Free School.

Humanities and Spiritual, Cultural, Social and Moral Education

The Belham Free School will adopt The Hamlet Policy and Schemes of Work for Key Stage Two and use the same approach to curriculum design for developing themes and topics for Foundation and Key Stage One. The Trust believes that the best learning takes place when meaningful and integrated links are made between history, geography, RE and, where appropriate, global education and citizenship encompassing spiritual, cultural, social and moral education.

Key components of the Humanities curriculum are the 'Big Themes' and the 'Big Questions' that can be examined throughout the children's education, using more complex subject matter and approaches to learning as the children progress. An example of a big question might be 'Why do people/ countries fight/go to war?' At Key Stage 1 this would be explored at an age appropriate level using topics such as Native Americans and the new Americans, at Key Stage 2 it could be examined via The Battle of Hastings and World War Two studies. Themes and topics will have history, geography or RE 'drivers'. So a topic might focus more on geographical learning whilst being contextualised within a historical period. An example of this might be a main study of the geographical features of South America, which would include aspects of the 16th Century quest for resources and gold. Equally we know from the recent Ofsted report into the quality of RE teaching in schools, that best practice makes clear links about world faiths to wider issues of history and settlement, and we will link studies of the world faiths to relevant topics wherever appropriate. We will also explore people's right to not engage in an organised faith but still adopt a moral and ethical code of living that respects others' right to a belief system.

Philosophy for Children

The Belham Free School will adopt P4C teaching approaches led by SAPARE (Society for Advancing Philosophical Enquiry and Reflection in Education). The school will ensure that all staff have attended training to allow them to use the excellent methodologies as part of their teaching practice, especially in links to the Humanities. P4C develops children's thinking skills, their ability to form an argument or adopt a different viewpoint, it encourages expression of complex issues with an expectation that opinions need to be justified and supported, and emphasises critical reflection. The Trust considers it to be a vital facilitating teaching tool across the curriculum.

Art and Design Technology

The Belham Free School will value the place of Art and Design Technology in the busy curriculum, both for their own unique subject benefits, and as a way of understanding the world in which the children live both past and present. The visual arts provide a window into other times and cultures and allow children to explore their own emotions and identity prior to and during language development. Design Technology as practised at The Hamlet (and it would be the hope that The Belham Free School could develop a dedicated Design Technology suite), allows children to work from an initial brief that involves solving a problem and requires them to exercise collaborative working practices and overcome difficulties, thus building resilience. We will use the Design Technology schemes of work, whilst developing appropriate activities at Key Stage 1.

Like the approach to other curriculum subjects, the new school will immerse itself in both the local and wider community of artistic provision. Ideally a dedicated space within the school will exist for local artistic practitioners to work with pupils on both ad hoc and planned-in artistic experiences - an art studio space that allows a range of materials and processes to be explored would be envisaged. Active use will be made of London art galleries – Dulwich Picture Gallery provides an excellent free educational service which The Hamlet uses extensively, and The Belham Free School will seek to forge links with a range of partners in the local community to make best use of Peckham's rich and vibrant arts scene, in keeping with the vision for positive community engagement. The immediate vicinity is home to dozens of galleries and artists' studios; amongst them the South London Gallery on Peckham Road offers an award-winning education programme and the nearby Camberwell College of Art runs a Widening Participation scheme, while The Peckham Space is a purpose-built public gallery dedicated to commissioning location-specific artworks made in partnership with community groups: 'We aim to develop partnerships with organisations which prioritise education and creativity as a key objective and that are geographically located close to Peckham Square, London SE15'. Arcadia is a local space focused on new media and performance and [REDACTED] is almost opposite the proposed school building. Even the bollards of Bellenden Road were designed by the artist Anthony Gormley, and we will capitalise on all of this rich artistic heritage in sculpting our arts curriculum.

Cookery and Environmental Education

The Belham Free School will ensure that children experience cooking from the earliest age on a regular basis. Whilst we won't promise Hestons or Rouxs leaving us at the age of eleven, we will commit to providing them with opportunities to learn about food and cook with a wide range of ingredients. This will be linked to a wider programme around environmental and sustainable education, and allow children to understand the relationship between growing and selling food, preparing food, healthy eating and the impact of food production on world resources. Having a dedicated cookery room for children is the key to allowing this to happen – and is part of our overall education plan. We will work with local shops, businesses and restaurants to support our food education curriculum.

We also will run an Eco-School and ensure that we meet the standards to gain Green Flag status.

Enrichment, Personalised Learning Space, Extra Curricular Activities and Breakfast and After School Care

Dulwich Hamlet Educational Trust is committed to the broadest educational offering, and that means looking beyond the National Curriculum, something which has been actively embraced by The Hamlet for many years, and would be actively pursued at The Belham Free School from Reception year onwards.

A wide range of age appropriate clubs will be offered both before and after school, ranging from sport to cookery to architecture. Other clubs would include subjects such as sewing and graphics, computer coding and film making, gardening and even magic!

A very successful Enrichment Programme that draws upon a wide range of adult skills will be offered during the Summer Term during a four week 'Enrichment Friday' programme. Rather like the clubs, children will be offered a menu of activities in which to participate and be allowed to experience activities outside the core curriculum. This might include everything from yoga to car maintenance – it is highly dependent on building successful links with the community who then deliver these specialist afternoon activities.

Personalised Learning Space is a way of delivering Intervention programmes of support to those children who have been identified as benefitting from some extra input during a whole school dedicated time-slot, separate from the main body of lessons.

During PLS children are encouraged to work collaboratively pursuing areas of personal and group interest. It is designed to promote new ideas, independent thinking, problem solving and utilise a choice of outcomes from performance to Mac Book presentations.

The new school will provide an 'extended day' for working parents and carers from 7.45am until 6pm, and aim to keep costs to a minimum. Breakfast Care will allow parents to drop children off

early and the pupils will be given a healthy and nourishing breakfast. After school, children will be cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. They will also be fed a light tea.

The Hamlet has considerable experience of running its own Breakfast and After School Care and will build upon this business model for The Belham Free School. Whilst income and expenditure will be shown as a separate cost centre for accounting purposes, there will be an expectation that costs will be affordable. Pupil Premium could be allocated to those children who would benefit from the opportunities to socialise and participate in wider school settings, as determined by the leadership team.

Key Curriculum Support Policies

Behaviour Policy

The Trust has adopted an up-to-date Behaviour Policy in line with best educational practice and proven methods. This policy will be employed by The Belham Free School.

The policy emphasises positive behaviour management strategies such as clear praise for attitudes as well as achievement, the use of a House System to incentivise and reward vertically as well as individually, public congratulation and recognition through 'Achievement and Celebration' assemblies, and newsletters.

When addressing behaviour that deviates from expected standards, a system of stepped sanctions will be used, from the starting point of reflection upon the action, to more serious sanctions, such as loss of playtime and/or contact with parents when necessary.

The Trust is clear that use of shouting, sarcasm, humiliation or any physical contact to address poor behaviour is never appropriate under any circumstances, and would be dealt with by the leadership team under its Disciplinary Policy.

Meeting the needs of the Individual Child

At the heart of The Belham Free School's approach will be the commitment to know each child individually and view their needs holistically, which results in a comprehensive picture of the whole child.

This will be achieved via rigorous one-to-one and small group assessment, and the utilisation of assessment tools and intervention programmes which are quantifiable in terms of measures of progress.

The Belham Free School will utilise the best practice employed at The Hamlet, recently recognised by the National College of School Leadership (Dulwich Hamlet is a Pupil Premium Champion), and through being awarded entry into The Gold Club from the Mayor of London.

Pupil Premium

We will focus the use of Pupil Premium monies in two ways:

Ensuring progress

In addition to the provision of targeted intervention groups and individual tuition, all pupils will have an assigned 'champion'. This is an informally assigned member of the school staff who in addition to tracking the child's progress (separate from and additional to other rigorous methods of data analysis), develops an informal link with the pupil and regularly talks with the pupil about their targets and ambitions for the future. For example at The Hamlet, our school keeper (and school football coach) is paired with a child with huge sporting potential and on the way to football matches, chats to the pupil about their academic progress (having liaised with the class teacher).

Increased participation in wider school opportunities

We have been able to engage harder to reach parents and to facilitate enhanced pupil access to the wider, extended school curriculum, by providing subsidised music lessons, and free places at after school clubs such as art, drama, tag rugby and ICT animation. This has resulted in a substantial increase in participation by harder to reach pupils and enhanced interaction with parents regarding academic targets and home support.

Every Child Matters

The school will take an inclusive approach to the understanding of a child's needs, whilst acknowledging and paying attention to factors that contribute to a diverse school community and comprise facets of an individual child. These factors will not be viewed and treated separately but in a 'Team around the Child' approach, and be brought together to paint a shared picture of a child that leads to a comprehensive, cohesive approach to intervention.

Multidisciplinary teams will be built up around children – as is necessary to meet the child's individual circumstances and as is current practice at The Hamlet. At each key stage a team of professionals comprising any one or more of these services: Educational Psychology, Speech and Language Therapists, Autism Specialists, Physiotherapy and Occupational Therapy, and CAMHS will:

- 'Screen' whole classes to ensure no child goes unnoticed
- Meet with parents under the direction of the Inclusion Manager, to assess, advise and intervene for individual children
- Provide training for parents/carers and school staff

Key here is that this is a team, who know each other, and work towards a shared picture of the child and a unified approach to defining and meeting needs.

This teamwork model operates at The Hamlet, and has the capacity to expand and continue to develop best practice at The Belham Free School. The expected intake of the school is likely to be diverse - ethnically, socially and demographically - and the diversity of the community will be reflected in the multidisciplinary team, who will have the skills to support families and children with a variety of social needs including languages other than English.

The foundation of the 'Team Around the Child' will begin with the child's parent(s) and/or carer(s), and from the very start the school will view the parent/carer as the child's expert and advocate. When planning the new building the Trust would wish to provide a parent and community room, and allow drop-ins from school staff, offer parent-led discussion groups, and opportunities to visit open classrooms.

School support staff will be encouraged and trained to develop specialisms to enable them to provide effective, targeted interventions. An example of this is the way in which The Hamlet has selected teaching assistants to participate in occupational therapy and physiotherapy assessments, thus developing their role as 'expert' in a particular field, and enabling the school to produce a 'motor skills intervention programme', which unites the needs and requirements of several pupils, led by a skilled member of support staff.

