

Free Schools in 2013

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [REDACTED].

Section I is about your suitability to run an alternative provision Free School. There is a separate downloadable form for this information. This will be available from 28 November, [REDACTED].

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to [REDACTED].

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application

You also need to submit two hard copies (of **sections A-H** and the **financial**

templates) by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

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

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision 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 under 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

Checklist: Sections A-H of your application	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand	<input type="checkbox"/>	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: Titan Partnership Limited [REDACTED] Birmingham [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="0"> <tr> <td style="vertical-align: top;">Please state how you would describe your group:</td> <td> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy Sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school or Academy <input checked="" type="checkbox"/> Other </td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy Sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school or Academy <input checked="" type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy Sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school or Academy <input checked="" type="checkbox"/> Other		
6.	<p>If Other, please provide more details:</p> <p>Independent educational charity that has operated for over 25 years as as an educational partnership bringing together agencies and groups from children’s centres to schools to further and higher education insitutions in [REDACTED] Birmingham.</p>		
7.	<table border="0"> <tr> <td style="vertical-align: top;">Has your group submitted more than one Free School application in this round?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
8.	If Yes, please provide more details:		
9.	<table border="0"> <tr> <td style="vertical-align: top;">In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:		

Details of company limited by guarantee	
11.	Company name: The Titan Partnership Trust Limited
12.	Company address: <div style="background-color: black; width: 100px; height: 40px; margin-bottom: 5px;"></div> Birmingham <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>
13.	Company registration number: 07947806
14.	Does the company run any existing schools, including any Free Schools? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:
Company members	
<p>Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16.	Please confirm the total number of company members: 3
17.	Please provide the name of each member below (add more rows if necessary):
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
	4. Name:
	5. Name:
	6. Name:

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED] – [REDACTED]

2. Name: [REDACTED] – [REDACTED]

3. Name: [REDACTED] – [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.

Yes
 No

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- describe the role that it is envisaged they will play in relation to the Free School.

Titan Partnership Limited

Co No: 04005034

Charity No: 1081749

Titan Partnership is an educational partnership that brings together more than 50 educational organisations in [REDACTED] Birmingham. For over 25 years we have encouraged collaboration and provided a range

of specialist and cross-phase services including management of the area's Behaviour Strategy. In this role we chair and manage the Local Authority's Network Behaviour Strategy Group, chair the local Sharing Panel, provide quality assurance support and intelligence on the alternative provision 'market' locally and directly provide part-time alternative provision for 32 young people (24 FTE) at Key Stage 4 on behalf of Birmingham's North West Network.

Titan Partnership Ltd will provide Board members alongside the other prescribed local members (LA, Parents etc). Titan Partnership will also provide a range of added-value and wrap-around support services for the Free School including:

- involvement in the local Behaviour Strategy Group
- leading-edge Continuing Professional Development opportunities for all staff and access to local educational 'Communities of Practice' for all professional staff at the school including Business Management
- Support from and for the Schools Centred Initial Teacher Training programme and the Graduate Teaching Programme that Titan Partnership manages. This will ensure a constructive dialogue and interaction with locally recruited young teachers and local schools on the evolving pedagogic requirements of alternative provision and can support long-term, locally informed and sensitive staff recruitment for the school. This will ensure that local alternative provision through the Free School remains well-placed to understand curriculum and other trends and requirements in all commissioning schools, thus enhancing scope for and the effectiveness of programmes for the re-integration of young people as a key element of the Free School's educational vision
- Provide 'critical friend' support and review for the management of the Free School including facilitation of external research, review and evaluation services with expert agencies such as Newman University College. There is scope for clear added value in creating and maintaining this research link and positioning the Free School as a centre for alternative provision that is of regional and national significance and that is able to draw on a leading-edge research evidence base to support practice
- Direct support for local fundraising and bid/tender writing. Titan Partnership has a very substantial track record for drawing in both grant and contract based income over many years. Titan Partnership's Income Generation Team will liaise and partner with the Free School to support their efforts in this. Having this partnership and associated track record, profile and performance data in place will hugely improve the Free School's capacity to secure external funding, particularly during the early years of its operation
- Access to huge, local 'Big Society' networks of community organisations and groups. This network provides access to family support skills as well as crucial 'intelligence' channels (formal and

	<p>informal) that ensure relevant flows of contextual information on family circumstances, out-of-school activities, emerging peer networks, anti-social behaviour and local gang/territorial dynamics and developments – all relevant to the provision of effective alternative educational provision.</p> <p>Titan Partnership manages the North West Network, a local authority programme, on behalf of the schools located in [REDACTED] of Birmingham. North West Network has had a range of functions that include responsibility for the Behaviour Strategy for the North West, which includes the Sharing Panel.</p>
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):</p> <p>We have no religious affiliations.</p>
Existing Providers	
23.	<p>Is your organisation an existing provider wishing to become a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>If so, is your organisation registered as an independent school?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24hours by the authority.</p>
25.	<p>Is your organisation an existing provider wishing to establish a separate alternative provision Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>If Yes to any of the above questions, please provide your six digit unique reference number</p> <p>N/A</p>

	here:	
28.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	N/A
29.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p> <p>N/A</p>	
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>N/A</p>	
31.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>N/A</p>	

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



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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: [REDACTED] / [REDACTED] (please delete as appropriate).
[REDACTED]

Print name:
[REDACTED]

Date:
21/2/2012

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

Section B: Outline of the school

1.	Proposed school name:	The Titan Partnership Trust School
2.	Proposed academic year of opening:	2013-14
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other If Other, please specify: 14-16 – Years 9-11 only
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input checked="" type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input type="checkbox"/> Other (please specify below) If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT): 110 Part time (PT): Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.
6.	Date proposed school will reach expected capacity in all year groups:	September 2015

7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Do you intend that your proposed school has a faith ethos? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about religious character/designation/ethos.	
9.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	N/A
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Birmingham LA
12.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	N/A
13.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application. This does not apply to our application.	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Vision

Our vision is to provide high quality, effective, locally shaped and inclusive alternative provision for young people with behavioural problems in North West Birmingham.

Context

This vision is informed by the social, cultural and economic context in which these young people live, socialise and are educated. ██████████ Birmingham is a culturally diverse area of the city, with high levels of deprivation and a range of challenging factors associated with disadvantage. Some of the Wards in the area are amongst the most deprived in Europe. Particular issues that regularly challenge the young people with whom we work include strong gang and 'postcode' identities, a growing trend towards the use of weapons and related crimes and the deeper impacts associated with poverty. The area from which we will draw our pupil base was profoundly affected by the 2011 Summer riots and the associated sense of disaffection amongst local young people. Historically, the free school catchment areas of Handsworth, Lozells, Aston and, more recently, Winson Green have become synonymous with inner-city disturbances and social dislocation. From this, we recognise the vital importance of positive interventions to re-engage young people locally and the crucial role that the Titan Partnership Trust School needs to play in these communities.

Need

We will continue to work closely with the Local Authority's Behaviour Support Service. Their alternative provision, delivered primarily through the network of Pupil Referral Units across the city, has recently been rated as outstanding. However, beyond Local Authority provision, the needs of young people requiring alternative provision in ██████████ Birmingham are not currently being adequately met. This need underpins our vision for the Titan Partnership Trust School. Specifically, in our role as managing agents for the North West Network's Behaviour Strategy and working with the Local Authority and local schools, we are in a strong position to assert that local alternative provision does not currently provide:

- adequate variety in the curriculum
- an adequate range of accredited options for young people at Key Stage 4
- adequate quality of provision based on the delivery of teaching and learning by staff with relevant experience and who are all QTS
- clear strategies and/or consistent practices for the re-integration of young people into mainstream school provision
- clear strategies for developing systematic progression opportunities into local Sixth Form, FE and relevant post-16 vocational provision or

opportunities

- an adequate specialist infrastructure to ensure that the educational, behavioural and emotional needs of young people are being recognised and addressed
- consistently safe learning environments and practices

Additionally, the 'PRU Vision' for the city (see section E) is likely to result in the withdrawal by the city's Behaviour Support Service from the provision of direct, onsite support through the PRUs for key stage 4 pupils in the short-medium term. This will give rise to a greater need for commissioned and high quality alternative provision at Years 10 and 11, with scope to work with Year 9s on transition.

