



Vice Principal

CLF Snowdon Village

Candidate Information Pack



Cabot
Learning
Federation

 Rolls-Royce

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

 National College for
Teaching & Leadership

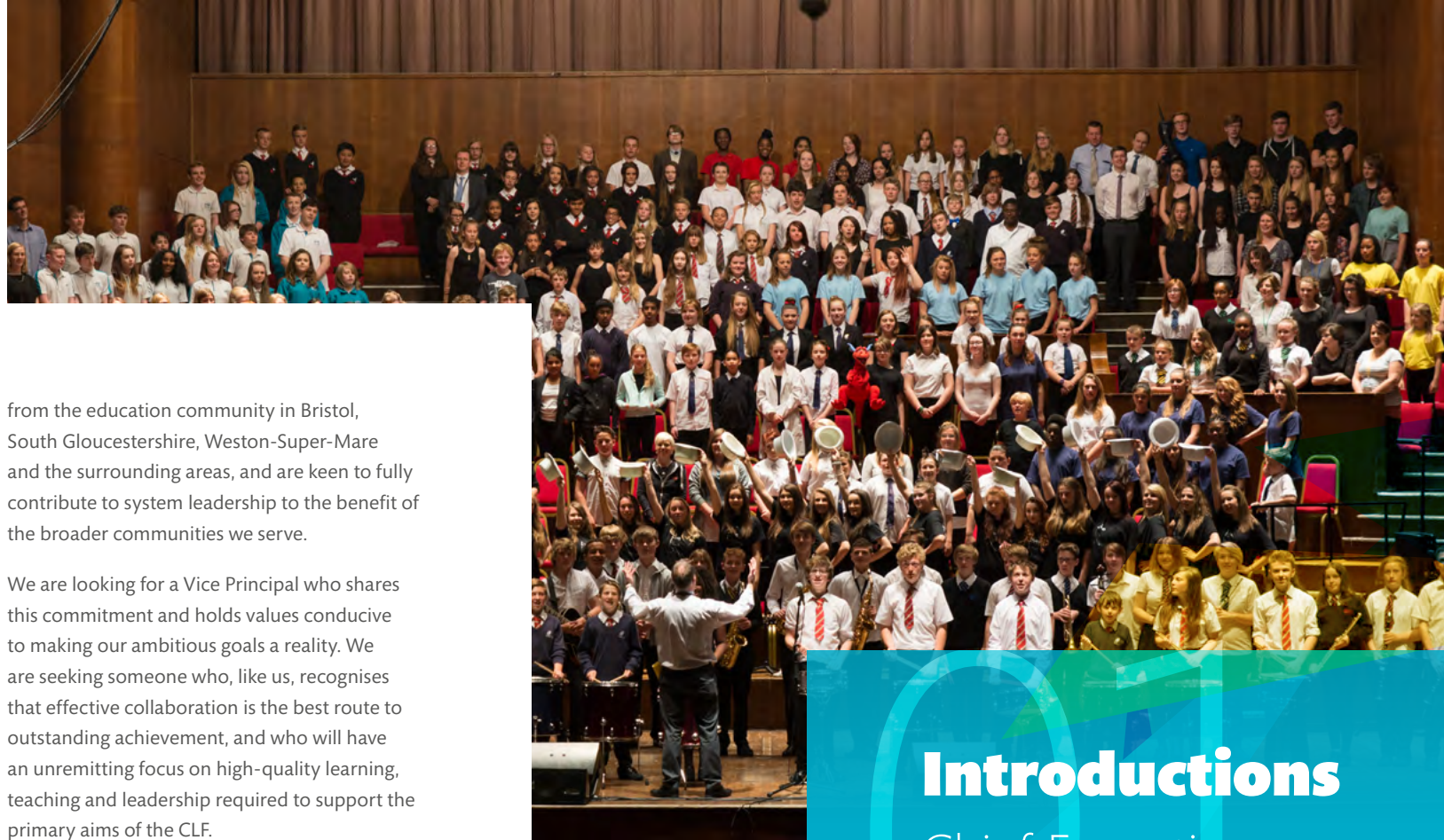
 National Centre
for Excellence in the
Teaching of Mathematics