We will work very closely with the Early Help Services, part of Southwark Children's and Adults' Services, which fulfils strategic functions and statutory duties in respect of school attendance, educational psychology, safeguarding and social inclusion. We will make use of these services and appreciate that we can also call upon additional support services such as educational opportunities for vulnerable children, children who are looked after by the local authority and those at risk of significant harm. By working in close partnership with the EHS, we can be confident that we can access Educational Welfare Officer services if necessary, as well as fulfil our statutory obligations regarding specific targeted children.

We have good experience of the benefits of the School Nursing Service and will from the outset access the services provided, including the promotion of health education, screening of the health of Reception children through questionnaires, and participating in the measurement of health and weight programmes. We will use the expertise of the service to support written care plans for children with allergies, seizures, diabetes and other medical conditions and ensure continuity of knowledge from nursery and health visitor settings.

Clearly access to both services will be essential for matters related to safeguarding, including children in need or on child protection plans, as well as other children identified as vulnerable in line with local guidelines.

As is best practice, most intervention, support and extension of all pupils will be achieved through 'Quality First Teaching', differentiated in the class by the classroom teacher. Specific intervention programmes will occur during the targeted Personalised Learning Space (PLS). These are timetabled half hour slots, in place up to five times per week across the whole school, which

provide a structured and regular slot when particular children who might need support are targeted, without removing children from the core delivery of the school curriculum.

In line with the inclusive approach outlined above, the SENCo role will be a significant part of the role of the Inclusion Manager (see Staffing Structure D3).

The Inclusion Manager will be part of the school's Core Leadership Team, thus ensuring that Inclusion matters are at the heart of the strategic decision making process of the school.

Transition to Secondary School

The Hamlet has developed excellent transition programmes, with feeder infant schools, and secondary schools both state and independent, onto which pupils move. The programmes have been tailored for both individual and groups of children, and involve working with professionals, families and individual children to identify appropriate support and to ease transition, especially for the more vulnerable pupils such as those with Special Needs. The model of SENCos/Inclusion Managers working together two terms before transition, sharing vital pupil information relating to a pupil's social, emotional, and academic needs, and allowing pupils themselves to be actively involved in the process, ensures that transition hurdles are minimised. The Belham Free School will offer the secondary school(s) follow-up visits from key staff who know pupils well, to provide continuity for the pupils, and advice on successful strategies at primary.

Furthermore the Trust has developed a series of Parent Workshops delivered by a parenting coach on supporting children through transition. These are provided to in-year applications, and in preparation for moving on in Year 6 into secondary school. There is built-in capacity to extend these programmes into The Belham Free School. Parents will also be invited to attend a Secondary Transfer Meeting in September to advise them on how to complete the Common Application Form online, will be offered help within the school for parents who need support in using the internet, and will be provided with resources, prospectuses and literature from the secondary schools to familiarise themselves with the available offerings.

The children along with their parents will be encouraged to attend school open days in the Autumn Term and the Leadership Team will provide experienced advice on how to navigate the process.

Heads of Key Stage 3 and pastoral staff will be welcomed to speak to the future pupils and it will be expected that there will be 'Q and As' organised within the school day.

Other effective support that the Trust has employed for Key Stage 2/Key Stage 3 transition has been the use of dance and theatre companies to explore children's hopes and concerns, and inviting in ex-pupils to speak to the Year 6 children.

Homework Policy

Aims

- To provide homework that is relevant meaningful and purposeful – which is not ‘for the sake of it’
- To foster a love of reading and wider learning
- To provide homework when necessary that consolidates or encourages practice of new skills
- To develop a sense of responsibility and ownership towards work completion (at KS2)
- To encourage the development of independent thought and the application of research tools
- To increase our home/school partnership through shared understanding of work covered in school
- To prepare our eldest children for secondary school through the setting of more frequent and regular homework tasks

Reading Homework

In every Year Group from The Foundation Stage onwards, we will expect children to ‘read’ on a daily basis.

We know that the key contributor to children’s progress and achievement both academically and personally, is reading. Reading introduces children to new ideas and experiences, and develops their ability to understand themselves, as well as the world in which they live. In addition, reading exposes them to vocabulary, variety of sentence construction, alternative written styles and importantly the ‘look’ of words. A potential significant contributory factor to good spelling retention is frequent sustained reading.

We also expect children to complete a Reading Journal either within school time or at home, dependent on the Key Stage and organisation of the Year Group. These provide an opportunity for children and their parents to engage actively with the reading book, and produce a written response. This might be an imaginative task, such as writing a letter to a character in the book, it might be a task which requires deeper thinking such as imagine another scene or location that would link to the book, it might be a selection of new vocabulary from the book, a book review or a commentary on a writer’s style.

At the beginning of each academic year, every child will be provided with a Reading Journal. Children will record written activities in these books and different year groups might adopt a particular focus such as vocabulary acquisition, or extended written tasks. In Year 6 children are expected to engage with the ‘Year 6 Reading Project’ which assigns children a book during a term time holiday to which they respond with a variety of written tasks.

All books read as part of the Reading Journals form a valuable record throughout the year of the range of books read.

Spelling Homework

We will place considerable emphasis on acquiring a confident grasp of spelling patterns at an early age. We will be teaching common letter patterns, spelling rules and, as the children progress, focus increasingly on the derivation of words including common prefixes and suffixes as well as the morphology of words including Latin, Greek, European and other derivations.

The Spelling Scheme of Work is derived from Support for Spelling Second edition 2009 Ref: 01109-2009PDF-EN-01 published by DCSF.

Parents and carers will be kept informed regarding the spelling or word focus during the half term. We will assess learning and application of these spelling patterns and rules through ongoing assessment and children's written work. We will not have a weekly spelling 'test' of set spellings, but will assess spellings including spelling patterns on an ad hoc basis.

Handwriting

At the early stages, children will be expected to write at home and practise letter formation. When appropriate they will be moved to write in a fluent cursive style, which aids speed, and helps retain spelling patterns. We will from time to time ask children to practise handwriting activities at home to support class work. We will use the handwriting scheme developed by Wendy Goldup at the Dyslexia Institute, which supports retention of common spelling patterns, as well encouraging fluency.

Written Homework

Teachers will, when appropriate, set age appropriate written tasks for completion at home, related to text types covered in class e.g. persuasive writing, descriptive writing.

Mathematics Homework

At the earliest stages, we will encourage children and parents to practise number knowledge and apply learning to home such as shopping, cooking, telling the time, measurement, and other domestic situations.

We will expect every child to learn tables 2-12 progressively. If they do not already know them when they enter Key Stage 2, we will expect the majority of children to have complete recall of all the related number facts of 2 5 and 10 and 3 and 6 by end of Year 3. We will expect knowledge of all the tables, by end of Year 4. We will test tables on a 'when ready' basis and children's mastery of each set of tables will be acknowledged through House Points and Achievement Certificates.

We will set maths homework on a weekly basis that supports the application of knowledge learnt in class. We will ensure that parents and carers are informed about topics covered in order to support the children at home if necessary through topic webs, modelled examples on homework and 'How-to' guides developed in-house and promoted on our school website.

Research, Mini –Topics and Independent Projects

It is hugely important for children to ‘plan, research and critically evaluate’ and to ‘take responsibility for their own learning’ as part of their development as independent thinkers and learners.

In each Year Group from Key Stage 2, there will be homework tasks related to developing and fostering these skills, such as researching an area related to a topic covered in class, or producing a piece of independent research. Dependent on the Year Group, there will be particular direction regarding the structure of the research project.

Section D2: Pupil Performance

Key Targets

The Trust’s vision is for Outstanding Attainment: this is contained within the School Development Plan in the form of challenging targets based on knowledge of the pupil’s previous attainment and progress. So 2014 Y6 targets set at The Hamlet are for 95% Level 4 and above, and 64% Level 5 in reading and maths. The school has also set a target of 10% Level 6 in reading and maths.

The same expectation of high educational attainment at the end of Key Stage 1, Key Stage 2 and at the end of each year - significantly above national averages - will be part of The Belham Free School’s commitment to achieving an Ofsted rating of Outstanding. It is recognised that ambitious targets can only be achieved through effective termly tracking of both progress in the core subjects, as well as from year to year. Using whole school tracking systems, the school would ensure that pupils ‘not on track’ would be immediately identified and supported ‘back on track’.

Performance outcomes to measure the success of the new school are likely to be:

- By the end of Reception over 90% of pupils will be secure in the Early Learning Performance Goals
- By the end of KS1 all pupils will be working at Level 2a (excluding children identified as having Special Educational Needs which would prevent such learning attainment at this stage) and above, with over half the cohort working within Level 3
- By the end of Year 4 all pupils will be working comfortably at Level 3, with over half the cohort working within Level 4
- By the end of Year 6 all pupils (excluding children identified as having Special Educational Needs which would prevent such learning attainment at this stage) will be working comfortably at Level 4, with over half the cohort working within Level 5 or above.
- All pupils will achieve 2 whole levels of progress between KS1 and KS2.
- At least 25% of pupils will achieve 3 whole levels of progress between KS1 and KS2
- Attendance will be consistently 96% and above
- Punctuality will be set at 100%
- There will be no exclusions

These targets, whilst ambitious, are realistic in terms of what the Trust knows is achievable, if the right systems are embedded and there is excellence in standards of teaching and learning outcomes. The Trust’s Pay and Appraisal Policy is a key driver of delivering the educational

outcomes: the regular monitoring of planning, lessons, books and increased focus on pupil/class progress meetings will play a key role in the school's ambitious attainment vision.

At the heart of the Trust's vision lies the true belief that everybody matters. This sentiment is embedded across the school in all tracking and assessment procedures when looking at both the attainment and progress of individuals, groups and cohorts of children. Underpinning all of our success is the notion of 'Quality First Teaching'.

At Foundation we will use a system that tracks and summarises progress on entry within the first six weeks, then reviews a further three times during the year.

The progress summary will be shared with parents who are able to contribute their knowledge of their child and discuss next steps to support the child's learning and development.