Local schools in particular have raised consistent and recurring concerns through the local Sharing Panel and other informal channels in relation to all of these gaps. These concerns are reflected in the significant evidence of support for this bid provided by 12 local secondary schools as well as the Local Authority.

Approach

Our vision seeks to address these priorities through the establishment of an Alternative Provision Free School that sits at the heart of the local educational community. The school will be supported by parents, local schools, other statutory agencies (e.g. Integrated Family Support Teams) and strategic networks and will be able to respond quickly and seamlessly to the changing needs of local young people and commissioning organisations.

Titan Partnership Trust School will build on the existing track record of the Titan Partnership as a high quality provider of part-time alternative provision in the area. It will focus on providing alternative provision for young people from Year 9 to Year 11. Our current alternative provision is limited to Years 10 and 11 but local commissioners have made it clear that extending this to Year 9 pupils and ensuring that provision is full-time are both key requirements of the new Free School. The young people will be drawn primarily from the 11 secondary schools that are members of the Titan Partnership as well as young people referred directly through the local authority.

Our educational ethos will be based on 5 key tenets:

1. **Aspiration:** we will support our young people to achieve - but will also expect our young people to achieve
2. **Inclusion:** we will support the education of all of the young people referred to us, irrespective of gender, ethnicity, faith, sexual orientation, postcode, behavioural challenges or learning disabilities (diagnosed or otherwise)
3. **Personalisation:** we will provide adequate specialist support to ensure that a truly personalised model for planning, learning and teaching is in place that recognises the full needs of the student
4. **Integration:** we will ensure that as many young people as possible are re-integrated into mainstream education as a result of our support and interventions. Our provision is also concerned with supporting young

people to integrate more widely in society

5. **Progression:** we aim to encourage all young people to progress at appropriate rates within this nurturing school environment. Beyond this, we will support our young people to progress into further and vocational education in local sixth forms and colleges or explore other suitable routes for their personal development

The distinctive features of the school and our provision will be:

- a focus on re-integrating young people into mainstream provision will be at the core of our vision. This will be realised through an approach based on personalised learning that is geared to this outcome from the outset. It will also be reflected in the close and ongoing links with commissioning partners that are already in place as a result of our part-time provision and Titan's management role in the local Behaviour Support Strategy and Sharing Panel. This will further be strengthened by a commitment to the active involvement of parents in the re-integration process, especially at the point of, and the period following, the return to mainstream education
- a sustainable model in which we employ educational specialists who can ensure that initial assessment of a young person's needs are professionally robust and includes scope to identify wider emotional and social needs. This model will enable us to tailor provision effectively from an early stage and will also provide us with capacity to deliver interventions throughout a young person's time with us. Sustainability for this kind of highly expert staffing resource will be achieved by allocating up to 30% of the specialist staff's time to paid consultancy work within local schools, where there is evidenced demand for quality assured and consistent specialist support.
- Alternative provision that supports the notion of education as a 'passport into adult life'. The focus on continuous liaison with commissioning schools through membership of the local Behaviour Strategy Group and management of the Sharing Panel, a clear emphasis on the provision of local progression opportunities and the inculcation of a culture in which achievement is viewed as a 'the norm' will underpin this. We recognise also the importance of a varied and high quality 'academic' curriculum being supplemented by a rich and 'joined up' vocational curriculum offer where appropriate. We can build on existing activity in this area, our management of the 14-19 curriculum for North West Birmingham and strong links through Titan's existing membership with vocational providers such as the Birmingham Science Park, Aston. We have existing experience of developing 'softer' personal and emotional development skills with young people, addressing the issue of NEETS locally and liaising with community and other statutory partners to address wider agendas around anti-social behaviour and criminality. In short, our approach recognises that it takes more than a school to educate a child and we are supported by a powerful track record and strong educational, familial and community support networks in delivering this.

The Titan Partnership Trust school will recognise the importance of goal and

target setting as a basis for pupil development and the consistent measurement and benchmarking of outcomes. Equally, we recognise the importance of student-involvement in this process and the availability of a range of accreditation options that are a good 'fit' with a student's ability and motivation. We will build on our existing range of accredited options to enable this, with core activities centred on GCSE English, Maths, ICT and Sport supplemented by GCSE science, humanities and vocational, enterprise and leadership options for which we have allocated 'curriculum enrichment activity' funding in the budget. At organisational level, we will be monitoring the development of the alternative provision Pathfinder Free School piloted by the East Birmingham Network and their progress, performance measures and benchmarks for similar provision.

The Titan Partnership Trust School will be based at [REDACTED] in [REDACTED], North West Birmingham. The facility is a former [REDACTED] site that is currently managed as a [REDACTED], bringing together a number of local and national charities that support children, young people and families in North West Birmingham. The facility is ideally situated for an alternative provision school. It is close to major radial routes that offer regular and reliable transport links, has already had a significant amount of adaptation work carried out to ensure that the facility is suitable for this kind of provision and, crucially for many of our young people, is situated in 'neutral territory' as far as local gang-related postcode identities are concerned. We have no problems with young people being unwilling to come to the centre because it is in a 'dangerous postcode'. It also places the school at the heart of a network of community based educational and family support agencies and organisations.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Key Stage 1								
Key Stage 2								
Key Stage 3		29	32	35	35	35		
Key Stage 4	24	61	68	75	75	75		
16-19: commissioner referred								
16-19: pupil application								
Totals	24	90	100	110	110	110		

Section D: Education plan – part 2

Please refer to page 16 of the 'How to Apply' guidance for what else should be included in this section.

The overarching aim of the Education Plan for the Titan Partnership Trust School is to deliver our educational vision through a broad and balanced curriculum. The proposed curriculum content (with accreditation options) is:

English and Mathematics

1. Edexcel Adult Literacy and Numeracy
2. AQA English Language GCSE
3. AQA English Literature GCSE
4. Edexcel Maths GCSE (Linear)

ICT

5. OCR National – ICT
6. Edexcel BTEC - ICT
7. OCR – short accredited ICT courses (Desktop software, presentation software, spreadsheets, etc)

Sport

8. Edexcel BTEC Sport and Leisure

Personal, Spiritual, Moral and Cultural Development

9. AQA PSE Award and Certificate – Entry Level to Level 2
10. Edexcel Citizenship GCSE short course (Year 11) and full course (Year 10)
11. PSHEE and SEAL / Weekly Tutorials

Arts, Humanities and Modern Foreign Languages

12. Edexcel BTEC Art
13. Trinity Arts - Arts Award
14. Edexcel French or Spanish - GCSE
15. Edexcel History A - GCSE

Science

16. Edexcel GCSE Science

Business, Enterprise and Leadership

17. AQA Business Systems Communication GCSE
18. Enterprising People programme – BTEC/OCN
19. ASDAN L1 and 2 programmes
20. Collaborative Learning opportunities with mainstream schools in the area – organised through Titan Partnership's 14-19 programme

Health and Social Care

21. OCR Child Development GCSE
22. BTEC Health and Social Care

Our approach to designing this curriculum has been incremental. We have worked closely with local schools and young people since 2005, constructing

a curriculum that is robust and that provides all of the core and functional basics including English, Maths and ICT. Equally, we have recognised the importance of appealing to a wide range of learning styles, subject interests and student preferences as the most effective means of engaging with often disaffected and disconnected young people. Through our involvement with local schools and the local authority (Behaviour Support Service), we have also taken part on a monthly basis in the debates and reviews of all of the local alternative provision on offer, including detailed discussions of curriculum development. This had enabled us to design a curriculum that takes into consideration a view of the wider, local provision on offer.