National Support School
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On behalf of the Board of the Cabot Learning Federation (CLF), I would like to thank you for your interest in the exciting role of Vice Principal at Snowdon Village. 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 our centres 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 10,500 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 of our academies. Furthermore, we are committed to supporting and learning

from the education community in Bristol, South Gloucestershire, 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 unrelenting focus on high-quality learning, teaching and leadership required to support the primary aims of 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: 'Empowering Learning'. 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

Introductions

Chief Executive
Officer & Chair of
CLF Board



Alex Davies - Snowdon Village Principal

Thank you for expressing an interest in the Vice Principal post at Snowdon Village.

You are considering joining the organisation at an exciting time as we build on the excellent achievements in our trust in recent years. This appointment will be central to sustaining and continuing these improvements. It will offer an excellent opportunity to work among an outstanding leadership team both within Snowdon Village and across the wider federation.

This is an exciting new post which will see Snowdon Village developing and increasing capacity across the area so that students are well-supported and their needs are met.

You will be joining a hardworking and dedicated team of support staff, teachers and senior leaders. We believe that every child can succeed regardless of background or start point and expect the same commitment from all who work with us. We are looking for a leader who will complement the existing team but also add challenge and new ideas.

Snowdon Village is a fantastic place to work and learn and I look forward to receiving your application should you choose to apply.

Alex Davies
Snowdon Village - Principal

VICE PRINCIPAL

Contract: Full-time, permanent

Salary: L12 – L17 – (£54,122 – £61,196)

Start: 6 April 2020 (sooner if possible)

The Cabot Learning Federation is a mature academy group in the South West. We currently sponsor eight secondary academies and eight primary academies, an all through provision, Digitech Studio School and a discrete Post-16 provision and inclusion provisions for both primary and secondary phases.

This post will offer the chance to lead within Snowdon Village, a group of specialist alternative provisions, in order to develop consistently outstanding support for young people for whom school is not easy. You will work positively and support the delivery of outstanding teaching that delivers progress over time and enables students to continue to achieve strong outcomes.

This position as Vice Principal for Snowdon Village also includes the responsibility to become the lead for Safeguarding across Snowdon Village as well as the lead for Curriculum from 4-16. The successful candidate will have a drive and passion to lead this provision to be high performing and fully inclusive. You will have a track record of success and bring to the Academy a level of focus, precision and rigour that will have a substantial and sustained impact on the Academy into the future. Improvement will be based on an unswerving focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