We will take full advantage of online software programmes designed to collect and record evidence in EYFS. Some evidence will be collected via handheld devices and transferred wirelessly to a computer which will be compatible with iPhones, iPads, iPods and Android phones.

Individual Level

On entering the school, tracking and assessment of individuals will take place through:

- Liaison with nurseries and playgroups around ability and progress
- Transition visits with all teachers, parents and all other professional support
- Home visits prior to school entry
- Formal and informal assessment in the first few weeks of school
- Discussing aspirations and sharing targets with children
- Data entered in assessment package
- Targeted assessment related to specific educational need
- Regular meetings with the Inclusion Manager to gain a view of the whole child
- The completion of a provision map which identifies required support and assistance (cross-referenced with attainment)
- Parents meetings

Based on all of the above, individual targets will be set by the class teacher. These will be reviewed on a termly basis as part of the annual cyclical assessment procedures. Children's targets will be regularly assessed through next steps marking and feedback, ensuring that children achieve the desired goals.

Class Level

- Class teachers maintain assessment folders, evidencing progress and attainment elicited from regular moderation of children's work and Assessment for Learning activities and

questioning. Class teachers decide on appropriate groupings to best suit individual and group needs. This is then evidenced by the differentiation of activities in planning and PLS/intervention sessions.

- At the end of each term class teachers carry out a review of attainment and progress against original targets set.

Year and Phase Level

Led by Year Group Leaders and Phase Leaders, teams meet on a termly basis to:

- Analyse and discuss the target setting and target review documentation to highlight successes and areas for improvement.
- Ensure evidence collected is reported to the Core Leadership Team, who will decide on deployment of resources
- Set out new targets and plan the following term's curriculum to account for these
- Review groups and settings
- At the end of the school year, Year and/or Phase Leaders report on the whole cohort's attainment/progress.

NB. Throughout the term there is regular dialogue and moderation of quality of teaching via team/staff/leadership meetings, with pupil progress and concerns being a standing item on the agenda.

Whole School Level

Subject leaders play an important role within the tracking process by:

- Ensuring that key processes and systems are in place for collecting and keeping data evidence
- Hypothesising and asking key questions of whole school data
- Defining trends and pupil performance on an individual and a group level
- Drawing attention to whole school successes and areas for improvement
- Comparing school performance against local and national data (RAISEonline/Dashboard)
- Planning and accounting for subject development
- Reporting back whole school findings to senior leaders

Core Leadership Team undertakes to look at all data and ensure:

- Relevant aspirational targets are set for year groups
- The provision of 'Quality First Teaching'
- That CPD and training needs address targets set out in the School Development Plan and the teacher's Appraisal Plan
- The School Development Plan reflects whole school findings and drives further progress

- The effective deployment of school resources
- Appraisal targets are set to achieve whole school targets
- An annual report on assessment and target setting is presented to the governing body, the Board of Directors and parents and the wider community

Monitoring and improving the quality of teaching

In the new school all teachers would expect to receive regular, constructive feedback on their performance and will be subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Trust's Pay Appraisal and Capability Policy which was developed in 2012/13 and adopted in full in September 2013. The Trust has taken full advantage of the freedoms offered by changes in legislation to develop its own pay scales which reward outstanding performance. The Trust is happy to make the policies available to the DfE if this is required. Judgements of performance are made against the extent to which teachers have met their individual objectives and the relevant teaching standards, and are differentiated according to an individual teacher's performance and on the basis of absolute criteria.

Decisions regarding pay progression are made with reference to the teachers' appraisal reports and the pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process and overseen by The National Induction Panel for Teachers, established by the Independent Academies Association and FASNA (Freedom and Autonomy for Schools – National Association). [REDACTED], currently sits on the Quality Assurance panel for this group to ensure the very highest standards are upheld in regard to judgements of NQTs.

To be fair and transparent, assessments of performance will be properly rooted in evidence. We will ensure fairness by requiring all appraisers to be members of the Core Leadership Team, to receive appropriate training, and to be appraised on the quality of their work. All appraisers will meet to monitor and moderate their feedback and assessments. The evidence we will use will include a range of sources that may be used as the basis for assessing performance. These are set out in the appraisal guidance document which forms part of the Trust's Appraisal Policy.

Evidence collected against objectives will be stored in a Teacher Appraisal folder against the four Ofsted Criteria. The Core Leadership Team will hold regular appraisal meetings with the teachers, with a specific focus each half term, and the results of these meetings along with the evidence provided, will be moderated by the appraisers.

The evidence will include progress data including termly tracking data, lesson observations, planning documentation, work in books, action plans and curriculum health check, CPD, as well as daily knowledge of the teacher's practice.

Reporting to Parents and Carers

The Belham Free School will produce an Annual Report for each pupil in line with its statutory requirements which describes:

- The pupil's attainment and progress in the core subjects during and at the end of the year
- The pupil's attainment in comparison to national expectations
- The pupil's attitude to learning
- The pupil's expected next steps (targets)
- The pupil's social and emotional development
- The pupil's involvement in the wider and extra-curricular activities

At set points during the course of the year, teachers will meet with parents to report on attitude, attainment and progress. These meetings will be supplemented by the opportunity for parents to make "out of hours" appointments with teachers if they have areas of concern which require further discussion.

If parents continue to have cause for concern, the Core Leadership Team will be available to address issues related to pupil performance.

Each Year Group will have produced a Curriculum letter(s), describing what topics and skills have been covered during the course of the year. This will avoid the need to describe curriculum content in the individual school reports.

Section D3: Staffing Structure

Staffing Vision

The staffing structure proposed for The Belham Free School is in line with best practice in terms of a balance between class-based practitioners, and those who can provide dynamic leadership at both middle and senior levels. It builds capacity, allows skills to grow from within the organisation, and ensures that 'cover' is delivered through a combination of specialist teachers and experienced senior staff.

Current Expertise

The Hamlet has operated with considerable autonomy since prior to becoming an Academy in April 2011. The Trust employs a team of highly skilled and experienced staff, covering leadership and management, policy development including responding to new educational legislation, and curriculum development with a particularly strong focus on artistic and musical provision. The school has trained many final placement students from both Goldsmiths and London South Bank

University, and taken on trainees through the Graduate Teacher Programme, and has an excellent record of teacher training and staff development. The school will continue to work in strong partnership with these universities and would wish to cultivate continuing partnerships in developing and training the teachers of tomorrow. Placements of PGCE trainees would be expected at The Belham Free School, with an aim to follow a SCITT (School-Centred Initial Teacher Training) based programme in the future.

In addition we have a huge range of skills and experience – financial, buildings development, legislative and personnel management - amongst our governors, which clearly are essential to the development of a new school.

The Head Teacher previously worked in theatre, then in advertising and marketing and led the school through a successful Academy conversion, which required considerable interaction with a vocal and articulate parent body. Several public meetings were organised and there was much written communication to ensure that the community understood the reasons for conversion to Academy status. Since that time, we have supported many other schools considering becoming Academies, in our role as a Primary Associate Academy advising them on issues such as governance, finance and the impact upon the school organisation. The school has provided case studies on the DfE website and is featured in The Good Schools Guide.

The Head and School Business Manager have also spoken at a number of public events including The Academies Show and various events organised by FASNA, of which the school is a member.

Phased Growth

The table below illustrates the phased staffing plan to full capacity in 2021:

Academic Year	2015-16	16-17	17-18	18-19	19-20	20-21	2021-2022 FULL ROLL
Start of School	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
No of pupils	90	150	210	270	330	390	420
Classes	R/Y1	R/Y1/2	R/Y1/2/3	R/Y1/2/3/4	R/Y1/2/3/4/5	R/Y1/2/3/4/5/6	R/Y1/2/3/4/5/6
Numbers in class	60+30	60+60+30	60+60+60+	60+60+60+	60+60+60+	60+60+60+	60+60+60+
No of classes	3 classes	5 classes	30 7 classes	60+30 9 classes	60+60+30) 11 classes	60+60+60+30 13 classes	60+60+60+60 14 classes

STAFF							
Leadership Team including 3 x class based teachers	2 1 x Executive Principal* 1X SBM 1 x Phase Leader (Foundation and KS1)	3 1 xEP* 1X SBM 1 x Ass Head (inclusion) 1 X Phase Leader (Foundation and KS1)	5 1x EP 1X SBM 1 x Principal 1 x Ass Head (inclusion) 2x Phase Leaders (Foundation and KS1 and Lower School)	7 1 x EP* 1x Principal 1X SBM 2x Ass Heads (inclusion and T/L) 2x Phase Leaders (Foundation and KS1 and Lower School)	8 1 x EP* 1x Principal 1X SBM 2x Ass Heads (inclusion and T/L) 3x Phase Leaders (Foundation and KS1, Lower School, Upper School)	8 1 x EP* 1x Principal 1X SBM 2x Ass Heads (inclusion and T/L) 3x Phase Leaders (Foundation and KS1, Lower School, Upper School)	8 1 x EP* 1x Principal 1X SBM 2x Ass Heads (inclusion and T/L) 3x Phase Leaders (Foundation and KS1, Lower School, Upper School)
Teachers (excluding those accounted for above)	4 2 Class Teachers 2 x specialist and cover teachers	6 4 Class Teachers 2 x specialist and cover teachers	7 5 Class Teachers 2 x specialist and cover teachers	11 7 x Class teachers 3 x specialist and cover teachers	11 8 x Class teachers 3 x specialist and cover teachers	13 10x Class teachers 3 x specialist and cover teachers	14 11x Class teachers 3 x specialist and cover teachers
Teaching Assistants	5 All with relevant Early Years' Experience	7 Early Years and HLTA	9 Early Years and HLTA	11 Early Years and HLTA	14 including a third at HLTA	15 including a third at HLTA	16 including a third at HLTA
MDS	4 TAs will be expected to undertake some MDS	4 TAs will be expected to undertake some MDS	4 TAs will be expected to undertake some MDS	5 TAs will be expected to undertake some MDS	5 TAs will be expected to undertake some MDS	7 TAs will be expected to undertake some MDS	7 TAs will be expected to undertake some MDS
Specialist Education Support	2 Speech and Language Dyslexia and Reading	2 Speech and Language Dyslexia and Reading	3 Speech and Language Dyslexia and Reading	3 Speech and Language Dyslexia and Reading	4 Speech and Language Dyslexia and Reading	4 Speech and Language Dyslexia and Reading	4 Speech and Language Dyslexia and Reading

Admin and Premises	4 2 x Premises 2 x Office/ICT and general support	4 2 x Premises 2 x Office/ICT and general support	5 2 x Premises 3 x Office/ICT and general support	5 2 x Premises 3 x Office/ICT and general support	6 2 x Premises 4x Office/ICT and general support	7 3 x Premises 4x Office/ICT and general support	7 3 x Premises 4x Office/ICT and general support
Total Staff	21	26	33	42	48	54	56

*The Executive Principal (Head Teacher of Dulwich Hamlet) would head The Belham Free School in the first two years. During the second year of the school's opening, the post of Principal would be advertised with the intention of the Principal starting in Year 3. The new Principal would remain accountable to the local board of Governors as well as accountable to the Board of Directors, on which they would sit. Their line manager would be the Executive Principal.