This curriculum strikes a balance between all of the key needs of a balanced and broad offer. Our Senior Subject Leads will focus on English, Maths and ICT with subject leadership for the remaining curriculum areas managed by remaining teaching staff, including the Vice Principal. It offers our young people a wide range of subject content as well as learning activity options when compared with the limitations of existing alternative provision locally and beyond. It dovetails well with curriculum provision within the local commissioning schools having grown incrementally out of the local review process. In the provision of Drama through Arts Award, modern foreign languages and a Humanities GCSE, the curriculum fills clear gaps in the local alternative provision market of which we have detailed knowledge.

By providing continuity with local school provision, the curriculum will also support young people to meet the wider educational outcome of re-entering local mainstream education. Our model for re-integration is built on 3 complementary concepts:

1. **Aligned curriculum offer.** Curriculum and qualification model that is varied and responsive to the priorities of young people and local provision within commissioning schools, which are also likely to be the schools to which our young people will return
2. **Personalised approach to learning.** Based on:
 - i. Adequate and consistent access to suitably skilled educational specialists able to support effective initial assessment of a young person's needs. This includes their academic, behavioural, emotional and social needs. We will be able to deploy a team of specialists including an Educational Psychologist, Wellbeing/Family Support Co-ordinator (Counselling) and Educational Social Worker to ensure that this process is rigorous;
 - ii. Development of a Personalised Learning Plan (PLP) based on initial assessment and that clearly reflects input from the young person as the basis for greater 'ownership' of their learning. Where the initial assessment deems it necessary, the PLP will include a pastoral support plan that will address the wider needs of the young person. The PLP will include specific outcomes that reflect realistic but challenging academic and/or vocational targets tailored to the individual. They are also likely to include specific targets and proposed outcomes for wider behaviour change or social/emotional

development of the young person. The close links with commissioning schools will ensure that this plan also builds on the existing academic record and identity of the young person, by adopting clear protocols for initial 'handover';

- 3. Supported Transfer model for re-integration.** This involves:
- i. Close liaison with the receiving school, initially through the Monthly Review process and then more intensively as re-integration takes place;
 - ii. Clear information management protocols with receiving school to ensure that a clear picture is provided of the progress made by the young person and their remaining needs. This will be structured around their attainment, attendance, behaviour and learning preferences;
 - iii. Whenever possible, the close involvement of parents or carers at this stage to ensure that the young person has maximum support to strengthen the likelihood of a successful transition. Our specialist staff, supported by our teaching and educational support staff will play an active role in this period of transfer. We recognise that the young people we support do not benefit from being 'dropped' back into mainstream provision with all ties to previously successful behaviour management and learning strategies with us being abruptly severed. We also recognise the benefits of this supported transfer to the staff at the receiving school.

We recognise from practice that, even where the model for alternative provision is set-up to enable re-integration of young people into mainstream education, some young people will remain with us. This is particularly likely for those referred to us in Year 11 for whom the timeframe for re-integration is particularly tight. For this group, we work with them as part of their PLP to develop progression plans for their life beyond Key Stage 4. This will involve exploring potential options for Education, Training and Employment that can include accessing local Sixth Forms, Further Education or other vocational training, enterprise, leadership or employment initiatives.

The adoption of adequately resourced, professionally supported and high quality personalised approaches to learning sit at the core of our approach to addressing barriers to learning. In addition, the ongoing management of multi-agency approaches with strong communication underpins this model, as does the provision of a varied and challenging curriculum that provides both academic and vocational opportunities for students. We recognise from direct experience that some of the young people we teach have special educational needs – normally undiagnosed. We already have in place a robust and current Special Educational Needs and Disability Policy that reflects the requirements of the Equalities Act 2010, which will continue to be reviewed annually and approved at Board level. Children who struggle because of special educational needs are often able to excel once those needs are recognised and met and our team of specialists will help us to support early and accurate assessment of undiagnosed SEN. We believe that there is truly

no reason for children with special educational needs to struggle. Our system will contain procedures and safeguards to ensure that all children receive the learning assistance that they need. We will seek to offer full access to our wider curriculum and extra-curricular activities for all pupils at their relevant Key Stage and provide a contractual commitment that reflects the practice set-out in the 2011 Support and Aspiration Green paper, placing full accountability for access and progression with the school.

We will provide direct and ongoing learning needs professional development support to our teachers in giving every child the support they need to succeed. This support will be delivered through effective observation and teacher performance management as well as a CPD model that will enable us to harness the skills of our educational specialists for the benefit of the whole teaching team. We will also build on local school SEN collaborations to ensure we provide the level of expertise expected of a quality, achievement focussed teaching and learning offer within a learner focussed environment.

Our school recognises that the Code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs (SEN) to reach their full potential and to be included fully in the life and learning opportunities at their school. Our policies and procedures underpinning the Code are fit for purpose, Ofsted compliant and fully safeguarded. The school adopts fully the Code of Practice across the following and is underpinned by regular classroom observation and strong teacher performance management arrangements.

- Curriculum planning and design to accommodate all learners and learning styles
- Teacher training and development support across identification, assessment and provision for SEN within our school
- Key support staff training and development in specific learning support needs
- Recognising and responding to challenging behaviour, bullying and making early interventions
- Maintenance of the 'statement' and pupil participation arrangements where appropriate
- Agency and partnership arrangements
- The annual review and sharing information
- Looked after children arrangements
- Transition or transfer arrangements

Our current part-time provision operates a zero-tolerance approach to any form of threat, intimidation, coercion or harassment. We include a statement of the approach in every learner's contract, which includes cyber-bullying. The Free School will adopt our existing Anti-Bullying Policy, which is a high profile feature of our activities. Everyone is required to sign up to the policy and all staff are clearly briefed on the systems and mechanisms for addressing bullying. The issue is addressed directly and regularly within the PSHEE curriculum as a means of both reinforcing our approach and also bringing it to

life and providing real context for this issue. We also deliver clear anti-bullying messages through regular focussed meetings, our tutorials and mid-termly reviews. We use specialist learning resources to support this and engage directly with pupils on strategies to report and identify bullying within and beyond school. As a school we will collate data on bullying

- To track and monitor incidents
- To look at patterns emerging
- To raise awareness of possible high incidence areas around the school or wider site
- To enable the school to be proactive in monitoring these areas and to stop bullying happening

More from [REDACTED] here – safeguarding – NB – single point of access for staff based on designated person – full CRB checks with advanced disclosure – regularly reviewed policy – all trained in Care and Control – adoption of Team Teach – the Birmingham model.

Underpinning all child welfare and wellbeing policies and their application is an approach to care and control that reflects a strong and assertive safeguarding culture throughout the school. Safeguarding procedures are integral to the success of the school and the environment created for effective learning to take place. Our safeguarding protocols take into consideration the additional complexities and challenges provided by our pupil intake, and we provide above the legal requirement.

All staff working at our school are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

The purpose of our existing safeguarding arrangements, which we will aim to adopt for the TPT, is to provide a secure framework for the workforce in safeguarding and promoting the welfare of those pupils who attend our school. The policy aims to ensure that:

All our pupils are safe and protected from harm. Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices. Staff, pupils, governors, visitors, volunteers and parents are aware of the expected behaviours and the school's legal responsibilities in relation to the safeguarding and promotion of the welfare of all of our pupils.

