

# New Generation Schools Trust

## INFORMATION PACK FOR CANDIDATES

Principal Designate of Hope Community School, Southampton

A Free School

Dear Applicant

Thank you for your enquiry regarding the position of Principal Designate at Hope Community School, Southampton. An exciting opportunity for a visionary leader who wants to build a new school where each pupil is developed academically, socially and emotionally working in partnership with his or her family and community.

Our Principal Designate will shape our school's culture and its systems to ensure that we provide the aspirational, engaging and personalised education that the children of Southampton deserve by building on each child's unique gifts, talents and particular needs. If you want to use your creativity, enthusiasm and strategic mind with your expertise in educational leadership, we invite you to read through this information pack and consider applying for this important post.

To read more about the vision and ethos for Hope Community School and to keep up with the latest news on the plans and [www.hopecommunityschool.org](http://www.hopecommunityschool.org). If you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification. Also, if you wish to have an informal discussion about the post, please contact Paul Weston (Chair) on 020 8309 6056.

I hope you find the information pack helpful. If you feel that this is a post for which you would like to apply, please complete the Application Form – Sections A to D (CVs are not accepted) – and return it to Mary Rouse (Project Director), at Hope Community School by either of the following ways, but preferably by email:

Email: [mary.rouse@newgenschools.org](mailto:mary.rouse@newgenschools.org)

Post: New Generation Centre, Birkbeck Road, Sidcup, DA14 4DJ

The closing deadline for applications is no later than **12pm on Wednesday 29<sup>th</sup> June. We will inform you if you have been shortlisted by 5pm on Friday the 1<sup>st</sup> July.**

Please ensure you provide the name, address and status of two referees, one of whom should be your current Manager or Chair of Governors. Candidates should be aware we will seek references on short-listed candidates for all positions at Hope Community School and will approach previous employers for information to verify particular experience or qualifications before interview.

Successful candidates will be invited to attend a selection process in Sidcup, Bexley on **Friday 8<sup>th</sup> July** and if successful at this stage then in Southampton on **Wednesday 13<sup>th</sup> July.**

I wish you well and thank you once again for your interest in what we think will be a challenging and rewarding post. You should note that the position will be offered 'subject to Funding Agreement', that we hope to be signed by March 2017, as well as relevant medical and DBS checks.

Yours sincerely



**Paul Weston Chair, New  
Generation Schools Trust**

# New Generation Schools Trust

New Generation Schools trust is the Academy Trust that has worked to establish Hope Community School, Sidcup and is leading on the opening of Hope Community School, Southampton. The New Generation Schools Trust exists to advance education in the UK for the benefit of the public, in particular by establishing, maintaining, managing and developing a family of schools of religious character offering a broad and balanced curriculum conducted in accordance with the principles, practices and tenets of the Christian faith. In accordance with our inclusive Christian ethos the schools will be open to children of all faiths and no faith.

The Trust is led by a team of people from all walks of life, including educationalists, church leaders, business representatives and local parents and carers. The Trust was set up in response to a local demand in Bexley for Primary school places and a passion to see positive change in our local community. It has a vision to grow into a family of schools working in partnership with local churches who share the visions of the trust and have a proven track record in serving their communities

The Principal Designate of HCS, Southampton will work collaboratively with the New Generation Schools Trust, the local governing body to support, challenge, inspire and resource the school team so as to achieve aspirational outcomes for all of the pupils.



This is an exciting opportunity to influence community education in central Southampton by developing one of the Governments flagship initiatives, a Free School, the first mainstream in the city. There is a widely recognised need for a new and outstanding primary school in the SO14 area, with a community keen to work with the Principal Designate to develop a successful school. The proposers for Hope Community School are New Generation Schools Trust (NGST), an organisation working in partnership with Pioneer Churches in Southampton, CLEAR and local stakeholders. NGST have put in a huge amount of work on this proposal over the two years and are looking now for an outstanding leader to help shape our vision and take the school forward. We have already opened a successful free school in Sidcup which was graded Good (with Outstanding Behaviour and Safety) in its recent Ofsted inspection.