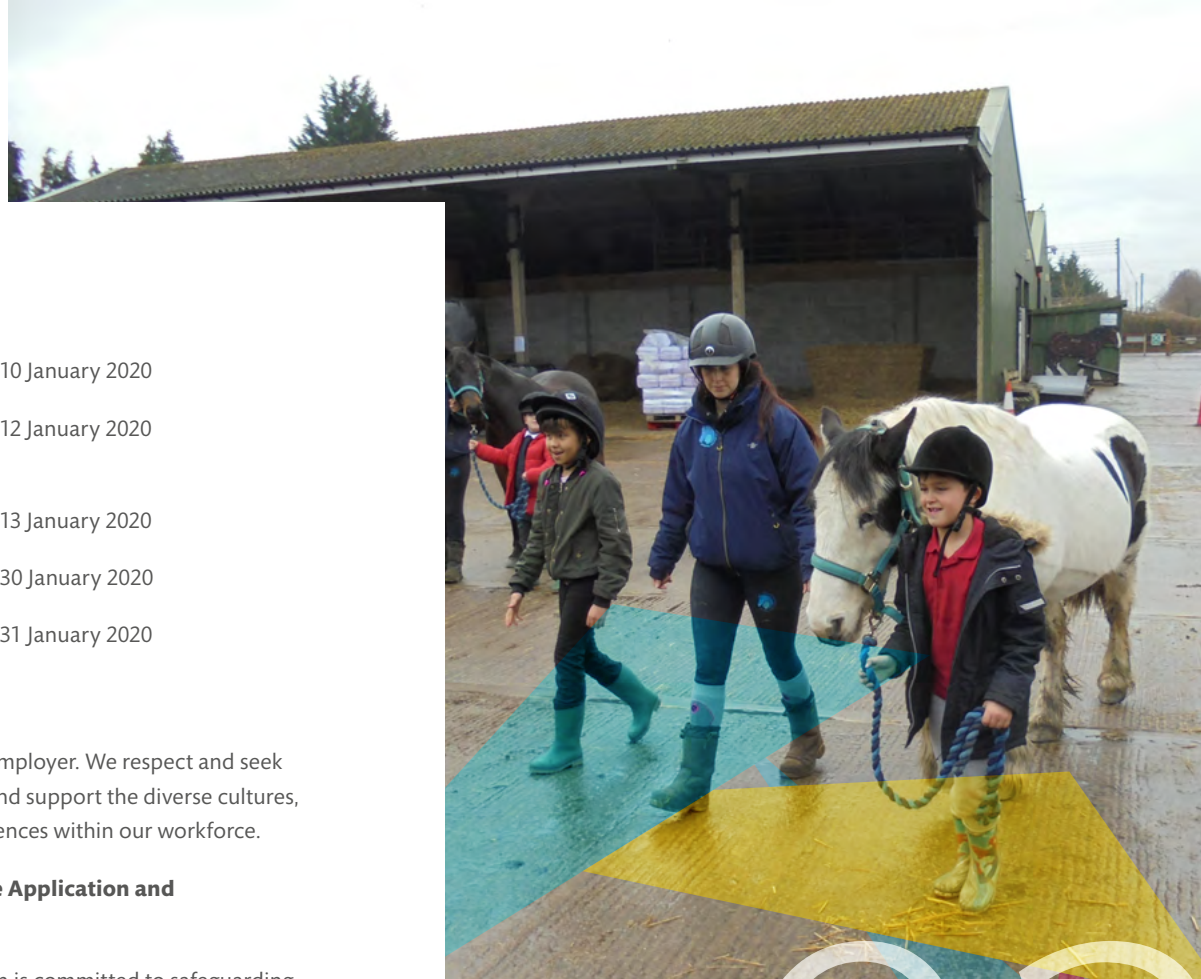
You will have experience working in alternative provision and/or special education, ideally informed by leadership in mainstream settings also.

Action	Date
Academy tour day	10 January 2020
Closing date for applications	12 January 2020
Shortlisting date	13 January 2020
Assessment day	30 January 2020
Interview day (if successful after assessment day)	31 January 2020

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 9 for the Application and Selection Process.

The Cabot Learning Federation is 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.



Advert



Snowdon Village is the collective name for the Alternative and Special provision within the CLF. This includes The Nest, Engage, Bristol Futures Academy and City School which will all be part of Snowdon Village.

Snowdon Village work as an all-through multi-site hybrid of a special school and an alternative provision. Its primary aim is to meet the needs of children and young adults who have social, emotional and mental health issues by offering a suite of alternatives to mainstream school. Members of Snowdon Village may engage with the provision in a variety of ways, from long-term residential care to short-term, part-time alternatives which complement their existing school experience.

In some cases, children might remain on roll at their usual school which commissions a support place for them at a local centre. This centre will focus on re-engagement with school, Aggression Replacement Therapy, group and community projects, opportunities for coaching and reflection, and Nurture provision for the youngest children. They may enjoy some days in their usual school and some days in Snowdon Village, within The Nest or Engage elements of the provision. Other students may take up a full-time permanent place within Bristol Futures Academy or City School following a vocational pathway.