Safeguarding is considered to be everyone's responsibility and as such our school aims to create the safest environment we can. The School recognizes the contribution it can make in ensuring that all pupils registered or who use our school feel that they will be listened to and appropriate action taken. We do this by working in partnership with other agencies and establishing effective working relationships with parents, carers and other colleagues to provide activities and opportunities throughout our curriculum that will help to equip our children with the skills they need. This will include materials and learning experiences that will encourage our children to develop essential life skills and protective behaviours.

TPT's Governing body will have the legal responsibility to make sure that the school has an effective safeguarding policy and procedures in place and monitor that the school complies with them. The Governing body will ensure that the policy is made available to parents and carers. It is the responsibility of the Governing body to ensure that all staff and volunteers are properly checked to make sure they are safe to work with the pupils who attend our school and that the school has procedures for handling allegations of abuse made against members of staff (including the Head Teacher) or volunteers. The Governing Body will assign a Senior Designated Officer (SDO) who will have lead responsibility for dealing with all safeguarding issues in our school. It is the responsibility of the SDO to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency. They are also responsible for arranging whole school safeguarding training for all staff and volunteers who work with children and young people in our school.

We adopt the single point of access approach for staff based on a designated person and we currently ensure that all staff are fully trained in Care and Control. We adopt the Birmingham wide model of Team Teach as the basis for our approach. Our current provision maintains an up-to-date- briefing on emerging safeguarding issues including:

- Forced Marriage
- Under-age Marriage
- Genital mutilation/female circumcision
- Ritualistic Abuse
- Children Missing Education
- Sexually Active under Eighteen years old
- Safeguarding Disabled Children
- Safer Recruitment and Selection
- Honour Based Violence
- Trafficked Children
- Domestic Abuse
- Private Fostering
- Child Exploitation and E-Safety

Our targets for learners will necessarily start by reflecting academic floor targets, however, we recognise the need to extend targets to reflect other 'hard' and 'softer' outcomes. These will include progression targets (in particular avoidance of NEET outcomes especially in light of the Raising Participation Age developments), targets around anti-social behaviour extending to reductions in criminal justice-related outcomes (e.g. Court Orders) and re-engagement with mainstream educational services. To support the effective achievement of targets we will build on our existing good practice by operating weekly tutorials with all students and larger, more formal half-termly reviews with wider stakeholders involved as appropriate (including parents where possible). The tutorials particularly focus on review and re-assessment of progress in Literacy and Numeracy. Our systems for managing this process include use of the PASS model (Pupil Attitude to Self and School), which enables us to track attitudinal as well as harder performance data.

The TPT will engage with the RAISE-online data system, which will inform our ongoing self-assessment processes and support relevant benchmarking through our annual school improvement plan. Our ongoing quality assurance processes and school improvement targets will also be informed by our involvement with the Local Authority through the Behaviour Strategy Group and our links with similar schools and with relevant research bodies such as Newman University College. All staff will be managed through a personal review system, with individual targets set through line management. Intensive induction processes will be provided for all new staff to ensure full awareness of systems, processes and procedures, as well as clarity of vision, approach and targets. The TPT will be supported by Titan Partnership in the development and delivery of innovative continuing professional development (CPD) for staff based on Titan's established Professional Learning Community model. This involves a commitment to coherent and developmental CPD programmes that enable all staff to engage in well planned, collaborative activities that focus on collectively agreed priorities for the team (e.g. strategies for teaching and learning utilising handheld ICT devices). With such a diverse set of skills and specialisms within the proposed staff team, this model for CPD is particularly well-suited to the creative and effective 'cross-fertilisation' of expertise and perspectives.

We understand the need to celebrate success as well as addressing shortcomings and gaps and operate annual 'award ceremonies', supported by a small-scale but highly effective 'incentives' scheme based. This model will be adopted in the TPT.

An example Year Group timetable is provided as an Annex to this bid. Based on our experience since 2009, we will scale-up our existing part-time provision. The school day will run from 9.00 until 3.30pm. We will allow 45 minutes for lunch with a short mid-afternoon break to facilitate improved concentration. The 3 main teaching sessions of the day are 75 minutes long to support more developed teaching programmes, with the final session shortened to 60 minutes. Each day will start with a less formal introductory session that varies from day-to-day. This time slot is crucial for enabling us to engage with students on a range of issues including creating time for us to manage 1-to-1 tutorials regularly. Wednesday mornings will operate a more flexible timetable based around independent study and sport/leisure, which will also create space for staff liaison, updates, review and CPD. All pupils will operate on the same school day and week, although some provision may be off-site, e.g. vocational placement. The school Business Manager will be responsible for proactively monitoring pupil punctuality and attendance at off-site placements.

Pupils will generally be educated through Year groups, however, based on existing educational performance profiles and following initial assessment, an appropriate timetable in appropriate groupings will be agreed for the individual young person. This may result in a child being assigned to a different Year group, for instance, to enable a gifted child to be academically 'challenged'.

Our financial plans for the School reflect our curriculum aspirations. For young

people referred on short-term placements, we have adequate, specialist staffing support to enable us to provide a detailed initial assessment leading to a phased induction to a full timetable where necessary.

Between the Senior Subject Leads, the Vice-Principal and the Senior Teaching posts we have scope to offer experienced and expert subject leadership across the curriculum. The senior staff we recruit will also be experienced in the management of young people with challenging behaviour. We will be deploying 11.4 FTE qualified teaching posts in total as well as a further 5 FTE Teaching Assistant posts to deliver this curriculum. This team offers the scale and specialisms to effectively deliver the 'Supported Transfer' model for re-integration of young people into mainstream provision. We have also ring-fenced funding to enable vocational curriculum enrichment activities, sports and outdoor specialist support and, as noted above, are proposing an innovative and entrepreneurial model for specialist educational support that will enable us to provide exceptional levels of expertise to the young people attending the Titan Partnership Trust School as well as servicing the needs of local, mainstream providers. The ICT curriculum will be supported by a suite of new PCs at a ratio of 2 students to 1 PC and staff will be asked to creatively utilise a suite of 20 handheld digital devices. Each classroom will be equipped with an electronic whiteboard with supporting software suites to enable a range of forms of interaction and exploration that appeal to students with differing learning styles and encourages collaborative learning. The Titan Partnership have been working with local schools and key partners including Apple UK on innovative uses of handheld technologies and this work will be linked to the wider curriculum at the Free School. There is also an ongoing link to a local private sector partner that will enable the TPT to explore the potential of improving literacy levels through gaming technology. There is a robust ongoing budgetary commitment to investment in digital learning resources for our students.

As indicated previously, our vision is clearly embedded in the recognition that student life and experience is linked to wider social context – we can not ignore the wider determinants of educational performance. Titan Partnership Trust School is already extremely well positioned to offer and tap into existing knowledge networks and 'social capital' to support our alternative provision. The students we support are overwhelmingly drawn from the North West of Birmingham, primarily the constituencies of Ladywood and Perry Barr. In line with the city as a whole, these areas have disproportionately young age profiles and this trend continues (ONS, 2010). In support of Titan Partnership's work with the Behaviour Support Strategy, we work closely with multi-agency partners on analysing relevant educational performance data locally, and especially the numbers, costs, curriculum content, reasons for accessing and periods of involvement in alternative provision and behaviour support services for the young people in our area.

Our wider work links Titan Partnership to an extensive network of partners whose remits address many of the factors that influence educational performance. Titan Partnership is currently involved in the national piloting of the Family and Schools Together (FAST) programme, led in the UK by

Middlesex University. This builds on the US version of the programme where it has developed a successful track record in delivering positive outcomes around family cohesion, academic attainment and engagement in education. It draws upon close links between schools and local community networks as the basis for its operation. The TPT will be involved in the latter stages of this pilot and the launch of the full national roll-out, with this programme being at the heart of our strategy for promoting positive community relations.

