

# Vice Principal

Candidate Information Pack



**Bristol Brunel**  
Academy



**Cabot**  
Learning  
Federation

 **Rolls-Royce**

**UWE  
Bristol** University  
of the  
West of  
England

 **National College for  
Teaching & Leadership**

**National Centre**  
for Excellence in the  
Teaching of Mathematics

National Support School  
designated by  
 **National College for  
Teaching & Leadership**



# Contents



1. Introduction from Steve Taylor, Chief Executive Officer, Jane Harrington, Chair of CLF Board.
2. Introduction from Mr Jon Jones, Principal
3. Advert
4. Bristol Brunel Academy
5. Working at Bristol Brunel
6. Job Description
7. Person Specification
8. Senior Leadership in the Cabot Learning Federation
9. Location
10. Application and Selection Process
11. Cabot Learning Federation
12. The Structure of the Cabot Learning Federation
13. CLF Institute
14. Vision: 'Embedding Excellence'





# Introductions

Chief Executive  
Officer & Chair of  
CLF Board

On behalf of the Board of the Cabot Learning Federation (CLF), I would like to thank you for your interest in the exciting role as Vice Principal within Bristol Brunel Academy. The CLF has a proven track record of growing leaders and creating opportunities for career development. Your interest in the CLF coincides with one of the most exciting phases in our development and I hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further and arrange a visit to see the work at Bristol Brunel Academy for yourself.

All members of the CLF team are committed to providing the very best opportunities for every young person we educate to achieve their potential. There is a belief in the CLF that outstanding achievement in our academies can be realised more quickly and with greater sustainability through proactive collaboration. The strong sense of moral purpose that is our hallmark has helped to create an environment within which all leaders take a collective responsibility for the learning and success of all 8,000 pupils in our care. We promote a culture in which openness to peer and external scrutiny and an active willingness to share and promote the very best practice are key factors in the improvement in our academies. Furthermore, we are committed to supporting and learning

from the education community in Bristol, Bath, Weston-Super-Mare and the surrounding areas, and are keen to fully contribute to system leadership to the benefit of the broader communities we serve.

We are looking for a Vice Principal who shares this commitment and holds values conducive to making our ambitious goals a reality. We are seeking someone who, like us, recognises that effective collaboration is the best route to outstanding achievement, and who will have an unremitting focus on high-quality learning, teaching and leadership required to support the primary aims of Bristol Brunel Academy and the CLF.

This candidate brief provides some background information about the Vice Principal role, the Federation's development to date and the key themes in our vision: 'Embedding Excellence'. We very much hope that the opportunities and challenges facing the Cabot Learning Federation will excite you, as they do us, and lead to you submitting an application.

Steve Taylor  
Chief Executive

Professor Jane Harrington  
Chair of CLF Board

# Introduction from Mr Jon Jones, Principal

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We have the pleasure of inviting applications for the post of Vice Principal at Bristol Brunel Academy. The new Vice Principal will be an aspiring Principal in the next 3 to 5 years.

We seek a colleague who can challenge our thinking, complement our skill set and deputise effectively. This is a challenging role, you will be expected to work hard and deliver outstanding outcomes. You will join a Senior Leadership Team that is strong, dynamic and influential around the Academy, relationships are positive within the Team and with colleagues in every part of the organisation.

The benefits are numerous, not least the chance to work with our incredible students, supportive families and outstanding staff. The moral purpose is clear; as Vice Principal you will lead the Academy improvement journey to ensure our students receive the high quality education they deserve.

I look forward to receiving your application.

Jon Jones  
Principal



## **VICE PRINCIPAL**

**Contract: permanent**

**Salary: L22-L26 - £65,364 - £72,089**

**Start date: 1 January 2018, or sooner**

The Successful candidate will bring a leadership experience and acumen that will accelerate our journey towards 'Outstanding', as well as a tenacity that exudes the gravitas of the role. As the sole Vice Principal, with responsibility for Academy Improvement, it provides the perfect opportunity for preparation for the next step in to headship. Each of the previous 4 post holders have been promoted to Principal positions both within and beyond the Cabot Learning Federation.

The successful candidate will join a strong leadership team, a dynamic staff and a vibrant student cohort. We benefit from a state of the art PFI build that facilitates a calm and positive learning environment. The Bristol Brunel Academy Council provides a high level of challenge and support which accelerates our improvement journey. Our reputation is strong both in the community and beyond which is reflected in the fact that we are over-subscribed for the 3rd successive year.

The Academy Improvement Plan is divided in to 5 Core Aims each lead by a team of 2, an Assistant Principal and an Associate Assistant Principal, thus supporting the capacity to lead on these large areas and providing clear succession planning for each. The successful Vice Principal will lead on Core Aim 1, Academy Improvement - setting high standards for every student and staff member, creating a reflective, self-evaluating and therefore self-improving Academy.

## **The Core Aims are as follows:**

**Core Aim 1: Academy Improvement - Vice Principal**

**Core Aim 2: Teaching & Learning**

**Core Aim 3: Outcomes**

**Core Aim 4: Culture & Ethos**

**Core Aim 5: Post 16 - Head of Post 16 and Principal Post 16**

Our Culture & Ethos Core Aim will provide the learning environment for students to thrive and achieve academic, sporting and artistic success. Our Outcomes Core Aim relentlessly pursues the curriculum, assessment and raising achievement strategies that enable students to accelerate their trajectory. Our Teaching Core Aim empowers classroom practitioners to achieve precision for students to make outstanding progress towards their end goal, achieved through personalised CPD and research into the methods that have the greatest impact.

We seek to 'get everyday right and get the future right' through focusing on the operational detail as well as maintaining focus on the wider strategic direction of the Academy. The role draws together the unique opportunity to run the site day to day as well as to deliver the strategic vision for the Academy through each of the Core Aims. The ability to lead through others is fundamental to this role to amplify impact across the academy.

We set extremely high expectations in every aspect of our work and deliver on these through consistency and rigour. An ethic of excellence and humility will run through every aspect of the successful candidate's work and the Vice Principal will model outstanding professional standards

throughout their daily practice. As leaders, we embody our slogan 'Deeply committed to high standards and striving for excellence'.

The Cabot Learning Federation offers a wealth of benefits you will find further information in this pack, of particular relevance for applicants would be the leadership development opportunities. These opportunities include; access to the NPQH through our licensed provision, opportunity to be involved in the CLF Vice Principal network and working alongside leading national figures in the education sector. The successful candidate will receive outstanding development opportunities to further their career.

Closing date for applications: 9am on Tuesday 27 June 2017

Assessment day and interviews: W/C 10 July 2017

CLF is an Equal Opportunity Employer. We respect and seek to empower each individual and support the diverse cultures, perspectives, skills and experiences within our workforce.