Hope Community School (HCS) will be a Hope Community School will be a mainstream 2 FE Primary School for children aged 4-11. The school will open in September 2017 with a Reception intake of 30

pupils. Numbers will then build year on year until we have a full roll of 420. The school will be designated as a school of religious character.

The Principal Designate at HCS will work with our visionary organisation to lead a committed team in the creation of a dynamic new community school serving the children, families and residents of Southampton. The Principal Designate will implement the vision and strategy for Hope Community School as outlined by NGST and work with a wide range of local partners, realising the prescribed targets for educational attainment and personal development, ensuring effective personalised pathways to future education, and providing holistic support for families. Our partners include business and community organisations such as John Lewis, ETCH UK Ltd., and local primary and secondary schools, and Southampton City Council. The Principal Designate will become a recognised leader serving the community, drawing together stakeholders from the private, public, voluntary and faith-based sectors to contribute to the life of the school and enabling HCS to become a hub of community learning and regeneration.

The Principal Designate is responsible for managing and overseeing all aspects of the HCS vision and strategy, including the curriculum, school environment, and the operational and fiscal health of the school. The Principal Designate will be an active member of the local community and will partner with local schools in a community of practice. The Principal Designate will be accountable to Governors and Trustees for the implementation of the vision, achievement of the targets and operational effectiveness and line managed by the Chair of Governors and the NGST Education and Standards Committee and will receive support from the NGST Educational Specialist.

We were given Secretary of State approval for the school in September 2014 and are presently in the implementation stages of the project.

## Explanatory Notes

**Applications will only be accepted from candidates completing the enclosed Application Form. Please complete ALL Sections of the Application Form that are relevant to you as clearly and fully as possible (Sections A & B). CVs will not be accepted in place of a completed Application Form.**

## Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

1. Candidates should be aware that all posts at HCS will involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
2. Accordingly this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

## Interview Process

After the closing date, short listing will be conducted by a Panel who will match your skills/ experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form on pages 17-31.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for HCS and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

## Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon: -

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- The Children's barred list
- Satisfactory DBS Disclosure
- Verification of professional status such as GTC registration, QTS Status, NPQH (where required)

- DfE number
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period.
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected.**

# Job Description

It will be imperative that the Head Teacher is a strong, empowering leader, approachable by everyone involved in the school. The Head will lead by example and be a positive presence around the school, knowing each child as an individual. The Head will also be an advocate of all the community work the school is involved in, they will be passionate about making a difference and being involved in community projects both locally and globally. The governors will be encouraged to take an active and inspirational role in the working life of our school. They will support the Head and staff as a critical friend; this will ensure our ethos will be maintained throughout.

## Primary Responsibilities

### Strategic leadership

- Implement a high-quality, rigorous, aspirational programme that promotes critical thinking, citizenship, leadership, and growth
- Implement NGST Schools' mission and vision to establish HCS as a school with an authentic Christian ethos, serving the whole community
- Create the strategic school development plan and lead its effective implementation including setting ambitious school targets for pupil achievement and performance and holding staff members accountable for achieving results
- Build supportive teams in which individuals have responsibility for achieving their personal targets and their pupils' achievement
- Create an effective, collaborative team of people jointly responsible for the attainment of school goals and committed to achieving excellence
- Critically analyse and use data to inform practice and drive decision-making and instruction at the school

### Leading learning and teaching

- Build a culture of learning which effectively integrates enterprise learning and financial literacy and engages families and the local Central Southampton community
- Establish and direct a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Promote and foster learning ensuring that it is at the centre of strategic planning and resource management.
- Maintain and develop creative, responsive and effective approaches to learning and teaching.
- Promote and foster a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for both schools'.
- Direct and implement strategies which secure high standards of behaviour and attendance.
- Initiate and implement a diverse, flexible curriculum and implement an effective assessment



framework across both schools’.