We have strong links to agencies involved in the local Community Safety Partnership and the Birmingham Reducing Gang Violence Strategy Group, which help us to identify and manage current and relevant information on gang dynamics and activism as a crucial factor in the lives of many of the young people we deal with. Similarly, we maintain links with local public, private and voluntary sector agencies that help us to understand issues around other relevant community dynamics such as population migration (for instance, North West Birmingham has long experienced high levels of migration and emigration and has recently experienced major changes resulting from a large increase in first and second generation Somali immigrants from Somalia and from northern European countries, which has impacted on local community dynamics on multiple levels: educational, economic, faith and beyond). Awareness of the changing nature of population dynamics is a direct benefit that we derive from the 25 years experience, links and networks that we have developed in the area. Additionally, we find that being based at a thriving 'Community Hub' that offers a wide range of local statutory and other services to children, young people and families further strengthens our capacity to build links and maintain current and up-to-date connections and intelligence across relevant and interdependent agendas.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	35	29		83%	35	32		91%
Key Stage 4	75	61		81%	75	68		91%
16-19: commissioner referred								
16-19: pupil application								
Totals	110	90		82%	110	100		91%

Section E: Evidence of demand and marketing – part 2

Please refer to page 20 of the 'How to Apply' guidance for what should be included in this section.

Following our detailed discussions with our commissioning schools and Birmingham City Council's Behaviour Support Service, we are clear that the priority group for our Admissions Policy for the Titan Partnership Trust School (TPT) is:

- Young people at Key Stages 3 and 4 (Years 9, 10 and 11) and 'on-roll' at local schools in North West Birmingham, who are at risk of permanent exclusion

In addition, the school may also admit:

- Young people at Key Stages 3 and 4 (Years 9, 10 and 11) and 'on-roll' at local schools in North West Birmingham who are currently on a fixed term exclusion from a commissioning school
- Young people at Key Stages 3 and 4 (Years 9, 10 and 11) who have been permanently excluded from schools in North West Birmingham but are unable to access local authority provision due to a lack of available capacity and who may be referred by the Local Authority

Referrals will be taken at any time during the academic year in line with the requirements of the commissioning body and the young person. The school will accept pupils in line with our Admissions Policy until such time as the school reaches its full capacity. The school will provide full-time alternative provision and there will be no formal selection criteria for pupils. Following a proposed referral and before final confirmation of admission, an appropriate timescale will be set for a representative of the school to meet with the young person, their carer or parent and a representative of the commissioning organisation. The purpose of the meeting will be to launch a short consultation process to establish the suitability of the alternative provision at TPT for that particular pupil. This process does not represent a selection process. If the pupil and their parent/carer decide to take up the offer of a place (held open for 15 working days from date of initial meeting), the TPT will immediately confirm admission details with the commissioning organisation and issue a start date to all parties. This date will be confirmed within 7 working days of receipt of pupil details from the commissioning organisation and the pupil will be entered on the Admissions Register.

Monthly reviews will be held with all commissioning bodies in which detailed updates of pupil progress will be provided. Where this is a state school, this will satisfy the review requirements of the Governing Body of the commissioning school. TPT will operate the same policy with Academies on the grounds that this is consistent and good practice. Mid-termly reviews will be held with parents/carers to update them on progress. Where re-integration into mainstream education is deemed to be appropriate, the Supported Transfer Model will be implemented as outlined in Section D, Part 2. We have

outlined a financial model for the TPT that will enable us to dedicate staff resource to both the Admissions process detailed here and to facilitate the Supported Transfer Model for re-integration. The proposed staff-student ratio that sits consistently around 6.5, as opposed to good practice recommendations of around 8, will provide the extra capacity to support this model for referral and admission.

TPT has strong support through the local Behaviour Strategy Group for North West Birmingham (North West Network). We have provided strong evidence of immediate demand for this service with this bid. Ongoing involvement with this network or subsequent local, strategic arrangements will be the aim of the TPT and the wider Titan Partnership as the basis for maintaining a regular supply of admissions to the school. In support of this bid, we have analysed recent figures for referrals through the Local Authority Sharing Panel for the North West Network. In the 17 months since September 2010, there have been a total of 160 recorded referrals in the area that would have been relevant to us in line with the proposed admissions criteria for TPT. Through discussions with schools, we also recognise that there are a substantial number of referrals that occur directly that will not have been recorded through this mechanism.

Working in association with the Local Authority, we are aware of the proposed 'PRU Vision' for Birmingham. This vision outlines a proposed re-structuring of Behaviour Service Support. This vision will focus on Key Stage 2 and 3 provision in the city and will result in the Local Authority commissioning high quality alternative provision at Key Stage 4 and at the transition from Key Stage 3 to 4. The TPT will be ideally positioned to deliver this provision as a result of our strong links with the Local Authority. This will provide a key element of the additional demand from commissioners required to move TPT close to capacity.

We believe that demand will remain strong and estimate that steady state for the TPT is likely to be at c.90% of capacity. We have a strong and large pool of commissioning bodies with a long track record of collaborative and joint working. This bid is built on that close collaboration and includes a clear requirement from commissioning schools to extend our current provision from part-time and focused on Years 10 and 11 to full-time provision that will also include Year 9 pupils. Titan Partnership are supporting this 'joined-up' thinking amongst stakeholders, by independently commissioning a research review of behaviour support needs at Year 9 by Newman University College in Birmingham, which will report before the end of 2012. Building on this existing relationship with Newman University College, we envisage supporting schools to improve their behaviour management strategies and practices through outreach work directly with schools and/or through involvement in local 'Communities of Practice' focused on this specialist area. Titan Partnership is currently managing a series of specialist 'Communities of Practice' amongst educational practitioners in North West Birmingham.

We have recognised that shorter-term referrals are likely to apply for pupils in Years 9 and 10 as the likelihood of re-integration during the academic year in

which they are referred is greater than for pupils referred during Year 11 as their final year of statutory education. This is reflected in our higher estimates for Year 11 FTEs. We estimate that we will reach steady state by Year 4. The Annexes to the bid include copies of signed evidence from 9 commissioning schools as well as wider support from 3 other schools (as prospective commissioners) and the Local Authority. We have also included evidence of demand for our innovative model for hosting a small team of educational specialists, parts of whose time will be made available on a fee-paying basis to schools in the [REDACTED] of Birmingham. The Annexes also include a [REDACTED] in North West Birmingham in which our commissioning schools operate and from which we draw the majority of our pupils.

The wider demographic profile of the area is also highlighted in the Annex that identifies a range of local key performance indicators, initially in relation to education and then more widely in relation to child poverty, anti-social behaviour and crime. What is striking is the number of local Super Output Areas in the sample (which is based on Ladywood Constituency where [REDACTED]) that are marked in red and even purple – i.e. the categories that are the worst performing in relation to the overall performance for Birmingham. Anti-social behaviour in particular is clearly a major problem for local communities in the area.

Section F: Capacity and capability

Please refer to page 26 of the 'How to Apply' guidance for what should be included in this section.

We are confident that the Titan Partnership Trust School (TPT) has a strong foundation that draws on the necessary skills, resources and experience to establish and successfully manage an alternative provision Free School.

We have a strong initial team of members, who between them have huge experience of the management and delivery of all aspects of statutory age education. Crucially, the team includes current experience of the management, co-ordination and delivery of alternative provision within the [REDACTED] of Birmingham. The [REDACTED] is currently [REDACTED] of the [REDACTED].