In future, for students facing the most challenging circumstances, children might need more therapeutic care, and so they would take up a day place or a residential place at The Farm, where they work within a small community group to achieve qualifications alongside learning about agriculture and developing life skills. At this centre they will also have the opportunity to work alongside professionals, for example business leaders to develop entrepreneurial skills, sports men and women to develop fitness, communication and teamwork, members of the public services to develop a full understanding of public and social responsibility, and overall to nurture a deeper understanding of future career pathways.

Students' needs will be assessed on referral. For some students, a short stay at Snowdon Village is enough to support them back into mainstream. For others, Snowdon Village is a place where needs are fully assessed and the right provision from the full suite at Snowdon Village is chosen. For some students, Bristol Futures or City School will be their permanent school; for others one of the Snowdon Village provisions will play a part in their school career and will enable them to be successful in a mainstream setting.

Snowdon Village will also house a team of staff committed to outreach work, involving mentoring and support for students in school who are disaffected or at risk of exclusion.

The key aspects of Snowdon Village include:

- accessible to students from 4-16
- staffed by specialists in every centre as part of one central Snowdon Village Team
- local to students in East Central Bristol, and later South Glos and North Somerset, with centres in a range of locations
- flexible provision to meet a variety of student needs
- alternative in curriculum design with access to a success curriculum for all
- a centre for respite and emergency refuge

In future, in line with its scale, the provision will be staffed by specialists which might otherwise be too costly to commission for smaller scale work. Instead of purchasing a number of days for an Educational Psychologist (EP), for example, in future Snowdon Village may have a dedicated EP who would work throughout the various sites and partner schools. Similarly, Snowdon Village will be able to commission full-time speech therapists, counsellors, learning mentors, teachers, play therapists, youth workers, social workers, and other specialised roles, all of which would work across the sites and in both Special and Alternative provision. The focus of the school would be to provide an exceptional educational experience to those students for whom a traditional mainstream setting alone is detrimental to their social, emotional and mental wellbeing. Through effective deployment of a cohesive, supportive, expert team, Snowdon Village will raise the children that the city struggles to nurture.

VICE PRINCIPAL
SALARY: L12 - L17

Job Purpose

The Vice Principal will support the Principal in delivering a bold and inspirational leadership for the Academy. They will strive to create and uphold an environment for teaching and learning that empowers teachers and pupils to achieve their fullest potential and ensure the values of the school are upheld with the policies of the Academy Council and Trust.

The Vice Principal will take responsibility for the day-to-day management of the Academy in the absence of the Principal. The Vice Principal will take responsibility for key areas of the Academy as directed and agreed with the Principal.

Qualities and Knowledge

- Work with the Principal and Academy Council to contribute to a strategic view for the school in its community and analyse and plan for its future needs and further development within the local, national and international context
- Act as a “sounding board” and “critical friend” to the Principal, always demonstrating high standards of personal integrity, loyalty, discretion and professionalism and publicly support all decisions of the Principal and Academy Council
- Work closely with all leaders in the school to promote the vision and implement school improvement and self-evaluation
- Support the Principal in fostering good relationships/partnerships with parents and the community, ensuring as far as possible, the involvement of all in the life and ethos of the school – leading and organising workshops, leaflets and PTA events
- Support the Principal and Senior Leadership team in creating and promoting positive strategies for meeting the schools’ equalities duties

- Assist in the creation of a stimulating, attractive and tidy environment, both inside and outside, for the benefit of the school community
- Undertake full responsibility for all matters related to the school in the absence of the Principal, in accordance with school policies and the agreed approach of the Principal