- Take the strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge underperformance at all levels and ensure effective corrective action and follow-up.
- Identify pupils’ strengths and interests to ensure high standards and achievement enabling them to pursue the most aspirational personalised pathways
- Hire, lead and manage a dynamic staff team to deliver exceptional results for all pupils, including those who have special educational or behavioural needs
- With regard to safeguarding and child protection legislation develop appropriate policies to foster a safe, just and welcoming school climate that supports both pupil and staff success and promotes the school’s ethos
- Develop a culture of positive behaviour for learning

#### **Developing self and working with others**

- Coach, develop and grow leaders from within the organisation, giving opportunities to staff to develop new skills, develop their own leadership and improve their craft
- Promote a professional culture of continuously improving teaching practice through professional development, collaboration, modelling and collaborative planning amongst the staff

#### **Securing accountability**

- Monitor development through leading performance management of teaching and support staff
- Work with the Local Governing Body to provide information, advice and support to enable it to meet its responsibilities
- Work collaboratively with the Local Governing Body to deliver the best education and care for the pupils at the school
- Ensure that all staff have a clearly defined and agreed set of responsibilities and accountabilities
- Establish mechanisms for reporting to all key stakeholders at agreed intervals.

#### **Strengthening community through collaboration**

- With regard to the Equality Act 2010, build relationships with all stakeholders including pupils, staff, parents, local community, members of the Governing Body, and the NGST team along with Pioneer Churches in Southampton as the local partners, in line with the Christian ethos of the school.
- Develop relationships with community organisations and local businesses to create

opportunities for pupils in enterprise learning and other co-curricular activities

### **Managing the organisation**

- Take responsibility for all operations at the school site and oversee the school facility
- Ensure fiscal solvency and financial planning meets the needs of Academies legislation and the Financial Handbook for Academies, and that information is provided in a timely manner and the correct format to enable the Trustees to discharge their duties under Company Law
- Build a sustainable organisation for all team members and lead all human resource issues including hiring and evaluating the performance of all staff members
- Contribute to the strategy for developing New Generation Schools Trust Community Schools
- Ensure compliance of all local and national laws and regulations
- Be accountable to the Local Governing Body, Governors and Trustees for the effective operation of the school, meeting targets and delivering robust planning to enable achievement of the vision
- Establish a safe environment in which children can learn and develop
- The Principal Designate will also be required to undertake additional duties as the NGST central team and Board may require

## Person Specification

Qualifications, Skills and Qualities	Essential or Desirable	Application or Interview
<p><b>Training and Qualifications</b></p> <ul style="list-style-type: none"> <li>• QTS</li> <li>• Bachelor’s Degree</li> <li>• Master’s Degree</li> <li>• National Professional Qualification for Head teachers</li> </ul>	<p>E E D D</p>	<p>A A A A</p>
<p><b>Experience of teaching and school leadership</b></p> <ul style="list-style-type: none"> <li>• A minimum of 3-5 years teaching in a school in an ethnically diverse and/or socio-economically challenged area</li> <li>• At least 2 years of leadership experience in a good or outstanding primary school <b>with evidence of having made a significant impact on standards</b></li> <li>• Experience in effectively leading a robust performance management system monitoring, evaluating and reviewing performance of teaching and support staff</li> <li>• Evidence of challenging underperformance with demonstrable impact on pupils’ outcomes</li> <li>• Experience of fostering and maintaining successful working relationships with all stakeholders, involving them in the school’s development.</li> <li>• Ability to ensure the implementation of effective business systems that ensure proper stewardship of school funds</li> <li>• Experience and ability to safeguard and protect the welfare of children.</li> </ul>	<p>E  E  E  E  E  E</p>	<p>A  A, I  A, I  A, I  A, I  A, I</p>

<b>Personal skills and attributes</b>		
<ul style="list-style-type: none"> <li>Committed practicing Christian leading by example, upholding the values of the Christian faith.</li> </ul>	D	A,I
<ul style="list-style-type: none"> <li>Can demonstrate their Christian faith in life, work and community in accordance with the school of Christian designation.</li> </ul>	D	A,I
<ul style="list-style-type: none"> <li>Excellent written, oral communication, listening and negotiating skills for a range of purposes and audiences.</li> </ul>	E	A,I
<ul style="list-style-type: none"> <li>Emotional resilience, stamina and flexibility when dealing with challenges</li> </ul>	E	A,1
<ul style="list-style-type: none"> <li>A vision for governor, parent and community involvement in the life of the school and a commitment to creating and expanding community and global links.</li> </ul>	E	A,I

# Our vision for Hope Community School

## Hope Community School's Mission Statement

A school which is at the heart of the community; reaching out to local families to increase children's aspirations, encourage a spirit of adventure and maximise each child's talents and gifts. We will do this through underpinning the Christian values of generosity and hospitality to create community pioneers. Inspiring children to be people who not only value their community but have the desire, ability and tools to transform and enrich it through innovative and aspirational visions. Encouraging children to dream limitlessly, explore confidently, discover expectantly and take ownership of their futures.