Leadership of the new school

The school will plan to open in September 2015 and will be headed up by [REDACTED], the current [REDACTED]. She will adopt the title of Executive Principal. Whilst [REDACTED] will remain Head Teacher in the short term, in the longer term an appointment will be made from the core leadership team, to take on a role of [REDACTED], in order to ensure the continuing outstanding delivery of education.

The Core Leadership Team at The Hamlet – in charge of Teaching and Learning, Assessment and Inclusion - will also provide at least a day a week of support to The Belham Free School in the school's first year(s). It would be likely therefore, that The Hamlet would employ an additional senior teacher to undertake some of the class cover duties currently undertaken by the senior leaders.

The Belham Free School will consist of an Executive Principal and an Early Years/KS1 Phase Leader in its first year, supported by expertise from The Hamlet. The school's leadership team would then grow in line and in balance with the growth of pupils and further staff. When full in 2021, The Belham Free School's Core Leadership Team will be made up of the Executive Principal, the Principal, the School Business Manager and two Assistant Heads responsible for Inclusion and Pastoral/ Behavioural Support, and Teaching and Learning and Assessment.

Below the CLT (accountable to the Local Governing Body for the strategic direction of the school), will be the Senior Management Team, made up of the three Phase Leaders who will be responsible for day-to-day management related to their phase as well as being accountable for pupil progress and assessment.

Importantly all 'leadership' positions will be paid on the Leadership pay spine in line with the Dulwich Hamlet Educational Trust Pay Policy for Teaching Staff. (see below).

Teaching Staff

In the first three years the school will grow from six to thirteen teaching staff, gradually building in numbers until a full pupil roll in 2021, when it is anticipated that twenty-two teaching staff will be

employed: fourteen as class teachers, and eight providing leadership, specialisms and high quality release cover. Our experience leads us to conclude that music and PE (and to a lesser extent science, MFL and Design Technology) are best taught by subject specialists at KS2, and it would be expected that these subjects will be delivered by experts in their field – if these were found to be outstanding practitioners but lacked Qualified Teacher Status, this would not necessarily preclude recruitment.

The Education Plan consists of delivery of a broad and balanced National Curriculum, and the growth in staff numbers over time will allow for effective coverage of all subjects. Through the proposed staffing structure, opportunities have been created to differentiate and personalise to achieve maximum progress for all pupils at all abilities, using teaching assistants to both support in class, and deliver effective intervention teaching programmes.

Specialist staff will be employed to support children with specific literacy support, such as those children in Early Years who require more reading catch-up and phonic input, and those children who might have diagnoses of dyslexia. Similarly a speech and language teacher will be employed from the start, to support children with a range of speech and language identified issues (in our experience, a growing area of need).

Premises and Administration Staff

The premises and administration team will grow in line with pupil numbers, and is essential to being able to offer a highly organised and efficient infrastructure. From current experience, a school can only offer a wide range of additional services, breakfast and after school care, a broad range of after school clubs, music and drama lessons, if there is the administrative and ICT support to cater for over four hundred children. Equally, a school environment requires constant maintenance of its fabric, and a full complement of premises staff will allow the school building to deliver an optimum working environment. The Trust has extensive experience of both premises maintenance, refurbishment and major capital projects. In 2009, a two storey Victorian hall at The Hamlet, was transformed into a Design Technology and cookery room on the first floor, whilst below was a state of the art dining room and open-plan kitchen. The Schools' Food Trust wrote a case study on the effectiveness of this work which is still on their website:

<http://www.childrensfoodtrust.org.uk/case-studies/dulwich-hamlet-junior-school>

We have also refurbished our central library and four Victorian classrooms, as well as managed the building of a modular classroom for a bulge class arriving in 2014. We were successful in receiving the funds to replace one hundred and twenty-six Victorian sash wooden-framed windows from the Academies Capital Maintenance Fund, and feel confident that our expertise in premises and project management is hugely beneficial to the demands that will be made on the team, both during pre-opening and beyond, for The Belham Free School building.

Recruitment

Prior to September 2015 (from January 2015 onwards) the following recruitment will occur with advertisements appearing in the Times Educational Supplement:

Head of KS1/class teacher (leadership scale),

2 further class teachers,

2 specialist teachers (this will be dependent on how staff might be used from The Hamlet),

5 teaching assistants,

1 administrative officer (the Office Manager and Principal's PA will be [REDACTED] [REDACTED])

A recruitment panel will be put together made up of members of the Core Application Group and Director(s) of the Board, including those with Safer Recruitment Training and personnel experience. The Head of Key Stage 1 will be employed from April 2015 onwards, in order to have a term to prepare the school resources, and long and medium term curriculum plans.

2015 admissions to the school will be handled by The Belham Free School office manager in conjunction with the experienced admissions team of The Hamlet.

How will staff be trained, appraised and rewarded?

All teaching staff will be paid in line with the Dulwich Hamlet Educational Trust Pay and Appraisal Policy. This policy rewards staff according to appraisal data collected during the course of the year. During the first three years of a teacher's career, they are expected to focus exclusively on developing outstanding practice in the classroom; following this they are expected to lead a curriculum area as part of developing middle management skills; the next stage of their career is to progress to the leadership scale when they are appointed to senior positions involving leading others. The Pay and Appraisal Policy also enshrines ongoing Continuous Professional Development as an expected part of staff development. The CPD will be sourced from a variety of providers: using online teacher sharing (a huge and growing resource bank), from the Trust's teachers and Inset, and from external providers. We also anticipate working with providers from the local authority where appropriate and appreciate having Southwark's Head of Standards 0-19, [REDACTED], as available support.

Teacher Appraisal is intrinsically linked to the School Development Plan which in turn is linked to the four Ofsted Judgements: Attainment and Progress, Quality of Provision, Behaviour and Pupil Safety, and Leadership and Management. All teachers will be required to undertake actions within each of the criteria, with supporting evidence, that demonstrate they are meeting the Teachers' Standards (at the right level for their job description) and which leads to an Ofsted Judgement for the school of "Outstanding".

Section E: Evidence of need – part 1

The following table shows how many parents would select The Belham Free School as their first choice for the first two years of the school's life:

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	77		128%	60	78		130%
Year 1	30	42		140%	60	77		128%
Year 2					30	42		140%
Totals	90	119		132%	150	197		131%

NB. Column B (local demand) information comes from a de-duplicated database comprising of those expressing interest directly with Dulwich Hamlet Educational Trust, and those completing a community survey, online or paper-based. Total number then reduced based on the proportion in the survey who claimed to be Very/Quite Likely to select The Belham Free School as their first choice. Paper-based survey only asked if parents had a child due to start school between 2014 and 2017, so we have divided figures by 4 to estimate demand for individual years.

Section E: Evidence of need – part 2

Section E1: Valid evidence that there is a need for this school in the area

Evidence of a shortage of places

Southwark Council's Primary Investment Strategy report of July 2013 identified a borough-wide primary school place shortfall from 2014 to 2016, with a shortfall in the wards immediately around The Belham Free School's proposed site of 6 to 8.5 form entries in 2015 and 8 to 10.5 in 2016 (Table 1).

Table 1: Shortfall in reception places by planning area

(Source: <http://modern.gov.southwarksites.com/documents/s39446/Report%20Primary%20Investment%20Strategy.pdf%20>)

	September 2014	September 2015	September 2016
North West (Borough, Bankside and Walworth)	0 FE	0 FE	2 to 3.5 FE
North East (Bermondsey and Rotherhithe)	4 to 5.5 FE	6.5 to 8 FE	7.5 to 9FE
Central West (Camberwell)	0 to 0.5 FE	1.5 to 2.5 FE	2 to 3 FE
Central East (Peckham and Nunhead)	2 to 3.5 FE	3 to 4 FE	4.5 to 5.5 FE
South (Dulwich)	2.5 to 3 FE	1.5 to 2 FE	1.5 to 2 FE
Total	8.5 to 12.5 FE	12.5 to 16.5FE	17.5 to 23FE

(Potential Belham Free School catchment in red)

In the sub-wards immediately surrounding the proposed site, there are currently three non-faith and one faith-based primary schools (Map 1). In 2012, 38% of primary school children within that area attended the non-faith schools and a further 23% attended the faith school, with the remaining 41% travelling to schools outside the immediate area. A total of 30% are attending a faith-based school.

Map 1: Current distribution of primary school places

(Source: <http://www.london.gov.uk/webmaps/lisa/?Primary>)

Evidence of standards in local schools

Whilst there are Good schools in the area, none of the schools to which The Belham Free School could be a realistic alternative are rated Outstanding. Nearby Bellenden Primary was raised from Satisfactory to Good in September 2013. Table 2 details brief information on standards at the four schools in the sub-ward identified above.