Systems and Process

- Work with the Principal in school self-review and self-evaluation procedures including the strategic use of analysis of performance data and the subsequent formulation of the school improvement plans
- Ensure that all school staff are aware of their own responsibilities relating to Health and Safety thus ensuring that the pupils are learning in a healthy and safe environment
- Assist the Principal to review the performance of teachers as part of the Schools Performance management and underperformance procedures as required
- Support the development of effective teams that promote high-quality learning and teaching—including key stage teams
- Work closely with the Principal to lead and support staff in utilising the school budget and resources in the most effective way to support school improvement
- Make a significant contribution to formal reporting e.g. Academy Council and self-evaluation reports. Contribute and implement the relevant sections of the Academy Improvement Plan

The Self-Improving School System

- Play a central role in maintaining good channels of communication and information flow at all times
- Work with the Principal in providing effective CPD and in-service training for all staff
- Provide appropriate induction, mentoring and support for newly qualified teachers (NQTs) and student teachers, supply teachers and Teaching Assistants

- Play a significant part in promoting good relationships with parents, encouraging parental and community involvement and good professional relationships with other agencies, local partnerships and schools
- Attend meetings of the Academy Council and sub-committees as appropriate
- Develop effective relationships with the wider Cabot Learning Federation team, supporting the wider community when required and attending relevant meetings and training

Areas of responsibility:

- The leadership of the Snowdon Village suite of provisions
- The achievement of targets as described within the performance management cycle

Accountability:

- Accountable to the Snowdon Village Principal and Executive Principal

Leadership:

- Snowdon Village
- Snowdon Village Curriculum Lead, Safeguarding Lead
- Snowdon Village staff: Engage, Nest, Futures Sites and City School
- Bristol Futures Centre Lead

Outward-facing role:

- Represent the CLF at networks and strategic panels as appropriate

Has awareness of:

- Contemporary effective school improvement strategies
- Current developments in the education sector
- Movements within AP Sector
- Statutory and non-statutory frameworks for SEND and within which of the settings they will work