We believe in education for all, allowing each child to enjoy and achieve their full potential at school. We want every child, no matter their ability, ethnicity or background to thrive throughout their education. We intend to create an encouraging and inclusive environment that extends beyond academics and into the community, using links with local businesses, offering practical and vocational opportunities as well as traditional pathways. We want to create an exciting and vibrant school that celebrates achievement and diversity. Education should be engaging and we want to inspire children to learn and develop beyond the walls of a School. Our vision is to link school and community, teaching the value of each other, in order to better prepare both for their futures...

---

## The motivation behind Hope Community School

- **There is an overriding need in the local area**
- **The need for more local choice**
- **Overwhelming parental demand**
- **The need for community cohesion**
- **Continue our investment in local Communities through existing meaningful partnership**

### **There is an overriding need in the local area**

In October 2013 Southampton City Council produced a School Organisation Plan 2013 –2022. The plan identified that there are insufficient reception class places across the city, in particular, in the city centre. The plan shows that there will be a shortage of places for the next three years; 74 in September 2015, 119 in September 2016 and 71 in September 2017.

In September 2014, the Primary schools in the city centre, St Mary's and St John's were at capacity. The City Council expanded a number of schools outside the city centre – Thornhill, Bitterne Manor, Bitterne Park, Mansbridge and Portswood. The schools in central Southampton are full and so the expectation is that children who do not get into their parents' first choice school will have to travel outside the area to these bulged schools or other schools in the city. We would expect this to impact on attendance, engagement in after-school activities and the accessibility of support for the family by the school.

Both the Bargate and Bevois Wards are characterised by very limited access to personal transport with almost 50% of households not having access to a car or van. This contrasts to the Southampton wide average of only 30% of households not having a car. These families will therefore be reliant on local transport or other provisions to make use of any available places outside of the area. The current

provision outlined by the City Council would mean families would need to travel to a school in the east of the city. Because of the lack of personal transport, this would be expected to impact on school attendance and resulting educational progress. Absence in Southampton is already above national average (5.9% cf 5.1%).

Southampton City Council is not in a position to build a new school where the greatest need is. This means there is demand for an innovative solution to the need for more primary school places in the under-served SO14 area. The political leadership of the local authority have expressed their desire to work closely in partnership through the pre-opening phase and ongoing running of HCS Southampton.

The Southampton City Council School Organisation Plan failed to take into account the expected population growth and is based on birth rates. The SO14 area is expanding significantly (e.g. 58% population increase in Bargate Ward from 2001 to 2011). There are also 5000 new homes planned for the coming five years in central Southampton significantly adding to the population growth (Planning for Economic Growth in Southampton, 2012).

Another change in the city centre is the introduction of bespoke student accommodation built by both the University of Southampton and Southampton Solent University. It is believed that this would see houses in the city centre, currently occupied by students, become family homes.

#### **The need for more local choice**

Rather than expecting parents to travel outside of their community what is required is more choice within the community. Of the 4 primary aged schools in SO14 only two are primary schools with one junior and one infant school. The provision of another primary school creates more much needed choice for those parents who do not wish to have their children going through the upheaval of changing schools.

#### **Overwhelming Parental Demand**

In researching the demand and need for another school in SO14, prior to submitting our bid to the Department for Education we carried out a community consultation over a period of weeks in 2014. The response to our survey of parents within the SO14 area confirmed the Trusts conviction that another school would be well received.