Please refer to Part 10 of the Candidate Information Pack for the Application and Selection Process.

The Cabot Learning Federation are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including references from current and previous employers, health, right to work in the UK and a child disqualification check. The checks will also include an enhanced DBS check and a further check against the appropriate barred list.





Bristol Brunel Academy is an oversubscribed forward-thinking Academy based in Speedwell, Bristol, rated “Good” by Ofsted in 2013. The students are excited to learn and are real ambassadors for our diverse community. They benefit from a hugely positive and supportive learning environment.

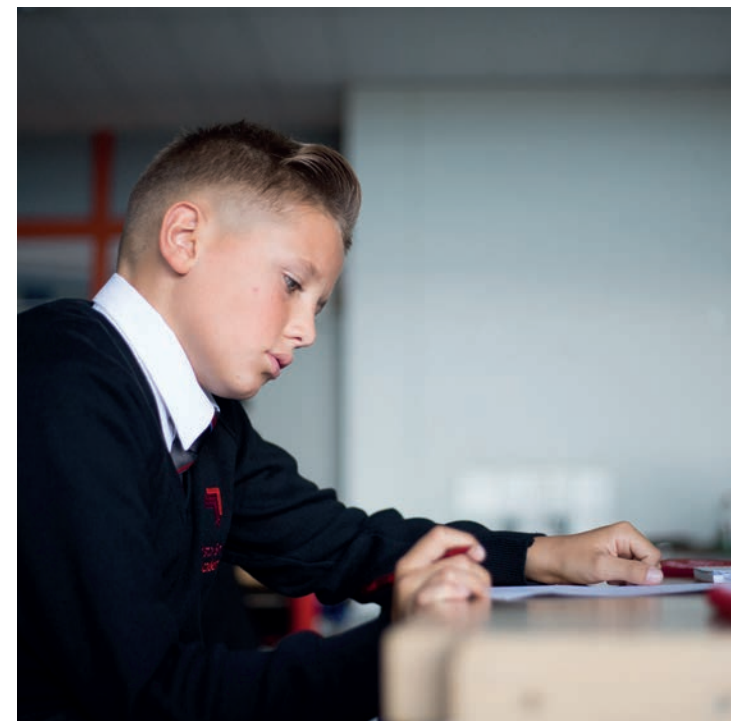
At Bristol Brunel we strive for excellence in every aspect of the Academy. We are an ambitious and inspiring Academy where students feel safe to learn and grow. Students understand that we have high expectations in every aspect of their academy life from their uniform to the quality of their work. This commitment to excellence is what develops students to achieve more than they may have thought possible. We are relentless in our approach to improving the standard of teaching; meaning that students receive typically good and outstanding teaching every day.

Teaching at Bristol Brunel inspires students with a passion for learning and allows them to feel success in every lesson. We believe in a traditional curriculum where students achieve success in English, Maths and Science alongside a broad range of other subjects. The year teams consist of an Achievement Year Leader working with a non-teaching Pastoral Year Leader; this combination supports students with their social and emotional needs as well as their academic success. Students also benefit from high quality tutoring in horizontal tutor groups as well as a house system where students enjoy healthy competition in sport, the arts and academic subjects. Visitors comment upon the ethos and atmosphere of the Academy, we have clear boundaries and rules that enable a calm and purposeful atmosphere.

Students behave well and feel safe in an inspirational learning environment. Bristol Brunel Academy is an important part of the Cabot Learning Federation, which is transforming the quality of education in this area of Bristol and beyond. The depth of support that this provides and the level of resource available to the Academy is accelerating improvement and innovation. From the outstanding teaching and support staff to the excellent leadership team and our inspirational students we all share a deep commitment to making Bristol Brunel Academy the centre of excellence that every child deserves.

We fundamentally believe that the success of our culture and ethos, alongside the measure of the quality of teaching and learning, must be evidenced in the outcomes achieved for every child. Student outcomes at Bristol Brunel Academy are strong and improving year on year:

	NAT	2015	2016
	Av	BBA	BBA
Basics	62%	46%	56%
P8	0	-0.04	0.07
A8	49.50	46.03	47.29
EBACC	24%	13%	15%



***“DEEPLY COMMITTED TO HIGH STANDARDS  
AND STRIVING FOR EXCELLENCE.”***

At Bristol Brunel we believe that every student can be an outstanding learner and that it is our responsibility to ensure that they achieve this. ‘Lessons are for learning’ and everyone works together to ensure that lesson time is spent productively. Bristol Brunel provides a supportive working environment that challenges students to produce their best work. We work extremely hard to ensure students receive the best possible education that will prepare them for a lifetime of learning. This is achieved through an incredibly supportive and inclusive pastoral system, where the personal and social needs of individual students is considered alongside their academic needs.

The following information should help you to decide if Bristol Brunel Academy is the right place for you...

**High expectations**

We have exceedingly high expectations of our students and everything that they do. We believe that every student can learn and it is our responsibility to ensure all students do. The most caring thing we can do for students is to maintain high expectations at all times and in every aspect of academy life. The moment we ‘let a student off’, we are lowering our expectations. In order to ensure that lessons are spent productively, we have the following in place:

- Simple behaviour system (1 warning, on a second occurrence the student goes to isolation) - no teacher detentions.
- Effective pastoral system that supports an inclusive approach to education.
- Whole site mobile phone ban – lessons are for learning.
- Strict uniform policy.
- Multiple formal exams in every year group - one of the most effective ways of learning is to test what you know to identify knowledge gaps that can then be addressed.
- Strong SEND / EAL team who provide a range of support / interventions to enable these students to be successful.

*“We have an enthusiastic and collegiate staff, with an open response to sharing and questioning what makes great practice. The positive relationships among staff and renewed focus on staff well being have helped create a great, supportive atmosphere in the school. High behaviour standards and support from senior leadership enable teachers to focus on teaching and there are lots of opportunities for staff development too. CPD is really outward looking, and we’re constantly looking for ways to improve rather than just relying on doing ‘what we’ve always done’. This is a real strength of the school.”*

Dave Bunker (Former NQT at BBA, now Curriculum Leader of English)

**Working  
at Bristol  
Brunel**





## A young boy in a school uniform is shown from the side, playing a drum set. The drum set includes a snare drum with an Evans head, a cymbal with a Solar logo, and another cymbal with a 5 logo. The background is a solid pink color with large, abstract geometric shapes in shades of pink and purple. A large, stylized number '5' is overlaid on the image, with the top half of the '5' in white and the bottom half in pink.

A young boy in a school uniform is shown from the side, playing a drum set. The drum set includes a snare drum with an Evans head, a cymbal with a Solar logo, and a tom. The boy is holding two drumsticks. The image is overlaid with a large, stylized number '5' and abstract geometric shapes in shades of pink and purple, creating a modern, artistic background.