Underpinning the TPT will be the Titan Partnership. As a well established educational partnership, Titan Partnership can offer access to the direct managerial experience of a wider group of educational professionals currently managing or commissioning alternative provision in the area. Specifically, the current [REDACTED] has already provided detailed support for planning for this application. She is an [REDACTED] and a [REDACTED] who has [REDACTED]. Titan Partnership also provides access to financial and HR management expertise that is specifically related to educational environments and has been able to provide useful comparative financial data based on the delivery of its current part-time alternative provision. Additionally, Titan Partnership will provide support for income generation initiatives at the TPT. Titan Partnership is well positioned to advise and to involve the TPT in 'added- value' programmes and contracts, having a long and successful track record in securing external funding for a wide range of projects and programmes. The Titan Partnership Income Generation team will be in position to advise and directly support the TPT throughout its set-up and launch period.

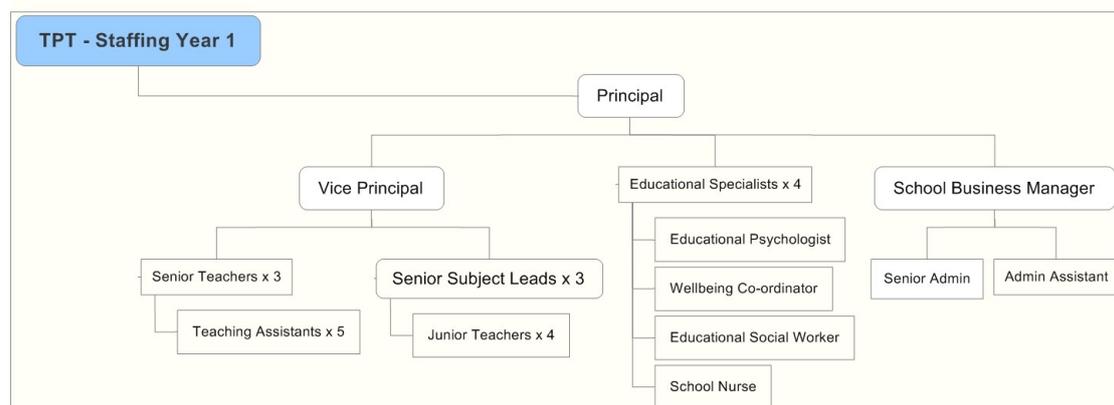
[REDACTED], the [REDACTED], [REDACTED] and the [REDACTED] will all be in a position to give a substantial time commitment to the establishment of the TPT. If successful, we would anticipate each of them being in a position to give between 15% and 40% of their time to the setup and launch of the TPT. This would be 'in-kind' match from Titan Partnership. Further detailed business planning and preparation can be supported by [REDACTED], who recently [REDACTED]. We would need to bring in support to establish the full HR infrastructure required to establish the school, but would be likely to look to [REDACTED] to support this. Again, this will be match-funded through Titan Partnership. At as early a stage as possible, the TPT Board will seek to appoint a lawyer to manage the establishment of terms and conditions under the Funding Agreement and, following this, will appoint the school accountants to support the work of our Finance Officer. We will also need to secure appropriate ICT infrastructure support.

For our current part-time provision, the [redacted] and [redacted] are managed by the host organisation, [redacted], as are all of the staff employed there. We intend to use this site for the TPT, a key benefit being that all building and ground maintenance issues are managed on our behalf.

The North West Network Behaviour Centre that Titan Partnership manages on behalf of the North West Network already provides access to a large number of learning resources, books, furniture and equipment that will be available for use by the new school, helping to reduce initial set-up costs. The Centre already has 20 PCs that will still be available and fit to use by 2013.

Staffing Structure – Year 1.

We have evidenced demand for 2013 of 90 pupils. The team will be structured to ensure that we have a balance between experienced teaching staff with relevant backgrounds working with young people with behavioural problems and younger QTS qualified teachers. This will be supplemented by the team of educational specialists and a team of Teaching Assistants. The Vice Principal post will include a 0.4 teaching requirement. In Year 1 we will aim to run 7 classes at an average class size of 12-14, with a minimum of 1 qualified teacher and 1 Teaching Assistant working with each group as standard at a ratio of 6.5:1. Overall, we will have 10 qualified teachers assigned to teaching duties and 5 Teaching Assistants, with the Vice Principal taking on an additional 0.4 FTE teaching role. If required, the Principal will also take on short-term teaching duties and there is a budget allocation to cover Supply Staff if required. Educational specialists will provide initial assessment support and 1-to-1 interventions as required. The line management structure will ensure that the Principal, working closely with the Vice Principal, will be in a very strong position in the early years to set the tone and establish the ethos of the school. We anticipate that team structures will be established around Year group cohorts and we will be aiming to develop a ‘Team Teach’ approach.



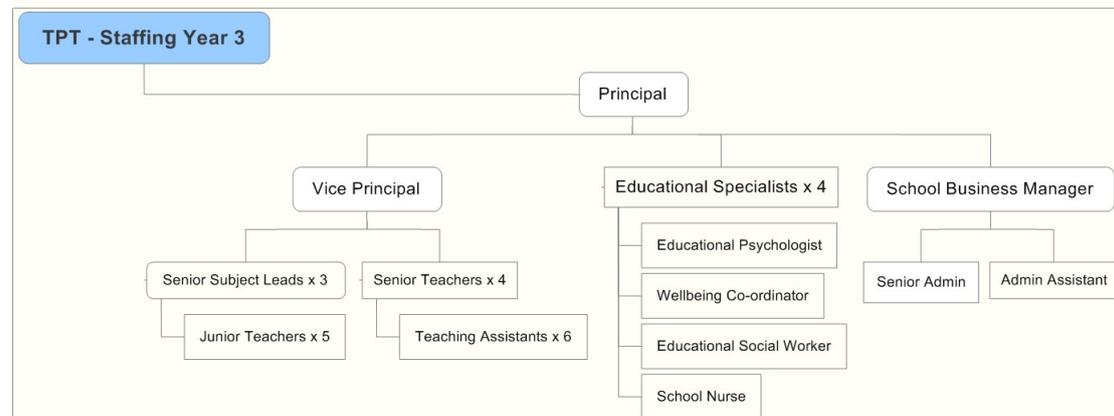
Staffing Structure – Year 2

As before, with additional Teaching Assistant appointed to reflect the increase in pupil intake. In Years 1 and 2, flexibility and some teaching support from senior managers will be required to ensure financial management

remains on track.

Staffing Structure – Year 3

As before with additional 1.0 FTE Junior Teacher post. Structure at full capacity:



Principal – overall strategic leadership, external representation, partnerships and overall lead on income generation. Emergency teaching cover, accountable to Board (see below).

Vice Principal – strategic support and ‘substitute’ for Principal where absent and unavailable. Line management. 0.4 FTE teaching.

Senior Subject Leads – Subject Leads in core subject areas of Literacy, Numeracy and ICT. Line Management. Full teaching load.

School Business Manager – responsible for financial and operational management including HR, admin systems and overall responsibility for Policies and Procedures. Support on income generation.

Educational Specialists – Range of specialisms identified as key to provision of alternative provision – Wellbeing: focus on counselling and family engagement and support / Educational Psychologist – initial assessment of pupil needs and ongoing interventions where appropriate / Educational Social Worker – focus on interventions to address attendance, work with families on this, liaising with other agencies / School Nurse – programmes to promote good health and establish preventative measures and initiatives eg safe sex, drug awareness. These roles will provide specialist support for young people at the TPT that will significantly enrich and professionalise the service that we can offer, making the TPT a more attractive proposition for commissioners, and enriching the scope for wider family engagement initiatives that are likely to be at the core of the external funding plan. Each post will also be made available on a consultancy basis to local schools for c1.5 days per week as a means of generating sustainable income and servicing an evidenced need amongst local schools.

Senior Teachers – Will operate as subject leads for non-core subjects. Experienced teachers with relevant understanding of behaviour support and interventions. Full teaching load.

Junior Teachers – Costed in to reflect need for even most junior teaching staff to have had 12-24 months relevant teaching experience. Full teaching

load.