643 surveys were completed with sufficient data. 248 were assessed as “community surveys” i.e. no eligible children or incomplete data to confirm eligibility. 100% of these community surveys were supportive of the Ethos & Values of the school. 395 surveys were completed by Parents with children aged 3 and under. These surveys represent 476 children.

The detailed responses for those with Children Aged 3 or under are:

Total number of Children represented by the survey	477	
Total Number with parents supporting vision and ethos	476	99.8%
Total Number who would consider as 1 <sup>st</sup> choice or 2 <sup>nd</sup> Choice	473	99.2%
Total Number who would consider as 1 <sup>st</sup> choice	437	91.6%
1 <sup>st</sup> Choice Consideration Sept 2015 Entry	155	
1 <sup>st</sup> Choice Consideration Sept 2016 Entry	125	
1 <sup>st</sup> Choice Consideration Sept 2017 Entry	110	

#### **The need for community cohesion**

Rather than disperse an already ethnically diverse community to schools in other parts of the city we need a school that is committed to working with and bringing together the community. We are committed to establishing strong community cohesion and already have a strong partnership with the CLEAR organisation who are already serving the families of the area in this way.

In partnership with the CLEAR team, HCS will offer a variety of adult learning courses, home language support and after school programmes supporting the integration of new communities in the city. This will better enable parents and carers to support their children in their education.

### **We want to continue our investment in local Communities where we have existing meaningful partnerships**

The New Generation Schools trust has strong connections nationally to the Pioneer network of churches whose headquarters are in Southampton. The partnership between the Pioneer Trust, New Generation Church in Sidcup and the Pioneer churches who are committed to the vision for HCS in Southampton, has been established for many years. The Southampton church has been investing in the local community for many years and helped form chaplaincies in both Oasis Academies that they were instrumental in establishing in Southampton. The church has founded and managed numerous community initiatives across the city. New Generation Schools Trust is committed to helping our partners invest in their communities by harnessing the educational expertise and experience of the trust with local passion and commitment to communities.

## Distinct Features

- **In partnership with local business**
- **Curriculum that impacts the community**
- **Classroom in the community**
- **Learning space for the whole family**
- **Outstanding Education**

### **Partnership with local business**

We feel that businesses playing an active part in the education and futures of children will be invaluable to their lives and an important part of their learning.

We want to inspire children to learn and experience beyond the four walls of a classroom. We will work with local businesses and community organisations in order to offer practical and vocational opportunities as well as traditional pathways of learning. Our vision is to link school and community in practical ways, teaching the value of each other, in order to better prepare both for their futures...

We want to introduce children to the working world and give them an awareness of the basic skills required. We hope to bring about a familiarity with surrounding industry to create a respect for the shops and services available. We hope to build relationships between the children and local workers this will provide good role models beyond their parents and teachers raising their aspirations and help them begin to think about their possible career ahead.

### **Curriculum that impacts the community**

Our whole school thematic learning will aim to positively impact upon the local community. As well as key learning outcomes each theme will have a community outcome, for example 'Mystery of the Meadows' will result in litter picking in the community, and helping the rangers to look after the open green spaces. Through our thematic learning we want the community and environment to feature frequently in all topics to encourage social and urban care and responsibility. We will also encourage an understanding and acceptance of other cultures, traditions and values to bring about greater social harmony and a culture that helping others and giving back is the 'norm'.

### **Classroom in the community**

Where possible we want to take learning out of the classroom. We feel experiential learning is key

for children to connect what they are learning to its relevance. The partnerships we have with local businesses will allow us to take learning out of school and into the community. This will show the reason for learning, stimulate natural curiosity, and also create a familiarity with the local working environment. We wish to take advantage of Southampton's unique historical and natural surroundings to bring learning alive. Whether it is a geography lesson in the John Lewis Store, (the whole world can be found there) or a computing lesson at Etch, or a history lesson on the dock where the Titanic sailed from we want to fuel the children's interest in the world of work from an early age and help them to know and value the history of their community.

### **A learning space for the whole family**

When a family engages together in education the value of education is raised in the home. We will open the school for children and their families to learn together by establishing regular open lessons, varied enrichment opportunities families can do together such as cooking workshops, agriculture projects and language lessons. We will deliberately look to engage family members who are traditionally less engaged in school life by providing targeted enrichment programmes.