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- A young boy in a school uniform is shown from the side, playing a drum set. The drum set includes a snare drum with an Evans head, a cymbal with a Solar logo, and a tom. The boy is holding two drumsticks. The image is overlaid with a large, stylized number '5' and abstract geometric shapes in shades of pink and purple, creating a modern, artistic background.

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### **Wellbeing**

Staff wellbeing is high on our agenda and something we proactively encourage staff to address. We have a staff wellbeing team who organise social events and exercise sessions. SLT work on an open door policy and are always keen to get feedback from staff.

We also continue to address staff workload by investing in systems like MintClass (creates annotated seating plans in minutes) and ShowMyHomework (creates self-marking homework tasks). We also give time back to run 'marking parties' throughout the year to give staff an opportunity to mark collaboratively and provide feedback on student work.

### **Curriculum**

We value a traditional, knowledge-based curriculum that seeks to teach students the best that has been thought, said and done. We value deep learning that dwells and builds knowledge, rather than simply skimming content to cover a scheme of work. Teachers are reflective in their approach and adjust their teaching through lots of formative assessment. They seek to identify things that students do not know and then adapt their teaching to fill the knowledge gap. We want students to engage with knowledge outside of their normal sphere of experience.

### **Leadership development**

We pride ourselves on growing our own high calibre leaders at Bristol Brunel and from across the Cabot Learning Federation, whilst also spotting talent externally to bring in the most tenacious and gifted leaders. In addition to high quality teaching CPD, we also offer a range of CPD opportunities that help accelerate the career progress:

- NPQML / NPQSL / NPQH
- CLF EMERGING MIDDLE / SENIOR LEADER COURSES
- CLF ACCELERATED LEADERS

### **Open door culture**

We have worked hard as a school to develop an open-door culture across the academy. We like teachers and leaders to visit classrooms regularly to see great practice in action. We see working together to improve our practice as a vital part of our improvement journey. See and read about some of the latest 'Bright spots' here:

<https://neverstoplearninghub.com/category/bright-spots/>

### **State of the art facilities**

The building is remarkable and enables teachers to teach. There is always somebody nearby to help and no teacher should feel isolated. The building has a simple layout that eliminates 'students getting lost.' Classrooms are well equipped and different curriculum areas have up-to-date facilities to make learning challenging and interesting. Lesson change-overs are smooth and students are expected to be in the next lesson within 3 minutes of finishing their previous one.



# Job Description

## **VICE PRINCIPAL**

**SALARY: L22-L26 - £65,364 - £72,089**

**The Vice Principal's primary responsibilities are:**

**Supporting the Academy's overall development by:**

- Leading on Academy self-evaluation from senior to middle leadership
- Rigorously ensuring all Academy systems are working smoothly and efficiently on a day-to-day basis
- Inspiring leadership ensuring a high quality of education and high standards of achievement for all students
- Providing strategic Academy leadership and translating planning into positive action and results
- Modelling professional behaviour, promoting high expectations, challenging peers, and being the lead professional
- Increasing the standard of achievement of all students and ensuring student performance is at least in line with Academy and Trust targets
- Ensuring that the Academy site is maintained to the highest standards and secure developments that make efficient and effective use of the building and capital resources to deliver an outstanding education
- Leading on HR matters such as conduct, capability and grievance
- Carrying out such other duties as required and commensurate with the grade of the post

## **Leading Academy Improvement by:**

Working with the Principal to identify priorities and opportunities for Academy improvement to achieve outstanding outcomes. These priorities will either have been identified by externally prescribed key performance indicators (DfE, Ofsted) or stream directly from the Principal, and may include themes such as:

- Ensuring rigorous safeguarding processes are kept up-to-date and complied with by all staff and visitors in the Academy
- Academy wide Self-Evaluation and Improvement Planning
- Leading through an Assistant Principal to deliver outstanding Teaching and Learning
- Leading through an Assistant Principal to deliver outstanding Achievement Year 7 to 13
- Leading through an Assistant Principal to deliver outstanding Culture and Ethos
- Performance Management
- Assessment and Curriculum development
- Securing outstanding recruitment and retention
- Managing performance and HR matters
- Synergy of Academy wide systems
- Communication with parents
- Community and public relations
- Ensuring the site provides an outstanding learning environment through careful resource management

## **Areas of responsibility:**

- The leadership of Academy Improvement
- Ensuring the Academy is Ofsted ready
- Achieving the Academy targets
- Smooth running of the Academy day to day

## **Accountability:**

- Accountable to the Principal

## **Leadership:**

- The Academy Assistant Principals and staff

## **Outward-facing role:**

- Represents the Academy at CLF events and networks
- Represent the CLF at networks and strategic panels as appropriate

## **Has awareness of:**

- Contemporary effective school improvement strategies
- Current developments in the education sector
- Changes to National performance measures
- CLF HR policies and relevant employment legislation



# Person Specification

The ten skills, qualifications and associated professional experiences essential for the role of Vice Principal

KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED	
<b>Vision, passion, presence</b>	<ul style="list-style-type: none"> <li>The ability to deputise effectively in the absence of the Principal</li> <li>A track record of creating and implementing a whole-school vision for improving or a successful school</li> <li>An enthusiast for education and a belief in the potential of young people and staff and their capacity to succeed</li> <li>Able to demonstrate a passionate and visionary approach to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed interpersonal and communication skills (including written, oral and presentation)</li> <li>Enthusiasm, vision, drive, adaptability and resilience</li> <li>Demonstrate gravitas, credibility and lead courageously</li> <li>A strong visible presence within the Academy leading by example and holding high expectations of self, staff and learners</li> <li>Displays the highest levels of personal and professional integrity</li> </ul>
<b>School Improvement</b>	<ul style="list-style-type: none"> <li>A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time</li> </ul>	<ul style="list-style-type: none"> <li>Experience of action planning and delivery of raising attainment programmes</li> </ul>
<b>Strategically thinking and planning</b>	<ul style="list-style-type: none"> <li>Experience of delivering strategic leadership in a school, leading to demonstrable school improvement</li> <li>Able to think differently, strategically, and creatively in approach to solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Able to understand, analyse and make effective use of a wide range of data</li> <li>Able to find simplicity from complexity</li> </ul>
<b>Ability to take on leadership in challenging circumstances and challenge underperformance</b>	<ul style="list-style-type: none"> <li>Displays passion for education and dedication to working with students from the full range of our context</li> <li>Extensive experience of developing staff and building teams</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate motivational, empowerment, delegation coaching and mentoring skills</li> <li>Recent experience of working in a challenging / under-performing school and effectively challenging under performance in staff</li> </ul>
<b>An understanding of the principles of effective change management and knowledge of what that means in practice</b>	<ul style="list-style-type: none"> <li>Experience of leading innovation &amp; change management in a school - a successful innovator of school improvement that has impacted positively upon student outcomes, including for vulnerable students</li> </ul>	
<b>An appetite to seek out and develop innovative practices in education, including implementation of new technologies.</b>	<ul style="list-style-type: none"> <li>Experience of leading advancement in a school to support high quality learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>A commitment to raising the aspirations of the whole Academy community</li> </ul>
<b>Effective networking skills</b>	<ul style="list-style-type: none"> <li>Experience of working with multi agencies and other partner organisations and external stakeholders to develop new approaches and accelerating improvement</li> </ul>	<ul style="list-style-type: none"> <li>Has the ability to connect with people at every level to create formal and informal networks outside of hierarchy, from students to teaching staff, parents to academy council and collaborate across the federation</li> </ul>
<b>Self-evaluation and scrutiny</b>	<ul style="list-style-type: none"> <li>Understanding of the principles and practice of effective self evaluation and preparation for inspection</li> <li>Experience of leading a school successfully through inspections and other external scrutiny processes</li> </ul>	<ul style="list-style-type: none"> <li>Able to ensure rigor and accountability through strong line management of significant curriculum teams and important aspects of the Academy</li> <li>Be inquisitive in every aspect of the Academy, seeking to stimulate improvement, galvanise teams, challenge and support individuals</li> </ul>
<b>Understanding of student motivation, engagement, behaviour and attitudes to learning</b>	<ul style="list-style-type: none"> <li>Experience of re-motivating disengaged learners in school, improving attendance, behaviour and pupil performance, including for vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Able to maintain daily connections with all colleagues and students around the Academy through consistently high visibility</li> </ul>
<b>Commitment to self-development and own learning</b>	<ul style="list-style-type: none"> <li>Degree and teaching qualification</li> <li>Qualified teacher status</li> <li>Recent and relevant leadership development/training</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of on-going and current CPD</li> <li>Intention to gain NPQH</li> </ul>

# Senior Leadership in the Cabot Learning Federation

While the range of responsibility changes as roles become more senior in the organisation, there are a number of core features that are consistent to all leadership roles across the CLF. Below are five core features and their hallmarks.

## **The five core features senior leadership in the Cabot Learning Federation:**

### **Moral Purpose**

- Pupils first – a belief that all pupils can achieve and an unwavering commitment to pursue successful outcomes for all
- Championing the vulnerable
- Commitment to equality of opportunity

### **An Effective Team Player**

- Dynamic and supportive
- Committed and passionate
- Innovative and high performing
- Emotionally intelligent
- Proactive contribution

### **Dynamic and Creative Executive Leadership**

- Leading through others
- Altruistic collaboration

### **A significant contributor to strategic thinking and development**

- Inspire and drive
- Oversee the development of strategy and policy
- Lead consultation and implementation

### **Courageous and committed leadership, effective role modelling**

- Observing the highest standards
- Getting every day right

The ten personal qualities needed for leadership roles in the CLF:

- A capacity for hard work
- Eternal optimism and resilience in the face of challenges
- The ability to inspire
- An unshakeable conviction that young people can be successful in spite of their circumstances or other external factors
- High level interpersonal skills
- Excellent time management
- The ability to remain calm under pressure or in stressful situations
- The ability to pause and reflect and think before making an important decision
- The ability to respond positively to and deliver constructive criticism
- The ability to delegate effectively







Bristol is an old city with a proud maritime heritage. The original town was listed in the Anglo-Saxon Chronicle of 1051. Bristol is a university town and has always welcomed visitors from far and wide. A proud multicultural city, a ten minute drive will take you from the heart of the city to the countryside. Bristol is centrally placed, two hours from London, the midlands and the south coast and a forty minute drive to south Wales. Bristol was hailed recently by the Sunday Times “as the best city to live in Britain.”

There are a wide range of properties on the market from new apartments to family homes. Average prices in the area where the academies are based are £265,000 for a terraced property, £302,000 for a semi-detached property and an overall average price of £307,000.

Once languishing at the bottom of the school league tables there has been a major investment in schools in Bristol and the surrounding areas. This has led to a continued improvement in exam results both within the Cabot Learning Federation and schools across the wider area.

There are several world-class attractions in Bristol, including Britain's most acclaimed historic ship the SS Great Britain, its iconic suspension bridge, (both built by Isambard Kingdom Brunel) the world's fifth oldest zoo, and an outstanding network of free city museums. Bristol is also home to Britain's

oldest working theatre, The Bristol Old Vic, which was recently newly-refurbished and showcases some of the most cutting-edge theatre in the country.

Bristol plays host to major festivals throughout the year, the Bristol Balloon Festival, The Harbour Festival, Brisfest and Grillstock to name but a few. From major West End shows, to stand-up comedy and performing arts festivals. Bristol has plenty of plays and productions to suit all tastes.

Bristol takes food seriously - it has award-winning restaurants, restaurants on boats, cafés and restaurants that are great for kids, and dining for grown-ups. It also hosts fantastic foodie events and markets throughout the year.

Bristol's shopping quarter has over 500 stores, more than 50 cafes and restaurants, great cinemas and entertainment. There is also The Mall at Cribbs Causeway, this is a great place to shop where you will find 135 top name stores, 7,000 free parking spaces and regular late night shopping.

Bristol's harbourside remains the buzzing hub of the city. The harbourside is now an attractive, modern development filled with restaurants, bars, shops and hotels. With the long stretch of waterway making for lovely strolls on either side of the harbour.

# Location

## Bristol



# Application and Selection Process

All applications will be acknowledged. There is a nominal closing date for this role of Vice Principal, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received

Action	Date
Closing date for applications	9am, Tuesday, 27 June 2017
Shortlisting and advising candidates of the next steps	Friday, 30 June 2017
Assessment day and selection interview	Week commencing 10 July 2017

## To apply please send:

A completed CLF application form, including names, positions, organisations and telephone contact numbers for at least 2 referees (preferably your most recent employer(s)). If you do not wish referees to be approached without your permission, please indicate this clearly;

A short (no more than 3 pages) statement highlighting your motivation for the role as Vice Principal. We are keen to discover more about your vision for learning as well as gaining an understanding of the experiences you have gained that have prepared you for a post such as this. It would be helpful if you could construct your letter around these five areas:


- How the experiences you have had in your career to date prepare you for the role of Vice Principal at Bristol Brunel Academy? Please include any examples of particular innovations that have had a big impact
- Consider how your experience and achievements match the requirements of this position;
- The broader educational outcomes you would hope to achieve for the class of 2017, taking their GCSEs in 2021?
- The makings of a successful school leader and how would you measure your own success in July 2018 at the end of your first academic year in post
- What you would do in your first 100 days in post to establish yourself with staff, students and the wider Academy community

Please also complete the equality and diversity questionnaire within the Application Form.