Teaching Assistants – costed in to reflect 2-3 years relevant experience in support role. Focus on classroom support and small group or 1-to-1 support where required.

Senior Administrator – Lead role on implementation and ongoing maintenance of data systems, collection and reporting. The postholder will act as Clerk to the Governors.

Admin Assistant – administrative support on data input, management and reporting

Recruitment of Principal Designate and other staff and Governors.

We would anticipate recruiting and appointing the Principal Designate (PD) two terms prior to the school opening. We do not have a clearly defined 'CV' in mind for the PD, however, we will be seeking to recruit as a minimum a suitably experienced and skilled practitioner who has substantial direct experience of alternative provision/behaviour management environments at senior levels and a broad and relevant set of competencies, suitable for a strategic and influencing role.

The PD would take a lead role in planning and co-ordinating the recruitment of key staff and would liaise with the core Board members on the process for the appointment of Board members towards a position of a complete Board. Secondments will be considered although a full-time appointment would be the preferred option. Local and national media channels will be used to market the posts.

Beyond recruitment, we would expect the PD to take on a lead role in the design of the curriculum and the establishment of the quality framework for the development of core systems and processes during the set-up phase. They will rapidly become the 'figurehead' for the school in its formative stages and we recognise the importance of appointing a PD capable of managing a high profile role that will be vital in the development of links with parents, commissioners, and key partners. We do not have an individual who is currently assigned to this role. We anticipate that recruitment to the role will be through an open and competitive recruitment process and that it would be subject to the appropriate equality and diversity measures.

We will aim to recruit senior staff a term in advance of opening to ensure a full complement. Again, this will be based on an open and competitive recruitment process and serious consideration will be given to secondment opportunities, particularly if recruitment is proving problematic. Local and national media channels will be used to market the posts.

Our constitution will enable us to appoint a proportion of our Governors from amongst the members of the Titan Partnership as well as Local Authority representatives and parents. Initially, we would ask the PD to work with the existing Board members to carry out a skills audit and produce an 'ideal' skills profile for the Free School Board. From this, an action plan will be developed to match this skills profile as far as possible and we would aim to have in place a robust Board membership by the point at which the school opens.

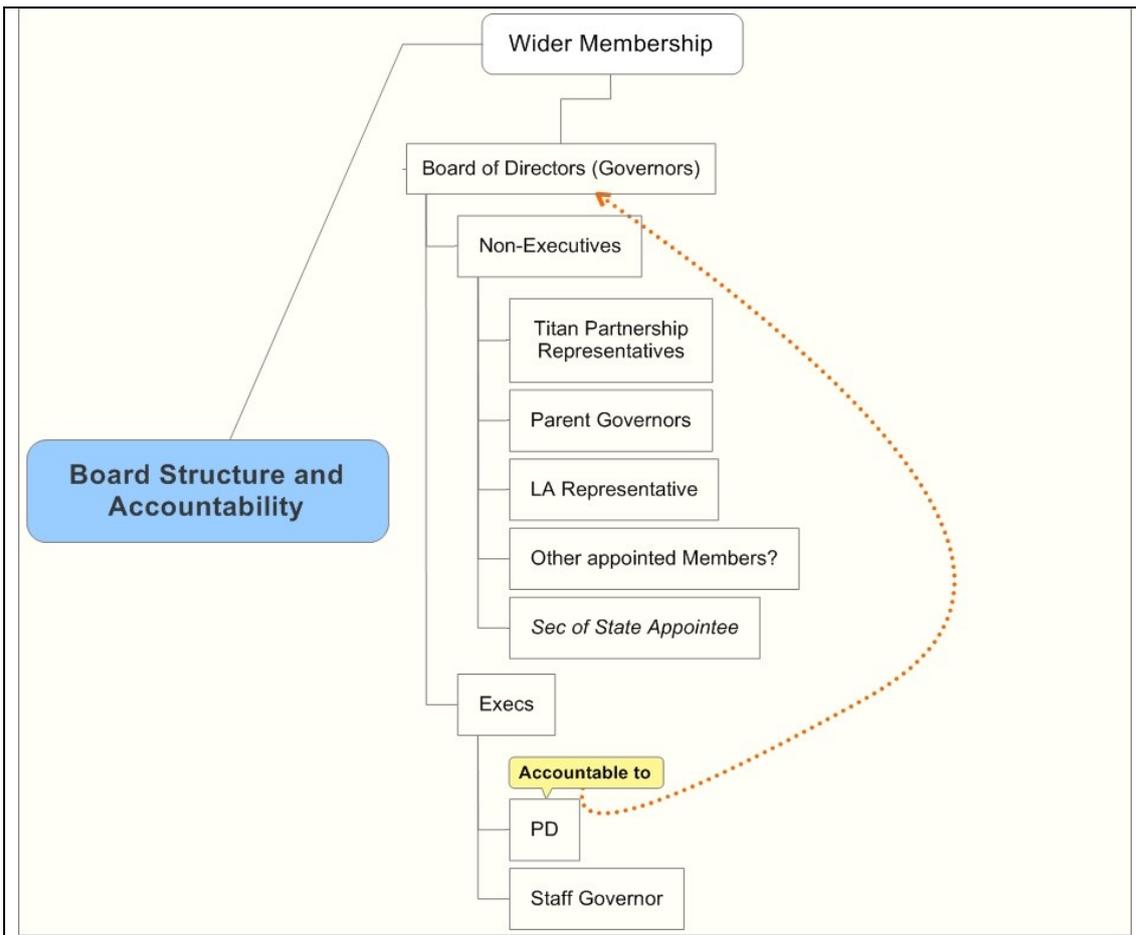
Initially, some of this skill matching may come from amongst the Titan Partnership membership, but we will ensure that all other constituencies are represented at as early a stage as possible. As soon as a substantial staff team is in place, we will endeavour to appoint a Staff Governor. We would anticipate the establishment of any necessary sub-committees subject to the powers of the Board. Initially and in the absence of major investment in and development of the physical site, we would anticipate establishing a Financial Planning and Scrutiny Panel, a Curriculum Review Panel and an Operational Services and Policies Panel to enable the Board to take a proactive role in shaping the early stages of development of the school.

Lines of accountability.

The Free School is a company limited by guarantee with a membership base. Members of the Board are company Directors (Governors) and are also trustees once the company is assigned its exempt charity status. All members of the charitable company have signed up to a guarantee that limits their liability under normal circumstances to [REDACTED]. The Board has the power to appoint additional members beyond those prescribed in the Articles.

Whilst there is a designated place for the PD on the Board, it is important to be clear that the Principal is the most senior officer / employee of the company and is accountable to the Board as the chief executive officer. Under S.12a of the Articles, the Secretary of State has the right to appoint a Director with specific powers as outlined in the Articles.

Summary of structure and accountability:



The role of the membership is to appoint and to hold the Directors both executive and non-executive to account and they have the right to influence decisions as specified in the Articles, normally through the operation of the General Meetings. The role of the Board is to lead the organisation, to set the strategic direction, to oversee the establishment of quality and performance frameworks and to discharge their duties as Directors of a private limited company as prescribed by Company Law and as trustees of a charity as prescribed by Charity Law. They are the responsible and accountable body.

There are 7 key duties of a Director under company law, all of which apply to the Governors of the School:

- To act in accordance with the company's constitution and to use powers only for the purposes for which they were conferred;
- To promote the success of the company for the benefit of its members;
- To exercise independent judgement;
- To exercise reasonable care, skill and diligence;
- To avoid conflicts of interest, unless they arise in the course of a transaction with the company;
- Not to accept benefits from third parties; and
- To declare any interest which the director has in a proposed transaction with the company.

S.98-99 of the Articles of Association directly address the issue of conflicts of interest for Directors.