We feel each of these companies offer an interesting, exciting and broad insight to business and the working world. Our criterion for choosing these companies is first and foremost that they are employers in the community who we can encourage to take a responsibility for the future of the children in the local area. As a community that is currently segregated we feel that businesses playing an active part in the education and futures of children will be invaluable to their lives and an important part of their learning.

We want to introduce children to the working world and give them an awareness of the basic skills required. We hope to bring about a familiarity with surrounding industry to create a respect for the shops and services available. We hope to build relationships between the children and local workers who will be involved in the learning from our partnering businesses; this will provide good role



models beyond their parents and teachers raising their aspirations and help them begin to think about their possible career ahead.

### **Outstanding Education**

Our curriculum will bring the National Curriculum to life with a range of project and theme based learning initiatives.

We will focus on the development of depth of knowledge, demonstrating a broad and balanced approach based on the present range of National Curriculum subjects with strong emphases in English, maths and Science.

The school will create a culture of high academic achievement and real world application. By building strong relationships, teachers will foster children's strengths, abilities and passions, whether academic, creative and practical or personal, to ensure that all pupils aspire to achieve, develop and grow.

Teachers will apply the theory that a 'rising tide lifts all ships' by planning activities with very high expectations for the most able children while providing 'scaffolding' for less able learners to access learning.

## **Ethos**

The Ethos of our school is based around the following things:

- **Adventure**
- **Openness**
- **Creativity**
- **Excellence**
- **Christian values**

These values are inclusive of other faiths, worldviews and cultures. The curriculum reflects our ethos of by taking learning out of the school wherever possible, having exciting themes that link to the community and positively impact upon it, being open to the pupil's families and instilling good manners and strong moral values for life.

### **Adventure**

We want to encourage a spirit of adventure to run through our school. We hope that our curriculum will inspire the children to also be adventurous and innovative in their learning. We hope our engaging topics and themes will foster curiosity in students.

We plan to enable children to be confident to make the right decisions for themselves through discussion regarding ways of recognising better choices presented. Our daily debate and discuss sessions will focus on the thought for the day giving space for children to voice their views and grow in confidence in their own opinions and thoughts. This will also help them understand the importance of listening to others, learning from and taking into consideration other people's ideas to expand their own minds.

### **Openness**

HCS Southampton will be open to families and have a positive impact on them as well as the children who attend. Families will be encouraged to attend the regular enrichment sessions we run outside of

the school day with their children to learn together with their child. We hope this will bring families together, advance the learning of the parents and teach them how to support the learning of their child. We will teach the traditions of manners, respect and hospitality. Going hand in hand with our aspiration to impact and serve the community we want the children to learn in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can be hospitable in their own lives.

Celebrating the different cultures in our surrounding area and learning about them is an important part of our ethos. We hope this will alleviate fear of the unknown and build bridges between the children and the cultures they are unsure of. We want to teach about the unique and shared histories of our diverse community so the children can understand each other and build bridges between them.

### **Creativity**

we want our school to be a vibrant, colourful and intriguing in its aesthetics. The designs of each classroom will be welcoming, inspiring and animated. Our library will be an inviting and vibrant space for children to relax and enjoy reading. Where possible spaces and classrooms will be tailored for various subjects so children will use different rooms for different lessons to give a variety and contrast to their learning space. As our themes change so will the interior of the school, we want children to feel like they are living the theme and are a real part of it.

### **Excellence**

We plan that all who work with, in and for our school will strive for excellence. We will appoint teachers who are passionate about their work and value the aspirations of each child. In turn we will encourage the children to be passionate about their learning and be proud of their successes.

### **Christian values and spirituality**

Christian values run as a thread throughout the school and curriculum. We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will present a Christian view point while allowing children the freedom to decide for themselves. We will ensure children of all faiths feel included and valued by being inclusive in teaching about other faiths and religions.

Respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff with respect and good manners. Social skills training will be an integral part of the curriculum. This will be mirrored by the evident respect all staff and adults in school show to each other and to the children.