Table 2: Evidence of standards in local schools

(Source: Department for Education)

School	Ofsted rating	2013 KS2 % achieving reading, writing and maths			Average point score
		L4+	L4B+	L5+	
Bellenden Primary School	Good	90	81	19	29.8
Goose Green School	Good	77	57	16	28.5
St John's and St Clement's Church of England Primary	Satisfactory	72	66	20	28.4

School					
Dog Kennel Hill School	Good	64	54	16	27.0

Evidence of demand from parents

- The proposal for a new school was raised on local online community forums and prompted over 100 members of the local community to email the school for further information
- The initial public meeting held on October 2nd 2013 was attended by over 100 local parents, with 75 completing Expression of Interest forms indicating their support for a new school
- 253 people within the local community completed an online survey of demand for the new school, and a further 21 signed paper petitions of support
- These combined sources (de-duplicated) have resulted in a register of interest for 44 children due to start primary school in 2014, 78 in 2015, 82 in 2016 and 61 in 2017
- There were also 61 responses from members of the local community who do not have children – with 87% of those being supportive of the proposals for a new school
- Among those with children due to start primary school between 2015 and 2017, 79% claimed they were ‘very likely’ to select The Belham Free School as a first choice preference, and 17% ‘quite likely’
- Demand for the school was predominantly centred within a 500m radius of the school site

Collecting the data:

The following copy was used for a poster and leaflet that was widely distributed within the local community (full details of distribution in section E2):

New community primary school proposed for Bellenden Old School

Dulwich Hamlet Educational Trust and the local community are working with Southwark Council on a proposal to create a new primary school in the Old Bellenden School building, [REDACTED], Peckham – The Belham. If approved, the new school would be open for Reception and Year One pupils in September 2015. The aim would be to create a primary school with two classes per year and when full, a capacity of 420 pupils, which would help address the growing demand for primary places in the local area.

The Belham Community Free School would aim to serve a diverse and creative local community and their children, with an aspirational, engaging, broad and balanced curriculum. As a fully inclusive school, pupils would be offered places under the usual Southwark admissions criteria for primary schools. The Dulwich Hamlet Educational Trust is working with members of the local

community on the proposal and will submit a Free School Application to the Department for Education in January 2014 to establish the new school on the site.

As part of the application process we need to show that there is a demand and a need for a new primary school in the area. Whether or not you are a prospective parent or carer, but particularly if you are, as a member of the local community we would be very grateful if you were able to register to show your support for the new school.

Please register your support online at: surveymonkey.com/s/belham. Or you can leave your details on forms in the following places: The Village Grocer (formerly Payless), [REDACTED], Peckham; The Copleston Centre, [REDACTED], Peckham; All Saints Church, [REDACTED], Peckham.

Further information on the proposed school and its vision for the curriculum can be found online at: dulwichhamletjuniorschool.org.uk/thebelham.htm; [REDACTED], [REDACTED], and members of The Core Applicant Group, will also be holding a drop-in session at the Bellenden Old School, [REDACTED], on December 7th from 11am till 1pm. Please do drop by if you have any questions about the school. [REDACTED]

Additionally, the website link on the leaflet and poster allowed people to access the following 'frequently asked questions' on a special 'The Belham' page hosted on the Dulwich Hamlet Junior School website:

When will The Belham Primary School open?

We are currently applying through the Department for Education Free School Programme and, if successful, we hope that the new school would open to two forms of Reception class (60 pupils) and one form of Year One (30 pupils) in September 2015.

How can I get a place for my child in the school?

This will be a non-selective, fully inclusive school – and the school will be part of the usual Southwark primary school entry criteria, judged on distance from the school building.

By expressing interest in the school will it help chances of my child attending?

Not directly, but it will help the school with its application to be approved as a free school on that site. The Belham will be part of the Southwark admissions process. Applications for 2015 Reception entry would be made through Southwark in late 2014 – please see the Southwark website for more details

http://www.southwark.gov.uk/downloads/download/2483/primary_school_admissions

What is the Dulwich Hamlet Educational Trust?

Dulwich Hamlet Junior School became an Academy in April 2011, set up by the governors who became Dulwich Hamlet Educational Trust. It was the first primary school in Southwark to convert and one of the first in the country. The governors were able to fully understand the advantages in the new academy structure offered by the government, especially as the school had run its own affairs for many years, including payroll and staffing arrangements, financial management and controls, and school improvement and continuing professional development. In the last few years, the school has successfully run its own admissions and appeals becoming its own Admissions Authority, overseeing the initial applications in conjunction with the borough.

Is the DHET affiliated with a business or a particular religion?

No it is not. The Belham will be a non-selective, fully inclusive school – and the school will be part of the usual Southwark primary school entry criteria, judged on distance from the school building.

Will the new school The Belham follow the same educational and curriculum model as Dulwich Hamlet Junior School?

The Hamlet has always been a popular and well over-subscribed school at the heart of the Dulwich Village community – with a track record for educational excellence.

Following a similar model to The Hamlet, the educational vision for The Belham would be to provide a highly enriched curriculum based on very strong artistic and innovative approaches to curriculum design, strong subject knowledge and an exceptional commitment to ensuring that each and every child's needs are met. The intention would be for the school and its curriculum to draw on and reflect the diversity of the local community – socially, culturally and ethnically. And also to make the most of the incredible facilities and opportunities that are open to a school in inner London – such as museums, art galleries, concert halls, civic and public buildings, theatres and parks – as well as the wide range of people themselves.

Will the school be run with the same staff?

The intention is that the [REDACTED], [REDACTED] would be an [REDACTED] but that each school would have its own Head Teacher or Principal and separate teaching staff. Each school would also have its own governing board, responsible for governance for each school. Some governors from each board and the Head Teachers of each school, would form an Executive Board to share some common decision making in regard to policy and finance. Both schools would be part of the Dulwich Hamlet Educational Trust, a legal entity registered at Companies House.

Will the new school use the existing Old Bellenden School Victorian building?

We hope to be able to use and develop the existing building – although full examinations and assessments of the necessary building works are currently taking place.

Will traffic be an issue if a new school is created on the site?

Given the demand for places in the area, the expectation is that all pupils would be within walking distance from the school so we do not expect the school to have any detrimental effect on traffic around Bellenden Road.

The Survey

The leaflets and posters contained a link to the following online survey to allow both prospective parents and carers, and other members of the local community, to indicate whether they supported the creation of a new primary school – and in the case of prospective parents, whether they would choose it as a first preference school:

1. Do you support the creation of a free school on the site of the old Bellenden school building?

- Yes
- No
- Don't Know

2. Are you the parent or carer of a child or children who will start primary school in any of the following academic years?

September 2014

- September 2015
- September 2016
- September 2017
- None of the Above

3. Assuming that you met the distance criteria, how likely would you be to select the new school on Bellenden Road as your first preference school for your child?

- Very likely
- Quite likely
- Not very likely
- Not at all likely
- Don't Know

4. In order to establish interest levels based on distance from the school, please enter your postcode.

5. If you would like to be kept up to date with developments on the new school, please enter an email address.

Table 3: Results of local community survey

1. Do you support the creation of a free school on the site of the old Bellenden school building? Create Chart Download			
		Response Percent	Response Count
Yes		95.7%	242
No		3.6%	9
Don't Know		0.8%	2
answered question			253
3. Are you the parent or carer of a child or children who will start primary school in any of the following academic years? Create Chart Download			
		Response Percent	Response Count
September 2014		14.4%	36
September 2015		26.0%	65
September 2016		22.4%	56
September 2017		20.4%	51
None of the Above		27.6%	69
answered question			250
4. You say that you have a child who is due to start primary school in September 2014. If the new school on Bellenden Road offers Year 1 entry in September 2015, how likely would you be to move your child from a reception place in another school to Year 1 in the new school in September 2015? Create Chart Download			
		Response Percent	Response Count
Very likely		40.0%	14
Quite likely		37.1%	13
Not very likely		2.9%	1
Not at all likely		2.9%	1
Don't Know		17.1%	6
answered question			35
5. Assuming that you met the distance criteria, how likely would you be to select the new school on Bellenden Road as your first preference school for your child? Create Chart Download			
		Response Percent	Response Count
Very likely		79.3%	115
Quite likely		17.2%	25
Not very likely		0.7%	1
Not at all likely		0.7%	1
Don't Know		2.1%	3
answered question			145

The registrations of interest have also been plotted on the following map which demonstrates that the vast majority of demand is from parents within a 500m radius of the new school's site. The orange marker is the proposed Belham Free School site, red dots represent parental interest and the circle is a 500m radius from the school.

Map 2: Location of parental interest in relation to the school



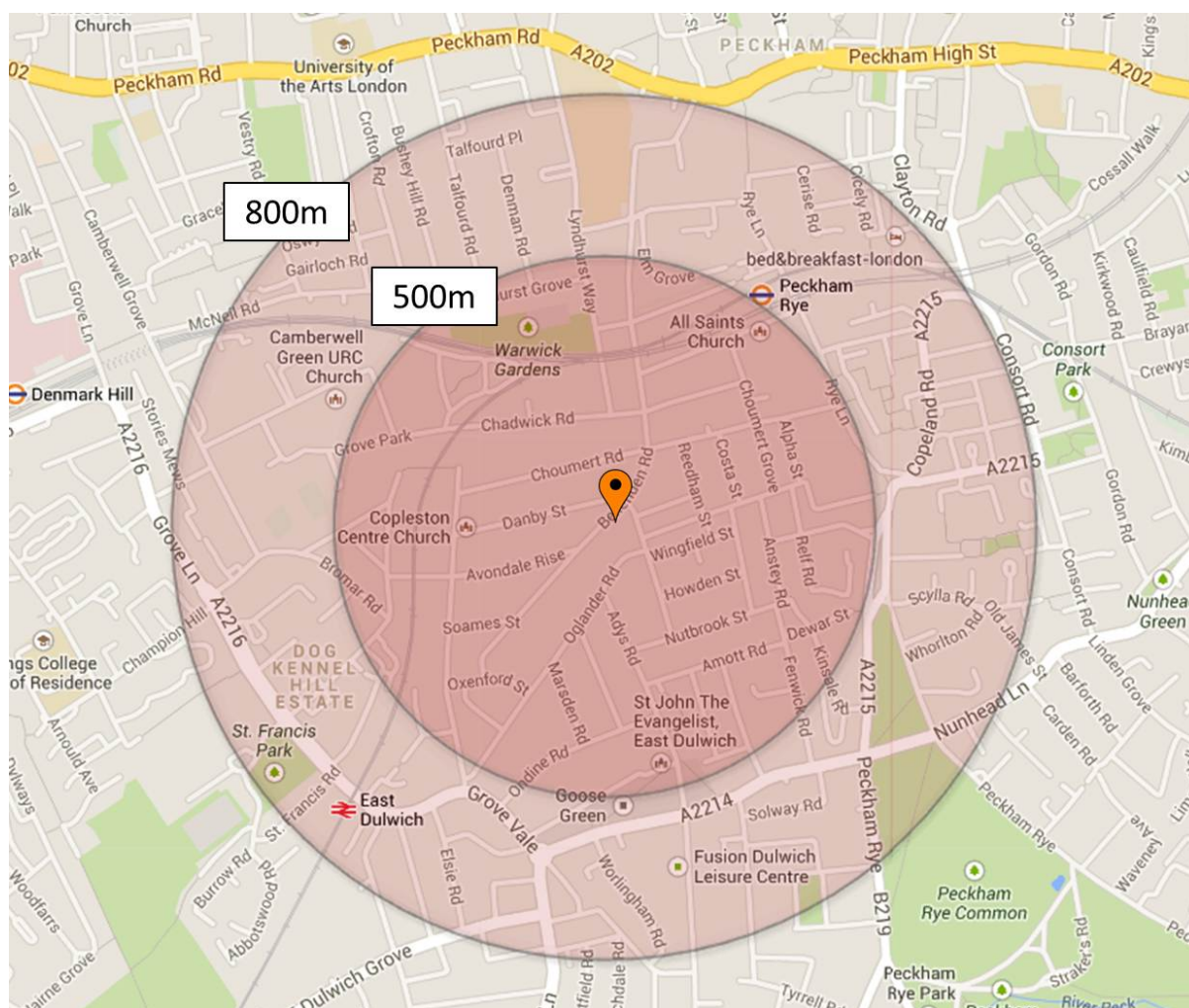
Section E2: Successful engagement with the local community