Beyond their legal duties, the Directors will set the overall organisational approach to the establishment of policies, handle overall financial scrutiny, set and review the approach to referrals and exclusions, handle staff disciplinary matters, have a designated member who will lead on health and safety and another leading on safeguarding.

The Articles prescribe a role for executive representatives in the form of the PD and a Staff Governor. The Articles clearly allow Directors to take advice from the PD in the discharge of their duties under Company Law and to delegate at their discretion a range of duties to the PD for organisational management. The Directors will manage the performance of the PD and will generally operate as a 'critical friend' to the PD. We will aim to clearly distinguish between the governance role of Governors and the management responsibilities of the PD. The details of strategic direction, performance targets, and operational implementation will be delegated to the PD, although regular reporting will be required on progress on a monthly basis in the set-up phase.

Section G: Initial costs and financial viability

Please refer to page 30 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found at [REDACTED]. Please use this section for the narrative.

Both spreadsheets (100% and 80% capacity) are now completed show the necessary break-even position for all 5 years and with full sets of assumptions in place.

We have acknowledged the need to maximise efficiencies throughout by ensuring that:

- the Vice Principal has an ongoing teaching commitment at 0.4 FTE
- The Principal, particularly during Years 1 and 2 will be expected to offer emergency teaching cover where appropriate.

Even in the 80% budget, however, we have managed to ensure that both of our key budgetary commitments to supporting the quality of the provision have been maintained, namely:

- An evidenced commitment to employ qualified and relevantly experienced teachers (QTS) to deliver the bulk of our provision
- Direct and consistent access to educational specialists to enrich the diagnostic and ongoing teaching support we can offer to our pupils

Key points for emphasis in the 100% financial plan includes:

- The close existing links with the group of commissioners as a 'customer base' – these are not new and speculative commissioning relationships but well established and the level of commitment we have evidenced reflects this
- We are able to consistently achieve staff-student ratio of c6.5 based on a team of 12.4 qualified teaching staff
- We have an evidenced commitment in writing to commission 90 young people, with significant scope for growth.
- The supporting role of Titan Partnership in managing and delivering both the strategic and operational elements of the NW Network Behaviour Strategy provides the Free School with a very stable and highly skilled support infrastructure, which we believe will be particularly relevant in the set-up and launch phases
- The innovative inclusion of 4 educational specialists – with a view to recovering an element of their costs by providing local schools with access to them on a consultancy basis (this can extend to all Titan schools if necessary to secure demand). Note demand for these services has also been evidenced in this bid.

- The close relationship with Titan Partnership on external income generation and the ways in which the two organisations will co-operate on project and contract opportunities to secure the modest external funding targets that have been set to support work expressly targeted at children (and their families) with behavioural problems

In the 80% budget:

- We have had to remove the School Nurse post and delay by a year the appointment of the Educational Psychologist, but both the Wellbeing Co-ordinator/counsellor and the Educational Social Worker are included as planned ensuring we can immediately begin delivering on this commitment. Having long-term access to these 3 highly skilled specialists as 'in-house' remains a vital element of our commitment to quality.
- Overall, we reflected on the requirements of this budget and felt that the basic principle to apply was the 'salami slicer'. With the exception of the school nurse post, we recognised that the scale of our proposal was not fundamentally undermined by a 20% reduction. In other words, this reduction did not fundamentally alter the way in which we would deliver the vision and the quality of provision to which we are committed

Budget preparation was an incremental process. We accessed relevant benchmark data from DfE's comparator service and have also been able to draw on our existing experience of managing budgets at the proposed venue. We have 4 years worth of relevant budget data that we have drawn on. The [REDACTED], the [REDACTED] and the [REDACTED] have all contributed to the provision of data. Where additional data has been needed, this has resulted from desk research. The budget has been through several iterations, to enable key stakeholders to reflect, debate and review the figures.

We have not included a formal contingency fund as an expenditure line, but this can be built in as appropriate.

Overall the budgets show us consistently managing at between 1.5 and 10% annual surplus.

Section H: Premises

Please refer to page 35 of the 'How to Apply' guidance for what should be included in this section.

Titan Partnership's current part-time alternative provision is being delivered at [REDACTED] in [REDACTED] in Birmingham. The full address of the site is:

[REDACTED],
[REDACTED],
Birmingham
[REDACTED].

The facility is a [REDACTED], the freehold for which is still owned by the Birmingham Diocesan Board of Education (Church of England). It is a 4-acre site that includes more than 60 rooms and parking for 120 cars. It is currently operated as a [REDACTED], with a strong emphasis on hosting and supporting services that cater for the needs of local young people, families and the wider community.

The current part-time provision for North West Network alternative provision at the site is contained on under half of a single floor. It is secured and compliant for safeguarding purposes with purpose built toilets established within the centre. There are 3 classroom spaces as well as staff space and small break-out space.

Discussions with the [REDACTED] of [REDACTED] have clarified the following potential options:

- Terms of occupancy are negotiable and range from a short-term licence (our current arrangement) to the potential for longer term lease arrangements. The Diocesan Board of Education have leased the site to the managing charity with the power in place to sub-let.
- The remaining rooms on the floor that we occupy are potentially available for use in the event that we need to extend provision to 110 pupils. There is scope for 8/9 classrooms, 3 staff spaces, toilets and 3 breakout spaces in total on this floor. Additional, casual use space is also available around the site. In excess of 8000 square feet is comfortably available with scope for more if required.
- The extension of our use of the site can be accompanied by the introduction of a second secure door with audio facilities and keypad access that enables us to guarantee a suitably safeguarded site (they have already fitted this system for our existing provision).

Our reasons for proposing this site are:

- There is readily available and adequate floorspace at [REDACTED] for

the expansion in numbers that we are proposing

- The space we would occupy can be made safe with modest investment
- There are additional and breakout spaces at [REDACTED]
- There are indoor and outdoor sports facilities at [REDACTED]
- [REDACTED] is ideally placed close to a number of radial routes out of the city centre that are well served by buses and trams
- [REDACTED] is based in 'neutral territory' as far as the local gang 'map' is concerned. We have not yet had a child who has refused to attend [REDACTED] on these grounds, which is unusual for a site in North West Birmingham
- An established relationship that has 'added value' linked to the proximity of other community based organisations that support the children and young people's agenda
- Minor adaptation requirements – we have already invested in alterations to ensure that the facility is suitable, but the venue benefits in this regard from its original design and purpose, namely it was a [REDACTED] with [REDACTED], toilets and staff spaces
- Overall condition of the building is sound and in good repair – walkways and passages are in good order and the building offers a welcoming environment for students, staff, parents and partner agencies
- Competitive service charge rates. We have compared the site with other [REDACTED] and have analysed the comparative data from the nearest benchmark we have found on the DfE website (an 86 pupil SEN school in East Midlands) and total costs for management of their own site amount to [REDACTED]. We are being quoted an estimated [REDACTED] for which we will have no staff management costs. This will remove a significant additional set of responsibilities for the Board and the management of the TPT. Additional benefits include cleaning and waste costs included in service charge and an 8.00AM to 5.00pm 'front of house' staffed service at the front door to enable signing in and out of all visitors.

Annexes

If there is any additional information that you wish to submit as part of your application include it here.

Annexes are included with the hard copy submission and include:

- bespoke digital map showing the [REDACTED] of the commissioning schools set against [REDACTED] and North West Birmingham
- additional demographic data profiling Ladywood in North West Birmingham
- a copy of the benchmark school data that we have drawn on in constructing the budget – from DfE’s own data benchmarking service
- copies of all letters of support as evidence for referral numbers
- copies of all letters of support as evidence for specialist support service demand
- copies of wider letters of support from other schools
- copies of letters of support from the Local Authority – Children’s services and Behaviour Support Service
- example timetable

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