Applications should be submitted to **[hr@clf.cabot.ac.uk](mailto:hr@clf.cabot.ac.uk)**

If you have any queries on any aspect of the appointment process, need additional information or wish to have an informal discussion please contact Sue Limb, PA to the Principal: 0117 377 2700.





# Cabot Learning Federation

## Background

The journey that has seen the development of the Cabot Learning Federation (CLF) began in September 2007 when John Cabot Academy (JCA) and Bristol Brunel Academy (BBA) were opened on the same day. In September 2009 we were joined by Bristol Metropolitan Academy (BMA) and the CLF was formed, jointly sponsored by Rolls Royce PLC and the University of the West of England.

The core purpose of the CLF is at the HEART of all that we do. Our vision is simple we believe that by working together rather than in isolation we can accelerate school improvement and embed excellence in our academies. In doing so we create more opportunities for lifelong success of our students as they become young adults.

The fundamental mission of the CLF will be that its work will bear all the hallmarks of excellence in all that it does by 2020. In uncertain times it is through the ubiquitous culture of excellence and the highest standards in all aspects of work that the CLF is best placed to respond to the needs of its stakeholders through to 2020 and beyond.

Since 2009 the Federation has grown steadily and now incorporates the following provisions:

- BPA - Begbrook Primary Academy (Primary)
- BBA - Bristol Brunel Academy (Secondary)
- BCA - Bath Community Academy (Secondary)
- BMA - Bristol Metropolitan Academy (Secondary)
- CAB - City Academy (Secondary)
- DSSB - Digitech Studio School Bristol (Studio School)
- FVA - Frome Vale Academy (Primary)
- HPA - Hans Price Academy (Secondary)
- HWA - Hanham Woods Academy (Secondary)
- HVA - Haywood Village Academy (Primary)
- JCA - John Cabot Academy (Secondary)
- KOA - King's Oak Academy (All-through)
- MPA - Minerva Primary Academy (Primary)
- P16 - CLF Post 16 (Post 16)
- SA - Summerhill Academy (Primary)
- WFA - Wallscourt Farm Academy (Primary)

Establish **High expectations**  
for all that we seek to achieve

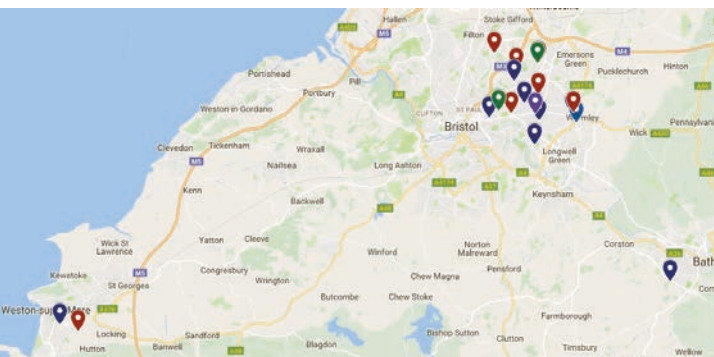
Create **Equity** of opportunity,  
removing disadvantage

Champion the success and life chances of **All children**

Furnish pupils and staff with the **Resilience** to succeed  
as lifelong learners

Promote **Tolerance** and respect for ourselves,  
our communities and our environment

The map below details or site locations across the North Somerset, Bristol, South Gloucestershire and Bath area.



## Achievements and Outcomes for 2016:

### Key Stage 1 & 2

2015/16 was a good year for CLF primary academies. During this year there were changes to KS1 and 2 assessments which came into effect with age-related expectations and the new SATs. Pupil outcomes at KS1 and 2 were generally very consistent across the primary academies.

### Good Level of Development (GLD):

67% of children achieved GLD which was a slight increase on 2015. Individual academies produced some significant results with Wallscourt Farm Academy achieving 82% and Minerva Primary Academy at 75% GLD. The gender gap has steadily closed.

### Phonics:

89% of children passed the phonics screening test, which was an increase on 2015. The quality of phonics teaching is a strength within the primary academies.

### Key Stage 1:

The table below shows the headline figures for KS1 SATs. This is the first year that the combined scores for reading, writing and maths have been recorded. Disadvantaged children did not perform as well as non-disadvantaged children.

Subject	BPA	FVA	MPA	WFA	CLF
Reading	69%	65%	69%	69%	69%
Writing	54%	71%	50%	61%	58%
Maths	67%	65%	68%	74%	69%
Combined	49%	61%	47%	55%	52%

### Key Stage 2:

Subject	BPA	FVA	MPA	SA	CLF
Reading	71%	40%	63%	62%	62%
Writing	75%	70%	77%	67%	71%
Maths	76%	68%	73%	64%	69%
Combined	60%	37%	57%	45%	48%
SPaG	75%	63%	70%	59%	66%

The CLF is closing the gap between disadvantaged and non-disadvantaged pupils at KS2. This has been achieved by teachers and senior staff coming together to share good practice and to learn from each other.

All the primary academies have received good judgements from Ofsted.

We are not complacent and know we still have some inconsistencies across subjects and some groups are still not achieving in line with national expectations. We need to ensure we meet the needs of our higher ability children ensuring they are challenged and stretched using the new curriculum.

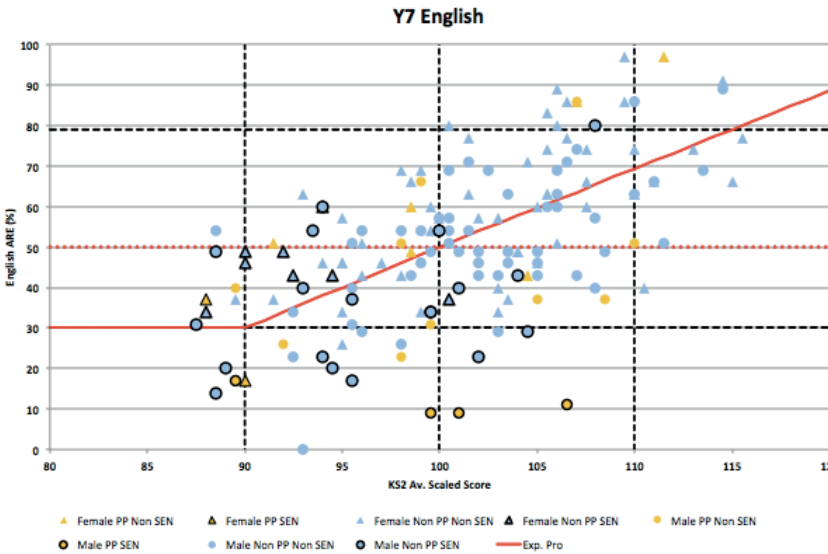
We are continuing to develop our understanding of the new age-related expectations working on the new national curriculum and developing our assessment procedures in line with age-related expectations. This is exciting and innovative work. All the primary teachers have the opportunity to work in their year groups, developing a shared understanding of outstanding classroom practice where assessment for learning is at the heart of everything we do.