The local community - identified:

A comprehensive community engagement exercise was undertaken by members of the Core Applicant Group with experience in this field, to ensure that the greatest possible proportion of the local community were aware of, and engaged in, the proposals for a new school. Within this activity we were able to gauge the level of support from parents and carers in the local community – which showed overwhelming support and demand for the proposed new school.

As The Belham Free School plans to follow the existing Southwark primary entry criteria, and taking into account ‘crow flies’ catchment areas of other local schools with a similar density of housing stock around them, the Core Applicant Group identified the school’s most local community to be within a 500m radius; with a wider 800m radius that would encompass the wider community.

Map 3: Local community targeted area



Local community activity in detail:

Initial activity and public meeting – July 30th to October 2nd 2013:

Following discussion in the summer months between Dulwich Hamlet Educational Trust and the officers of Southwark Council, a local councillor representing the East Dulwich ward posted a message on the popular local blog eastdulwichforum.co.uk, containing details of the Trust's proposal to create a new school on the Old Bellenden site. Within the post, local families were encouraged to email the Trust to express their support.

This forum thread resulted in around 100 families contacting the Trust to register their support and request further information.

In response to this initial high volume of interest and to further communicate with parents in the local community, a public meeting was organised – advertised on the local online forum and through the database of parent's contact details – and held on October 2nd at the Faith Pentecostal Church immediately opposite The Belham Free School's proposed site on [REDACTED]. The meeting was chaired by the [REDACTED], [REDACTED]. Over 100 local parents attended the meeting and proposals for the new school, including its educational vision, were outlined by the [REDACTED], [REDACTED].

Parents attending the meeting had the opportunity to ask questions of the Chair of Governors and the Head Teacher. Amongst the topics raised which were minuted and fed into the vision for The Belham Free School were:

- The number of classes in Reception and Year One for the school's first year
- The admissions procedure for the school
- Reflecting the creativity and artistic heritage of the local Peckham community in the school's curriculum

Of those attending, 75 people completed Expression of Interest forms, indicating their support for the school. These details were fed into the overall database of local parents and carers. The Expression of Interest forms also asked any parents with specialist skills to indicate if they would be interested in supporting the Trust with its application. From those that responded to this request, eight became part of the Core Applicant Group and attended a further planning meeting on October 24th 2013, and a sub-group of those with specific skills was formed to further develop the community and stakeholder engagement. This group included an experienced market research and data analyst, a public relations professional, a project and partnerships manager, and a chartered accountant.

Targeted local community engagement – November/December 2013:

Members of the Core Applicant sub-group rolled out a comprehensive community and stakeholder engagement plan over November and December 2013.

Leaflets and posters were created outlining the proposal for The Belham Free School and information it was felt prospective parents and members of the local community would be interested in. The full copy for this is contained in Section E1.

The copy contained a link to an online survey (full details contained in Section E1) to allow both prospective parents and carers, and other members of the local community, to indicate whether they supported the creation of a new primary school – and in the case of prospective parents, whether they would choose it as a first preference school.

As detailed in Section E1, there was also a link to a webpage with ‘frequently asked questions’ and answers – many of which had come up previously at the public meeting and were designed to easily address concerns or queries of potential parents/carers and members of the local community.

Recognising that not all members of the local community have easy access to computers and the internet, the leaflet and poster also referenced three well known and well frequented, geographically spread locations within the local community where people could register their details manually on a hardcopy survey form. These were sited at the main 24-hour mini-supermarket on [REDACTED], Village Grocer; a popular community centre, The Copleston Centre; and All Saints Church, on [REDACTED] adjacent to the main Peckham Rye station and transport hub. These locations are indicated on Map 3.

Notwithstanding the additional information on the website the leaflets also gave two routes for further information: A drop-in session was advertised, to take place at the Old Bellenden School site with the [REDACTED] and members of the Core Applicant Group, on Saturday December 7th; and additionally the email address of the Trust’s coordinator for The Belham Free School was listed for further enquiries.

This information was distributed through a number of different means between November and end of December, to ensure that the greatest possible proportion of the community had the opportunity to be aware of the plans for a new school, and to indicate their support for it. In addition to the word-of-mouth PR that followed the public meeting, this primarily included:

Comprehensive leafleting:

To ensure that all prospective parents and local community members had access to information about the school, the Core Applicant Group delivered leaflets to every household within the 500m local community radius.

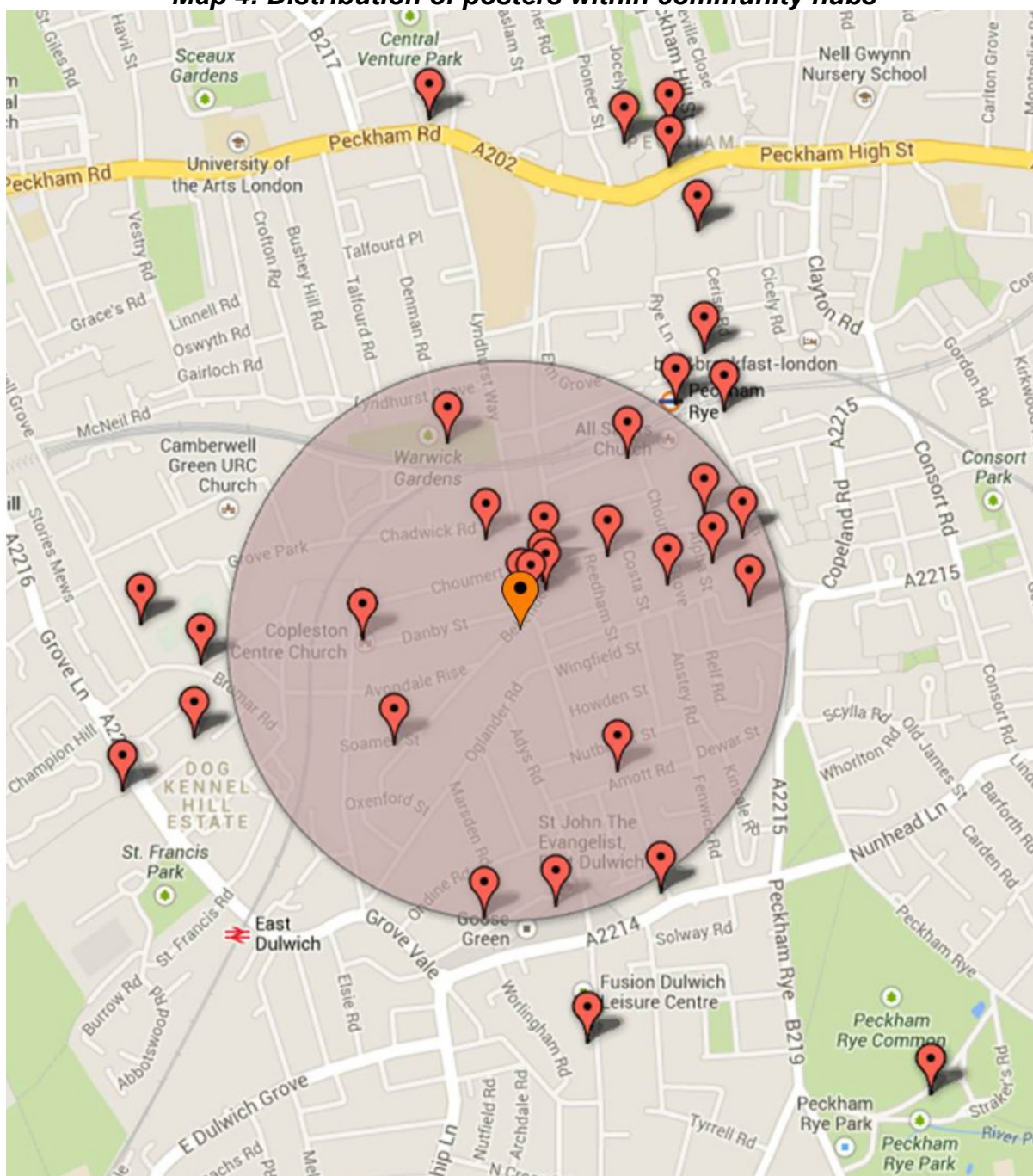
The Core Applicant Group felt that this would provide greater outreach than the initial activity and public meeting and reach those members of the local community who may not use online forums, or have had time to attend the public meeting.

Posters and leaflets in key local sites:

The Core Applicant Group identified a range of sites within the local community that could host posters or leaflets containing the information detailed earlier. Posters of varying sizes, from A5 to A3, were displayed in a variety of community hotspots both in the immediate 500m radius around the school but also in the wider 800m radius, and in some cases beyond – where there were sites that might be frequently used by parents in the local area.