## **Aspirations**

The key driver for the curriculum is to ensure that pupils make rapid gains in their learning from their starting points; with a clear focus on mastery of skills and knowledge across the curriculum.

### **The targets we aspire to achieve:**

- To be graded at least Good in our first Ofsted inspection
- For 100% of teaching to be good or better and 30% to be Outstanding
- End of EYFS: 70% of all pupils to reach a good level of development
- Phonics Screen Check in Yr. 1: 80% of all pupils to achieve the expected standard

- End of Yr. 2: 90% of all pupils to have met expected and 20% to exceed end of year outcomes in Reading, Writing, Mathematics and Science
- End of Yr. 6: 90% of all pupils to have met expected and 30% to exceed end of year outcomes and in Reading, Writing, Spelling grammar and punctuation, Mathematics and Science

We also strive to ensure that the outcome of the curriculum results in our children becoming:

### **Independent motivated learners**

Our teaching methods move beyond the mastery of mere information, inviting students to be challenged and changed by their learning. We will teach children to delight in knowledge: to move from, 'Whatever!' and 'So what?' to wonder and wellbeing. Lessons will come with a license for adventure, learning will be integrated across subjects and disciplines and teaching will be applied to real life. We expect teachers to be fully aware of the requirements of the new Ofsted framework in modelling good and outstanding teaching and learning.

HCS will cultivate a growth mindset in children and young people so that they expect to work to achieve success, do not fear failure and are comfortable with challenge. We will teach children that their intelligence and abilities can be developed.

### **Community Entrepreneurs**

We want the children to leave the school with a passion for helping others and strong values, knowing the importance of helping their community. We hope that this along with their knowledge and understanding of businesses through our partnerships will give them broad and entrepreneurial minds for them to think for themselves about how they can impact both their community and the world around them. With volunteers from our community outreach links we hope to bring to community into the school as well as reach out beyond the school.

Our intention will be to specifically focus on key industries that reflect the unique nature of the city of Southampton – commerce, digital technology, marine industry and sport.

The city centre location of the school is within easy commutable distance of the retail heart of the city, the docks and associated marine industries and Southampton Football Club. We have already established with two businesses a commitment to explore partnership, John Lewis Southampton and Etch UK Digital Agency.

### **Increased success in Secondary Education**

Our hope is that with our individual education plans we can stretch and challenge higher education able students. We hope to provide a secure foundation for academic progress and strive to achieve greater success in the secondary phases of each child's education. Working with organisations such as Prospects and links with local secondary schools we are aiming to track the records of our students using Unique Pupil Numbers to gain information on their destinations at ages 16 and 18. We will ask students to stay in touch with the school to let us know of their future successes so we can build up a record for the school.

### **Fantastic reputation of pupils in the area**

By holding closely to the ethos at HCS we hope the children will be well received and positively recognised in the community as being pupils of our school. We hope to receive thank you letters, not complaints, about our students for their manners, respect and willing to help in their community and during their interactions with our partnering businesses.

## **Developing Strong community cohesion in SO14**

We recognise and value the diversity of the community in SO14.

We will be working closely with CLEAR, a community organisation that has been working with refugees and asylum seekers in Southampton for over 13 years, providing access to free advice, local services and ESOL classes for the whole family. In 2013, CLEAR advised clients in the area from 52 different nations, speaking 32 languages. The most common nationalities being Afghan (28%), Iranian (14%) and Iraqi (11%). CLEAR is experienced at working with people who have English as an Additional Language. CLEAR is also contracted by Southampton City Council as an Adult Learning provider and provided 22 courses last year. Finally, CLEAR provided English classes for 189 adult learners in 2013. CLEAR has 117 trained volunteers to help deliver its services in SO14. CLEAR runs other community events which celebrate and value the diversity of the population in the city centre. We will also be supported by St Mary's Surgery. 32% of their patients have English as an Additional Language.

We will offer a broad and balanced curriculum and be inclusive in our teaching. The school will create a welcoming and inclusive environment for all within the city and will be open to children of all faiths and no faith. The close partnership with the local surgery and with CLEAR who have significant experience of reducing barriers to engagement in a diverse community, will help us provide outstanding outcomes for the community regardless of faith, culture or background.