Key Stage 3

There is a shared approach to KS3 across the secondary academies for Year 7 and 8. The curriculum is based on shared Age Related Expectations, shared curriculum and shared assessments. This is informed by and coherent with the Primary curriculum in the Federation. This started in September 2016 and initially included EBacc subjects. The Age Related Curriculum is presently being developed for non-EBacc subjects. By September 2017 all students in Year 7 and 8 will follow a shared curriculum and complete common assessments across all subjects. The following provides an example of a recent assessment in English in one of the Academies.



Individual student performance in common Year 7 English Assessments compared to their KS2 scaled score.

This highlights individuals' performance in the common English assessment compared to their starting point at the end of KS2.

Key Stage 4

The following table provides the context of the Secondary Academies within the Cabot Learning Federation. Academies are typically below or significantly below national average on entry to KS3 and the proportion of disadvantaged students is also high in all but one Academy. There is presently over 1000 student in Year 11.

	Prior	Context						
Academy	KS2 APS	NoR	No. Y11	%PP	%Boys	%HAP	%MAP	%LAP
Bristol Metropolitan Academy	25.7	783	118	42%	52%	19%	55%	26%
John Cabot Academy	27.1	1296	161	18%	55%	28%	51%	22%
Bristol Brunel Academy	26.2	1016	199	38%	50%	18%	56%	26%
The City Academy Bristol	24.8	717	127	76%	54%	11%	51%	38%
Hans Price Academy	25.8	575	145	48%	52%	12%	61%	27%
King's Oak Academy	27.2	672	91	36%	46%	24%	62%	14%

The context of each of the secondary academies in the Cabot Learning Federation.

The Federation also includes the Digitech Studio School, which opened in September 2015. The following table highlights the performance of each secondary Academy for the key headline indicators.

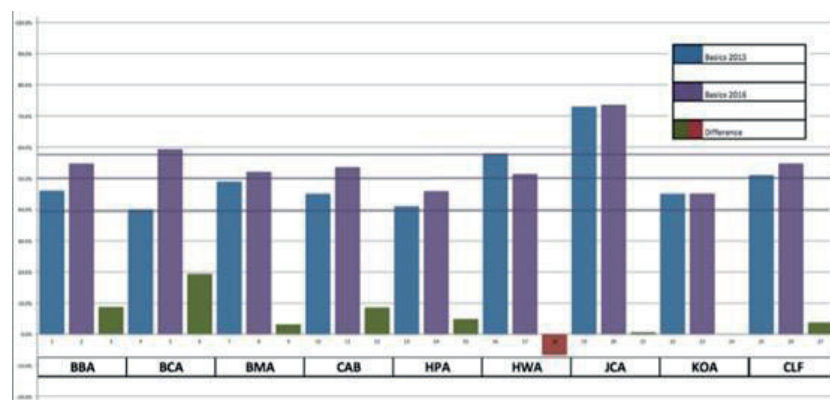
Academy	Prior	Headlines			
	KS2 APS	P8	Att 8	Basics	Ebacc
Bristol Metropolitan Academy	25.7	0.36	48.2	53%	25%
John Cabot Academy	27.1	0.08	50.2	73%	12%
Bristol Brunel Academy	26.2	0.07	47.3	56%	15%
The City Academy Bristol	24.8	-0.19	39.7	54%	2%
Hans Price Academy	25.8	-0.27	42.7	46%	5%
King's Oak Academy	27.2	-0.39	45.9	47%	8%
Bath Community Academy	26.6	-0.71	41.2	59%	9%
Hanham Woods Academy	27.3	-0.73	41.4	49%	3%

The key headline performance for each of the secondary academies in summer 2016 outcomes.

Most of the key headline figures for summer 2016 improved compared to 2015. The Basics measure rose to 55% from 51% in 2015; SACEM is also up. Progress 8 improved compared to 2015. Attainment 8 is an average grade of D (4.53), up from D- (4.28) in 2015. Across these 8 subjects students in the CLF performed on average a quarter of a grade per subject better than in 2015. English performed strongly, with 79% of students achieving 3 levels of progress and all Academies performing well. Maths is also strong, with 66% of students achieving 3 levels of progress.

The following shows the comparative performance for Basics between 2015 and 2016.

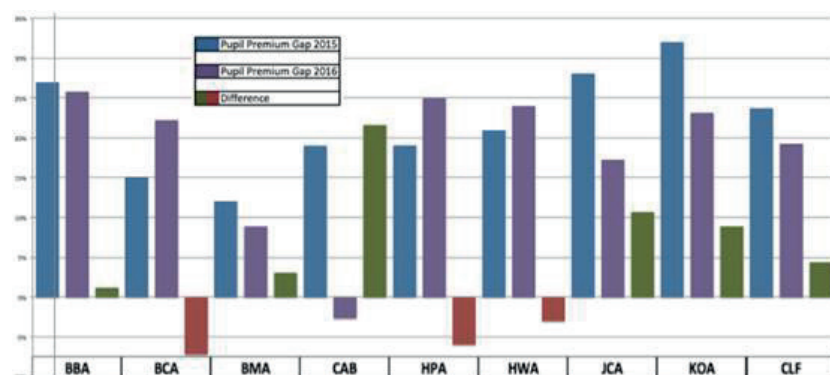
### Basics 2016



Comparison of Basics outcomes between 2015 and 2016 for each secondary Academy

Disadvantaged students are a key focus for the Federation. The following chart shows how the attainment gap changes between disadvantaged and non-disadvantaged between 2015 and 2016. Typically attainment rose for disadvantaged students between 2015 and 2016.

### Pupil Premium Gap (2015 v 2016)



### Post-16

The present Post-16 provision is split across 6 sites and largely serves students from Cabot Learning Federation Academies in East Central Bristol and South Gloucestershire.

The following details the Attainment and Value Added for AS for Summer 2016. There is a 3.7% improvement in students achieving A\*-B and an increase of 1.6% for the percentage of students achieving A\*-A. There is a slight increase in the percentage of entries that resulted in a U grade.

AS							
CLF Total	Y12 Nos.	A*-E	A*-A	A-B	A-C	A-D	U/X
2015	282	84.8	10.2	21.1	43.6	65.6	15.2
2016	249	84.4	11.8	24.8	43.2	64.5	15.6
Diff	-33	-0.4	1.6	3.7	-0.4	-1.1	0.4

AS level Academic	
Value Added score	0.50
Lower confidence limit	-0.16
Upper confidence limit	1.15
Number of A level entries	610
AS Applied General	
Value Added score	0.23
Lower confidence limit	-0.32
Upper confidence limit	0.77
Number of applied general entries	88
AS OVERALL	
Value Added score	0.46
Lower confidence limit	-0.18
Upper confidence limit	1.11
Number of entries	698

Attainment and Value Added for AS outcomes in summer 2016.