Great effort was taken to ensure that these would be sited in places that would engage the widest possible cross-section of the community – such as community noticeboards, churches, local convenience stores, cafes, supermarkets, pubs, hairdressers, community centres and play groups.

Map 4: Distribution of posters within community hubs



Online activity:

The copy was also distributed via a range of online services serving the local community including: South East Central forum (www.southeastcentral.co.uk); The East Dulwich Forum (www.eastdulwichforum.co.uk); and Camberwell Online (www.camberwellonline.co.uk). Links to the copy and frequently asked questions on The Hamlet's website were also propagated via a bespoke Twitter account, @thebelham – and by a number of the Core Applicant Group's personal accounts.

Drop-in Session:

As advertised on the posters, leaflets and online activity, a drop-in session was held at the planned site for The Belham Free School, the Old Bellenden School, on Saturday 7th December between 11am and 1pm. The leafleting and posters ensured a strong turnout throughout the session with over 25 families as well as other interested members of the community, dropping in over the two hour period to discuss the plans. Information on the school and the frequently asked questions, were available as leaflets at the drop-in, and the majority of the visitors took up the opportunity to take a tour of some of the Old Bellenden site as it is at present, alongside members of the Core Applicant Group.

Further stakeholder engagement:

Alongside the core community engagement activity, the Trust and the Core Applicant Group also undertook to ensure that key stakeholders in the local community were engaged in and supportive of the proposals for a new school. The Belham Free School proposal already has the support of the Leader of Southwark Council and his officers, but a cross-party selection of local politicians have indicated their support for the scheme including:

Cllr Dora Dixon-Fyle, Camberwell Green (Labour) – Cabinet Member for Children's Services

Cllr James Barber, East Dulwich Ward (Liberal Democrat)

Cllr Renata Hamvas, Peckham Rye Ward (Labour)

Cllr Michael Mitchell Village Ward (Conservative)

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

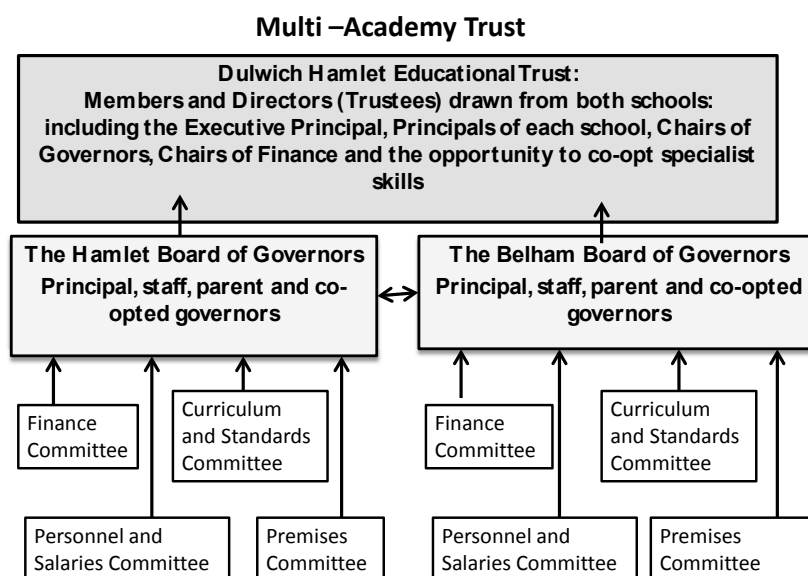
Name	Member of core applicant group (Y or N)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	LEAD EDUCATIONALIST/ EXECUTIVE PRINCIPAL	[REDACTED]	24
[REDACTED]	Y	GOVERNANCE/ POLICY	[REDACTED]	4
[REDACTED]	Y	GOVERNANCE/FINANCE	[REDACTED]	5
[REDACTED]	Y	GOVERNANCE/ PERSONNEL	[REDACTED]	5
[REDACTED]	Y	GOVERNANCE/ PREMISES	[REDACTED]	3
[REDACTED]	Y	FINANCE	[REDACTED]	5
[REDACTED]	Y	EDUCATIONALIST	[REDACTED]	10
[REDACTED]	Y	PROJECT MANAGER	[REDACTED]	36
[REDACTED]	Y	FINANCE/COMMUNITY ENGAGEMENT	[REDACTED]	5
[REDACTED]	Y	LEGAL/PREMISES	[REDACTED]	5
[REDACTED]	Y	PROJECT MANAGEMENT/ COMMUNITY	[REDACTED]	5

		ENGAGEMENT		
██████████	Y	PROJECT MANAGEMENT/HR	██████████	16
██████████	Y	POLICY AND DEVELOPMENT	██████████	8
██████████	Y	PREMISES	██████████	5
██████████	Y	COMMUNITY ENGAGEMENT/ PRESS & MARKETING	██████████	5
██████████	Y	FINANCE/PERSONNEL	██████████	5
██████████	Y	COMMUNITY ENGAGEMENT/ EVIDENCE OF NEED	██████████	5

F1 (b) Skills gap in pre-opening

PLEASE NOTE: We do not anticipate a skills gap in the pre-opening stage.

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



Governance structure: summary

The governance structure proposed is a Multi Academy Trust (MAT) based on the DfE model MAT structures, in accordance with the provisions of the Academies Financial Handbook. The structure that is proven to work with great effectiveness, at The Hamlet is proposed as the model to be replicated at The Belham Free School, at Local Governing Body level.

The Board of Governors of each school (the local governing body or LGB) is accountable to the Members of the Dulwich Hamlet Educational Trust, but much strategic decision making will be delegated to each LGB.

The two LGBs will work in cooperation using common policies such as those already in place for Pay, Appraisal, Capability and Disciplinary, Teaching and Learning amongst others. There will be separate Funding Agreements with the Secretary of State under a Master Funding Agreement held by the MAT.

The two Principals under the strategic direction of the Executive Principal and working with the leadership teams of the two schools, will manage the day-to-day operations of the schools.

The Board of Directors

The MAT will comprise a Board of Directors made up of the three members of the Trust (the Chair of Governors and the chairs of the Finance and Personnel Committees, the signatories to the Memorandum and Articles of Association) and the Directors.

- Executive Principal
- Two Chairs of Governors
- Two Principals
- Two other governors from each school appointed by the Members and at this stage expected to be the two Chairs of Finance Committees)
- One further Director appointed by the Members

One of the Directors will be the Chair of the Board (but will not be a member of staff of either school or the Executive Principal). The staff members on the MAT will not form more than one third of the total membership of nine.

The MAT: role and responsibilities

The MAT will be a company limited by guarantee and an exempt charity. The MAT will be responsible under the Master Funding Agreement for the operation of both schools. The MAT will not duplicate decision making at LGB level but will take a strategic oversight role, including reviewing the performance of the LGBs.

Other roles and responsibilities of the MAT will be in accordance with the Academies Financial Handbook and will include:

- ensuring that the Trust's funds are used only in accordance with the law, powers under the Funding Agreement (including the Trust's Articles of Association) and the Handbook;
- responsibility for the proper stewardship of those funds and for ensuring economy, efficiency and effectiveness in their use by putting in place a transparent system of prudent and effective internal controls;
- ensuring reasonable use of discretion;
- taking into account any and all relevant guidance on accountability or propriety including from the Secretary of State, the DfE and the Charity Commission;
- approving policies and changes to policies in response to legislation, in key areas of compliance such as pay, appraisal, health and safety, behaviour, safeguarding;
- ensuring that policies and procedures are in place to drive improvement in both schools;
- holding the Executive Principal to account;
- recruitment of current and future staff at Executive and Principal level

The LGBs: membership

The two LGBs will each manage one of the schools. The Hamlet currently has a governing body of seventeen, comprising roughly one third staff, one third governors elected by the parents, and one third other governors co-opted by the full governing body (one of whom is a Local Authority Governor). The FGB has a Clerk to the Governors on contract from the Local Authority. The Head Teacher is accountable both to the governing body and to its committees as appropriate.

This is a successful model for The Hamlet, as much decision making is left to the four principal committees (see below), with the Full Governing Body receiving minutes, reports and making decisions on matters outside the specific terms of reference of the committees, such as those to do with admissions and other whole school matters.

This model will be replicated for The Belham Free School, subject to the need to establish an 'initial' governing body before it is possible to conduct formal parent elections after September 2015.

An existing highly experienced [REDACTED], [REDACTED], will chair The Belham Free School Local Governing Body. It is not expected that the full number of governors will be appointed from the outset - governors will be added as the school grows. Terms of office of the initial governors will also be managed to ensure that there is an orderly transition to new governors during the school's early years.

There will be no formal requirement for The Belham Free School LGB to have a governor appointed by the local authority, although the Cabinet Member for Children's Services at Southwark Council has put herself forward to be a governor and this is reflected in this bid.

The LGBs: responsibilities

Each LGB will be responsible for delivering improvement in its school. This will be achieved by:

- ensuring the quality of educational provision;
- challenging and monitoring the performance of the school and its staff including the Head of school;
- managing finances and property in accordance with the school's funding agreement;
- employing staff;
- assessing and managing risk;
- maintaining a transparent system of prudent and effective internal controls;
- ensuring full compliance with legal requirements of the Companies Act, Charity Commission regulations and the agreements with the Secretary of State.

Each LGB will retain responsibility for cross-cutting issues such as admissions and safeguarding, as well as setting the strategic direction of the school through an annual strategic review and the approval of the School Development Plan for each school year. Other matters will be delegated to committees as set out below. The LGBs will meet twice termly or more often as is required.

LGBs: Committees

The Hamlet governors currently operate through four principal committees:

1. Finance and General Purposes (including procurement)
2. Personnel and Salaries (including pay, performance and appraisal)
3. Curriculum and Standards
4. Premises (including health and safety)

The committees each meet once a term or more often as is required. Each comprises six to eight members of the governing body.

The governors also appoint working parties and groups on particular issues (including communications and planning for the taking of an additional 'bulge' class in 2014). An Appeals Committee is available to meet as required. A Head Teacher's Appraisal Committee is appointed to assess the Head Teacher's performance against targets set by the full governing body and to recommend changes to the Head Teacher's pay.