## **Our Religious Character**

The SO14 area in Southampton is in an ethnically diverse location and as such our vision is to welcome the whole of that community through our doors. Our Christian ethos will be reflected in our curriculum, our behavioural policy and in the teaching of values and respect for life and for each other.

We believe that the Christian ethos of the school is best reflected in the values of the school and not in religious symbolism. The thread of Christian values and purpose for all people will run throughout the curriculum. We want to teach pupils that they have great worth and a place in the world. This will encourage hope and aspirations to make the best of themselves and look for the best in others who are valued equally regardless of their faith or religion.

The thread of Christian values and purpose for all people will run throughout the curriculum. We want to teach pupils that they have great worth and a place in the world. This will encourage hope and aspirations to make the best of themselves and look for the best in others who are valued equally regardless of their faith or religion. Creationism intelligent design and similar ideas will not be taught as valid scientific theories, we will ensure children of all faiths feel included and valued by being broad in our teaching of other faiths and religions.

We will teach respect, hospitality and care for others. Going hand in hand with our aspiration to support and serve the community, we are committed to children learning in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can demonstrate this value in their own lives.

We are committed to teaching pupils that every person has great worth and a place in the world. We will encourage hope and aspiration for every child to become the best they can be and to look for the best in others.

Respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff with respect and good manners. Social skills training will be an integral part of the curriculum. These will be modelled by the respect all staff and adults in school show to each other and to the children.

We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will make space for regular collective times of worship. We will ensure children of all faiths feel included and valued by being inclusive in teaching about other faiths and religious festivals.

Our Christian ethos is reflected in the values of the school, not in religious symbolism, uniform requirements, dietary expectations or other externals. For us the Christian faith is best reflected in the values that shape the type of people our children grow up to be rather than what they look like.

- **Links with Pioneer Churches as the local partner Church and with Churches Together in Southampton**
- **Collective Worship**
- **Learning themes to be linked with Christian Festivals**
- **Chaplaincy**
- **Inclusive RE teaching**
- **A school for all**

#### **Links with Pioneer Churches as the local partner Church and with Churches Together in Southampton**

Our partnership with Pioneer Churches in Southampton and link with the local Churches across Southampton will build relationships and provide role models from the volunteer helpers involved in our enrichment activities. The wide variety of community work the churches are involved in will demonstrate the culture of helping others. On top of this we will also forge strong links with other faith groups through the local SACRE forum and the Southampton Council of faiths.

#### **Learning themes linked to Christian festivals**

We feel it is important that all children have a knowledge and understanding of why we have various festivals throughout the year and the meaning behind them. This will give them a broad knowledge and help them with their own explorations of faith later in life.

#### **Chaplaincy**

Pastoral care and emotional support will be available for all students. Prayer or thought spaces will be created around the school where children will be encouraged to go if they have problems or want to pray and think for others around them. We will have volunteers through our links with local churches available in the week, to be a supportive listening ear for children. The volunteers will oversee the prayer spaces and be on hand for children who need extra emotional support. The HCSS Advisory Board has experience of establishing chaplaincies in schools.

#### **Inclusive RE teaching based on the SACRE syllabus**

Other faiths and religions will be taught as well as having a strong Christian focus in our Religious Education subjects. We want children to have a broad understanding, sympathy and knowledge of a variety of faiths and their traditions. We hope this will create a respect and sympathy towards all people regardless of their faith and our children will have the tools they need to decide their own faith path in life. Creationism intelligent design and similar ideas will not be taught as valid scientific theories.

### **A School for All**

The school will be welcoming to pupils of all faiths/world views and none but as a school of Religious Designation our admissions policy will have a faith based criteria for allocation of places. As per HCSB Admissions Policy, if the school is oversubscribed, 20% of places will be allocated to children from faith backgrounds. The Admissions Policy will follow the Schools Admissions Code.

## **Child Protection Policy**

New Generation Schools Trust and HCS fully recognises their responsibilities for child protection.

Our policy applies to all New Generation Schools Trust Trustees, charity staff, Governors and staff in its schools.

There are four main elements to our policy. We are committed to:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.