The value added (VA) for Year 12 has improved to 0.46, with VA for Academic subjects higher than that of the Applied subjects.

The following table shows performance at A2. The attainment at A\*-B was broadly in-line with 2015 at 28.3%, but the percentage of U grades was up 2.9% to 5.1%. The Value Added was -0.28 compared to -0.2 in 2015. The Value Added for Academic subjects was -0.41 compared to 0.19 for applied subjects.

A level	
Value Added score	-0.41
Lower confidence limit	-0.50
Upper confidence limit	-0.31
Number of A level entries	532
Applied General	
Value Added score	0.19
Lower confidence limit	-0.02
Upper confidence limit	0.41
Number of applied general entries	149
OVERALL	
Value Added score	-0.28
Lower confidence limit	-0.40
Upper confidence limit	-0.16
Number of entries	681

Value Added at A2 in summer 2016.

Destinations are strong, with 98.5% of students progressing to a recognised and appropriate destination; for example 66% (of 72% applying) are progressing to Higher Education. Apprenticeships are growing as a destination of choice. In terms of retention no students leaving the Post-16 Centre became NEET. The CLF Post-16 remains a highly inclusive provision with strong pastoral support and improving IAG.



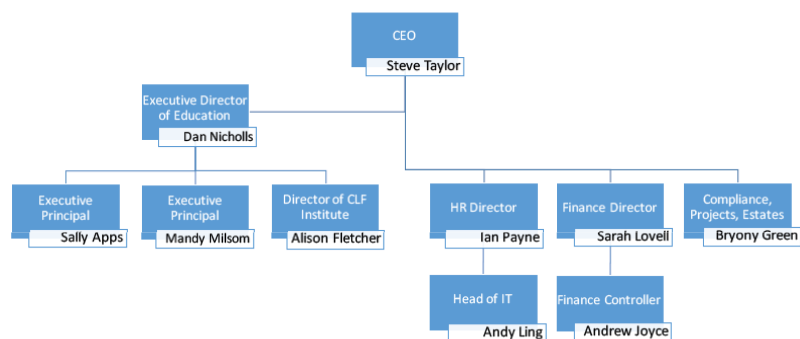
The CLF offers the following range of provision:

Cabot Learning Federation Academies September 2016																		
Key Stages		WFA	SA	MPA	FVA	BPA	HVA	Nest	Engage	KOA	BCA	HPA	BBA	BMA	JCA	CAB	HWA	DSSB
	EYFS	X			X	X	X	X		X								
	KS1	X			X	X	X	X		X								
	KS2	X	X	X	X	X		X										
	KS3								X	X	X	X	X	X	X	X	X	
	KS4								X	X	X	X	X	X	X	X	X	X
	P16									X			X	X	X	X	X	X
	Key																	
Mainstream Primary		Alternative Provision		All-through Academy		11-16 Academy		11-18 Academy		Studio School								

## Leadership in the CLF

Our leadership team brings together both the educational and business-related activities of the Federation. At both the Senior Leadership Forum, and other networking events, there is a continuous focus towards delivering outstanding student and business-related outcomes in line with the overall strategy. A key strength of the CLF is the breadth of competence and experience of leaders within the organisation who can positively challenge and collaborate with colleagues.

The chart below confirms the organisation structure of the executive team within the Cabot Learning Federation.



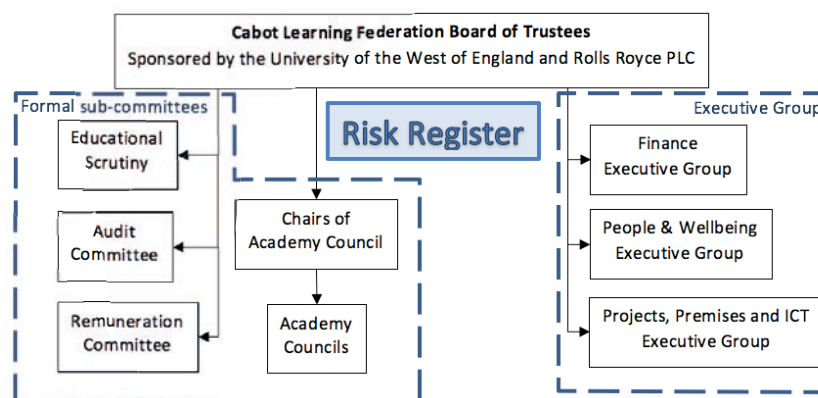
Executive Principals line manage the Principals of the Cabot Learning Federation

## Academy Council and Governance

The graphic below describes the structure of our governance model and you will see that we place the risk register at the centre of the model. If we are outstanding at anticipating and mitigating risk, then the CLF will be outstanding and sustainable in the years ahead. We are demanding of ourselves and understand the responsibilities we have to the wider community to ensure that our systems and processes are robust and able to demonstrate to external scrutiny that we are responsible and accountable.

In a multi-academy trust the board is the governing body and the sponsors have the majority of places on the board. Each academy has an academy council with a number of key responsibilities delegated to it from the main board. The Audit and Scrutiny groups 'own' a number of the key operational and organisational risks; the finance, people development, estates and ICT are smaller working groups that feed information to and from the other groups.

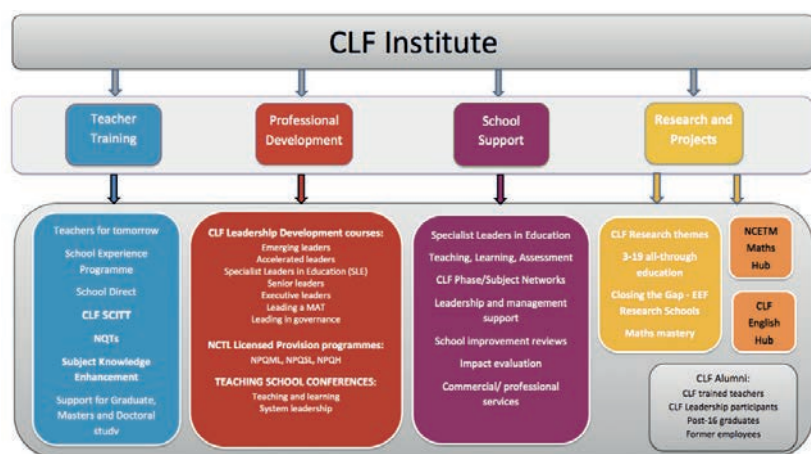
## The Cabot Learning Federation (CLF) Governance Model



# Structure of the Cabot Learning Federation

The CLF Institute was launched in September 2015, subsuming the Teaching School activity and projects including the Boolean Maths Hub and our new School-Centred Initial Teacher Training (SCITT) provision. The aim of the CLF Institute is to be the location for all of our training, professional development and research activity and to contribute to maintaining our position and identity as a leading Multi-Academy Trust.