It is proposed that this structure will be replicated for The Belham Free School, although there will be scope for The Belham Free School LGB to propose variations if these would suit the structure of the school and its governing body on initial establishment.

The Hamlet's Finance, and Personnel and Salaries Committees, have formally appointed professionally qualified advisers to assist them and all committees draw on further professional advice as required. This model will be replicated at The Belham Free School, drawing on existing expertise as reflected elsewhere in this bid.

The Hamlet governing body also appoints Link Governors for all key areas of the curriculum. Link Governors perform a valuable role in holding subject leaders to account and in assisting with in-depth 'curriculum healthchecks' of a number of curriculum issues each year. This model will be replicated at The Belham Free School.

Strategy for avoiding and minimising conflicts of interest and for securing independent challenge to members and governors

Independent challenge to directors and governors will come from within the MAT and LGBs including through persons appointed, who are neither staff or parents at either school. The LGBs will engage proactively with the Ofsted process, as The Hamlet is currently doing through thorough briefings and presentations to governors in regards to the Ofsted Framework. Further challenge to the two LGBs will come from the Board of Directors and it is expected that mechanisms will be developed to allow the two LGBs to challenge and learn from each other.

All governors will receive formal training (currently provided for The Hamlet by the local authority), supplemented by a strong system of induction and mentoring from established governors. Members of both LGBs will be expected to access networks of support appropriate for Academies and Free

Schools, such as The National Governors' Association and FASNA, of which The Hamlet is already a member and for which The Hamlet's Chair of Governors has published an article about the role of governors in the very useful 'Practical Guidance to Effective Governance' published by John Catt Educational.

Conflicts of interest

No conflicts of interest are currently envisaged. Any arising within or between any of the bodies involved in the Trust will be managed by a rigorous and transparent system of declaration of interest and by ensuring training on the highest standards of probity expected of all governors. Formal policies, including procurement policy, will underpin these arrangements, along with formal audit arrangements. All such systems are already in place at The Hamlet.

F3 (a) Proposed governors

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise Section F1a	Available Time (hours per week)
[REDACTED]	[REDACTED]	Director Sits on Board of Directors of MAT	[REDACTED]	24
[REDACTED]	[REDACTED]	Member Director Sits on Board of Directors of MAT	[REDACTED]	4
[REDACTED]	[REDACTED]	Member Director Chair of proposed MAT Board of Directors	[REDACTED]	5
[REDACTED]	[REDACTED]	Member	[REDACTED]	5

		Director Chair of LGB of The Belham Free School Sits on Board of Directors of MAT		
Cllr Dora Dixon-Fyle MBE	Governor at The Belham Free School	Liaison with Southwark LA	Cabinet Member for Children's Services and ex-school governor	4

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Further experience of school governance might be useful	Work with School Governors One Stop Shop Advertise on The Hamlet and The Belham Free School website for those with previous school governance experience

Section F4

The role of the future Principal of The Belham Free School will be to work in close partnership with the [REDACTED], to achieve the school's Educational Vision and Education Plan.

[REDACTED] will, in the first two years, undertake the duties of School Principal, supported by the Head of Key Stage 1 and the team of staff. She will also work closely with [REDACTED], on all matters related to Inclusion, including meeting statutory requirements of statemented pupils.

During 2016 the role of Principal will be advertised in the national press and it is anticipated that it will attract considerable interest particularly amongst senior staff in London schools, who might be familiar with The Hamlet's approach to education.

The key duties and areas of responsibility of the new Principal will be:

- Strategic Development (key partnership role with EP)
- To provide clear leadership of the school for all its stakeholders
- To ensure the highest standards in teaching and learning
- To lead people with integrity
- To manage the organisation effectively and within budget
- To be accountable to the Local Governing Body and to the Board of Directors
- To strengthen the investment with the local and wider community

The new Principal would embrace the Trust's vision of education wholeheartedly. They would be expected to have experience in more than one school, preferably with a mixed and diverse urban pupil profile; they would be knowledgeable about London and what it has to offer educationally and creatively. They would possess a huge appetite for understanding and exploring what best practice looks like both nationally and internationally, and bring new learning and ideas to add value to the new school.

They would have the inter-personal skills to work with a demanding and enquiring community, with governors who would challenge as well as support, and with a staff group who would possess a range of skills and experience. Most importantly the Principal would value children's contribution to their own learning and take daily satisfaction in leading an organisation of which children are in the majority!

Recruitment Plan for Principal

- Recruitment of Principal would occur in Spring 2016
- The role would be nationally advertised and a specialist recruitment agency might be involved as judged necessary at the time

- The Inner London Leadership salary would attract high quality candidates whilst reflecting the structure that includes an Executive Principal
- The recruitment process would be managed by [REDACTED] and [REDACTED] and selected governors of the The Belham Free School Governing Body. There would also be further representation at Board Level. All involved have had considerable experience of recruitment of senior staff, both at The Hamlet and within other organisations.

Section F5

The Hamlet has been judged to be Outstanding in all categories in its last three Ofsted Inspections: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100787>

The latest was in September 2008 when the [REDACTED], [REDACTED] said: ‘This is an Outstanding school. Pupils do very well because the staff work hard to provide such a stimulating curriculum’.

In November 2005 [REDACTED] led an Ofsted Inspection and judged the school to be Outstanding. He said ‘this Outstanding school is a real centre of excellence. It fully deserves its high reputation among parents and the local community’.

Prior to that the Ofsted Inspection of 2002 also judged the school to be Outstanding. Since 2008 both attainment and progress, including APS, have improved year on year.

Key performance data 2013 can be found by visiting the homepage of the school website: www.dulwichhamletjuniorschool.org and by visiting the DfE pages: <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136665>

Average Point Score 2009 -2013 for Mathematics, Reading and Writing

All subjects	APS	2009	2010	2011	2012	2013
All subjects	School	29.4	30	29.7	31.4	31.2
	National	27.8	27.4	27.5	28.2	28.3
	Difference	1.6	2.6	2.2	3.2	2.9
Mathematics	School	29.2	30.2	29.7	31.9	31.6
	National	27.5	27.4	27.6	28.4	28.7
	Difference	1.7	2.8	2.1	3.5	2.9
Reading	School			30.6	31.1	31.3
	National			28.1	28.8	28.5
	Difference			2.5	2.3	2.8
Writing	School			27.9	31.1	30.4
	National			26.4	27.3	27.5
	Difference			1.5	3.8	2.9
EGPS	School					30.3
	National					28
	Difference					2.3

Key Stage 2 Dulwich Hamlet attainment in 2013 compared to national attainment

		L3+	L4+	L4B+	L5+	L6+
Mathematics	School %	97	97	91	59	22
	National %	96	85	73	41	6
	Difference	1	12	18	18	15
Reading	School %	98	97	90	74	3
	National %	94	86	75	44	0
	Difference	4	11	15	29	3
Writing (reported)	School %	100	92		56	9

as a level)	National %	96	83		30	2
	Difference	4	9		26	8
EGPS	School %	95	84	77	64	6
	National %	94	74	65	47	2
	Difference	2	10	12	17	4

Key Stage 1 to Key Stage 2 performance – value added and relative attainment

		2011 VA	2011 Relative attainment	2012 VA	2012 Relative attainment	2013 VA	2013 Relative attainment
All subjects	School score	99.8	2.2	100.6	3.2	101	2.9
Mathematics	School score	99.9	2.1	100.7	3.6	100.9	2.9
Reading	School score					101	2.8
Writing	School score					101.1	2.9

We are extremely proud that 2013 reflects our highest value added in the last three years, against relative attainment from KS1 to KS2.

Key Stage 1 to Key Stage 2 performance –expected progress

	Mathematics		Reading		Writing	
	School	National	School	National	School	National
All pupils	94	88	96	88	99	91
FSM	100	84	100	84	100	89

School Improvement Services

The Trust is highly selective in regard to the providers of school improvement services and has taken full advantage of academy freedoms to work with a range of CPD consultants and trainers.

Most importantly The Hamlet organises considerable in-house school improvement some examples of which are:

- Subject Leader Learning Walks and Health Checks
- Use of APP to assess standards in reading ,writing and mathematics
- Areas related to Inclusion including Dyslexia-friendly classrooms, supporting children with Autistic Spectrum Disorder and Speech and Language Difficulties
- Subject specific training using evidence and examples of best practice (eg Ofsted Report on RE Standards in schools informed discussion and development of revisions to school’s curriculum)
- Building confidence with ICT developments (Mac Books, Computer Coding)
- Literacy Tree – spelling, punctuation and grammar

The Belham Free School will employ the skills and services of [REDACTED], a highly skilled educational psychologist as well as other service providers for Speech and Language and Dyslexia support.

The school will also work with the Local Authority through [REDACTED], [REDACTED], and [REDACTED], [REDACTED], to consider all aspects of school improvement.

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

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
Not applicable				

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
Not applicable		
	£0.00	£0.00

Section G: Budget planning and affordability

[Redacted]

<Redacted>Section H: Premises

Attached

Annexes

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, 	[REDACTED]

CV		
	<p>Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	For education only: if you are in a teaching or head of department role	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████

CV		
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	██████████
		██████████
		██████████
4.	For finance only	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

CV	
8.	Reference names(s) and contact details

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

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

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

CV		
4.	For finance only	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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



CV		
	<p>organisation</p> <ul style="list-style-type: none">▪ position and responsibilities held▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	
4.	For finance only	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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

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

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

CV	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	For education only
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

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

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

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

CV		
	<ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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

CV	
	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only
5.a	For education only
5.b	For education only
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

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

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

CV	
1.	Name
2.	Area of expertise (i.e. education or finance)
3.	Details of your last three roles including:
	<ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position
	<p>This should cover the last four years. If not, please include additional roles</p> <p>Name: [n/a] Position: Time Period:</p>
4.	For finance only

CV		
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████
		██████████
		██████████

CV		
	This should cover the last four years. If not, please include additional roles	
4.	For finance only	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████

CV		
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
4.	For finance only	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

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

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


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

CV		
	<ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only	
5.b	For education only	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

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

CV	
	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>
4.	For finance only
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5.b	For education only
6.	Brief comments on why your previous experience is relevant to the new school
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.
8.	Reference names(s) and contact details

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

CV		
	relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

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Department
for Education

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