The CLF Institute provides a coherent and comprehensive offer for every member of our CLF Academies' staff as well as serving our wider local and regional partnerships and communities. The CLF Institute's work is organised under the strands: Teacher Training; Professional Development; School to School Support; Research and Projects, as represented in the diagram below and on our new website.



In 2011 the CLF applied successfully to become a Teaching School and were in the first cohort to be designated. In September 2014 the CLF was formally re-designated as a Teaching School until 2018, and this status was re-affirmed by the NCTL in November 2016. We wanted to achieve and sustain this status for the following reasons:

- To develop our model of ITT, evolving from the successful School Direct programme we have run for 5 years, and now expanding as a SCITT to ensure that we train and supply future teachers for the CLF and the Bristol and South West region
- To develop a central provision of training and leadership programmes
- To develop a school improvement team and be able to designate Specialist Leaders in Education (SLEs) as part of the means to achieve this
- To develop and disseminate research and innovation across the Federation

Teaching School status has enabled us to bid for and be involved with many projects. Our Teaching School Alliance is made up of all of our CLF Academies, plus partner schools from beyond the Federation who bring expertise in primary, secondary, post 16 and special school phases. We collaborate with other Teaching Schools in the SW region.

- We have a team of over 60 Specialist Leaders in Education (SLEs) across the alliance delivering support that ranges from one half day per week to full time staff working in all of our academies
- SLEs lead the CLF Secondary Federation Network Nights (FNNs);
- We have Senior Leaders of English, Mathematics and Science whose job is to lead bespoke academy support and SLEs in developing teaching and learning, assessment, leadership, and the curriculum 3-19
- We are the 'Appropriate Body' for NQTs outside the CLF, and provide support and further training for around 90 of these NQTs as well as our own CLF NQTs, with termly meetings and an annual NQT conference in January
- We work collaboratively with other Teaching School Alliances to provide conferences, events and CPD to the schools and academies in our area
- We run internal leadership programmes for CLF staff as well as delivering national programmes through our NCTL licensed provision of the NPQH, NPQSL and NPQML courses
- We are one of 35 national Maths Hubs in England and are an early adopter for Core Mathematics post 16; we hosted Shanghai teacher exchanges in primary and secondary and we are implementing mastery approaches to maths; we run maths subject knowledge enhancement programmes for primary and secondary teachers and the Teacher Subject Specialism Training for teachers converting to teach maths
- We intend to build a research leadership team and designate our own CLF 'Research Leaders in Education' (RLEs) to support cross Federation action research groups and apply for funded research opportunities so that we are an evidenced based, learning organisation

**CLF Institute**





# 13

In February 2015 CEO Steve Taylor was designated as a National Leader in Education (NLE), which confirmed the status of the CLF as a National Support School. As the original Teaching School model adopted in 2011 has continued to develop, a breadth of support and system leadership has evolved. The CLF has extensive experience of providing school improvement support in a range of settings and contexts, with a good track record of success. This dimension of the Institute's work has been established over several years, in supporting new CLF Academies and externally through supporting Alliance and partnership settings. Our SLEs are a key part of our school improvement team.

In July 2015 we were accredited as a SCITT and in 2016/17 we are therefore operating as an ITT provider able to award recommendation for QTS ourselves. We have recruited 15 Primary and 28 Secondary trainees and are supporting a further 6 School Direct salaried trainees and 3 PhD 'Researchers in Schools'. The programme has developed from our successful School Direct ITT route, which had 26 trainees in 2015/16 and many graduates since it began in 2011/12 are now working in CLF Academies.

Much of the broader mission of the Cabot Learning Federation has remained unchanged since the Trust began. The educational investment in consecutive generations of our communities via a proactive and deliberate approach to collaboration is still at the heart of CLF DNA.

The fundamental mission of the CLF will be that its work will bear the hallmarks of excellence in all that it does by 2020. In uncertain times it is through the ubiquitous culture of excellence and the highest standards in all aspects of its work that the CLF will be best placed to respond to the needs of its stakeholders throughout the period upto 2020 and beyond.

There are elements of the Cabot Learning Federation that make it unique. The combination of the tight geographical concentration of its constituent parts, the diversity of the communities it serves and the range of provision it offers. Though the CLF is not one of the larger Multi Academy Trusts (MATs) in the country, it commands a reputation as a leading MAT on the national stage.

For those most closely associated with the CLF, the key binding agent is its deep-rooted moral purpose. The collaborative culture, which is the fundamental agent of accelerated improvement in the CLF, is able to exist because of the shared commitment of all involved in the federation to all of the pupils attending our schools. The federation exists in order to promote their life chances and to deliver excellent educational experiences for those pupils in our academies now and in the future.

The vision of 'Embedding Excellence' is expressed in the diagram above, with the overarching vision broken down into 5 areas which in turn are each further experienced as 3 sub-themes. In terms of interpretation, while the sub-themes themselves do not prescribe specific action. They form a framework within which planning and processes are couched (improvement planning, performance management, etc). They

also act as touchstones, as the hallmarks of CLF culture, work and practice. It should be possible for stakeholders to find evidence of these characteristics in all of the CLF's constituent parts, supporting the notion that the CLF has a DNA which, though it will be open to local interpretation, will be present in all of its academies.

### Our perspective on 3-19 Education

The vision we outlined in 2007, when we began this journey, was one that would see children from the age of three educated through to Post 16 and University. In September 2012 we opened our first four primary academies. This idea was built around the idea of a locally-based federation, taking responsibility for the quality of education in our part of Bristol and the South West, where staff could move between the schools to ensure that our best practice was given to more children than was possible in a single building. In simple terms our aim is to create outstanding educational provision in our part of the city a reality. In addition, we are attracted to the notion that a parent could choose a CLF Academy for their three year old knowing that they could remain in a CLF Academy until they have completed their A Levels.

Current positive developments to support this vision include:

- The opening of a primary provision in a new building at King's Oak Academy in September 2015 provides an outstanding education for children and young people from 4 to 19 years old
- The opening of Digitech Studio School Bristol in September 2015 provides Bristol's first studio school specialising in digital, high tech and creative sectors for 14 to 19 year olds of all abilities
- The opening of Haywood Village Primary Academy in September 2016 provides a fantastic new learning environment in Weston-super-Mare



**Vision**  
'Embedding  
Excellence'