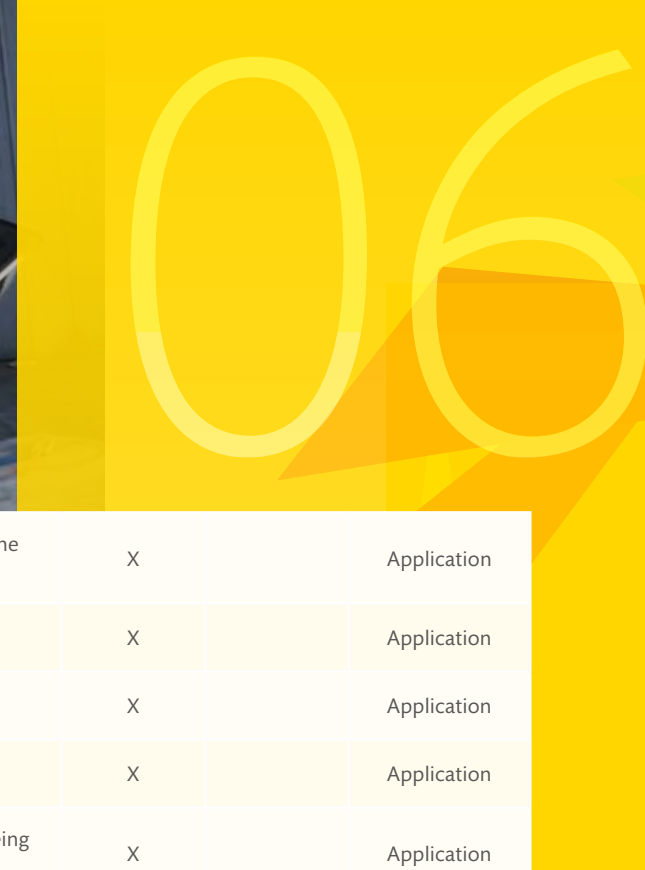


**Job
Description**

Person Specification

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

KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED	
Vision, passion, presence	<ul style="list-style-type: none"> A track record of creating and implementing a vision for improving or a successful provision An enthusiast for education and a belief in the potential of young people and staff and their capacity to succeed Able to demonstrate a passionate and visionary approach to teaching and learning 	<ul style="list-style-type: none"> Well-developed interpersonal and communication skills (including written, oral and presentation) Enthusiasm, vision, drive, adaptability and resilience Able to be a strong visible presence within Snowdon Village leading by example and holding high expectations of self, staff and learners
Snowdon Village improvement	<ul style="list-style-type: none"> A track record for leading an alternative or special provision to improved performance, as demonstrated by Ofsted judgements and/or pupil outcomes over time 	<ul style="list-style-type: none"> Experience of action planning and delivery of raising attainment programmes
Strategically thinking and planning	<ul style="list-style-type: none"> Experience of delivering strategic leadership in an AP/ special setting, leading to demonstrable improvement Able to think differently, strategically, and creatively in approach to solving problems 	<ul style="list-style-type: none"> Able to understand, analyse and make effective use of a wide range of data
Ability to take on leadership in challenging circumstances and challenge underperformance	<ul style="list-style-type: none"> Recent experience of working in a challenging/ underperforming setting and effectively challenging underperformance in staff 	<ul style="list-style-type: none"> Extensive experience of developing staff and building teams
An understanding of the principles of effective change management and knowledge of what that means in practice	<ul style="list-style-type: none"> Experience of leading innovation & change management in an educational setting - a successful innovator of school improvement that has impacted positively upon pupil outcomes, particularly for vulnerable pupils 	
An appetite to seek out and develop innovative practices in education, including implementation of new technologies	<ul style="list-style-type: none"> Experience of leading innovation in a school to support high-quality learning and teaching 	
Effective networking skills	<ul style="list-style-type: none"> Experience of working with multi agencies, other partner organisations and external stakeholders to develop new approaches and accelerating improvement 	
Self-evaluation and scrutiny	<ul style="list-style-type: none"> Understanding of the principles and practice of effective self-evaluation and preparation for inspection 	<ul style="list-style-type: none"> Experience of leading a provision successfully through inspections and other external scrutiny processes
Understanding of pupil motivation, engagement, behaviour and attitudes to learning	<ul style="list-style-type: none"> Experience of re-motivating disengaged learners, improving attendance, behaviour and pupil performance, for the most vulnerable pupils 	
Commitment to self-development and own learning	<ul style="list-style-type: none"> Degree and teaching qualification Qualified teacher status 	<ul style="list-style-type: none"> Recent and relevant leadership development/training NPQH (or clear intention to gain this qualification)



Ability to use a positive approach to promote learning and excellent behaviour	X		Application	A commitment to safeguarding and promoting the welfare of children	X		Application
Confident and competent in the use of ICT	X		Application	Ability to work creatively and collaboratively	X		Application
Ability to lead and manage a team	X		Application	Demonstrably professional, honest and loyal	X		Application
Understanding of curriculum and assessment of pupil progress	X		Application	Ability to make and justify difficult decisions	X		Application
Understanding of cross-curricular teaching	X		Application	Commitment to pupils and their learning, wellbeing and safety	X		Application
Understanding of procedures and legislation relating to confidentiality	X		Application	Commitment to equality	X		Application
Personal Attributes				Ability to establish rapport and respectful trusting relationships with children, their families, carers and other adults	X		Application
Passionate about teaching and learning	X		Application	Ability to build and maintain successful and purposeful relationships	X		Application
Resilience, the ability to work under pressure and to meet deadlines	X		Application	Open-minded, self-evaluative and adaptable to changing circumstances and new ideas	X		Application
Proven ability to prioritise workloads	X		Application	Willingness to be involved in the wider life of the Academy	X		Application
Ability to work effectively and supportively within the Academy team	X		Application	Bring personal interests and enthusiasms to the Academy community		X	Application
Excellent communication and organisational skills (including written and oral skills)	X		Application				

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 of 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

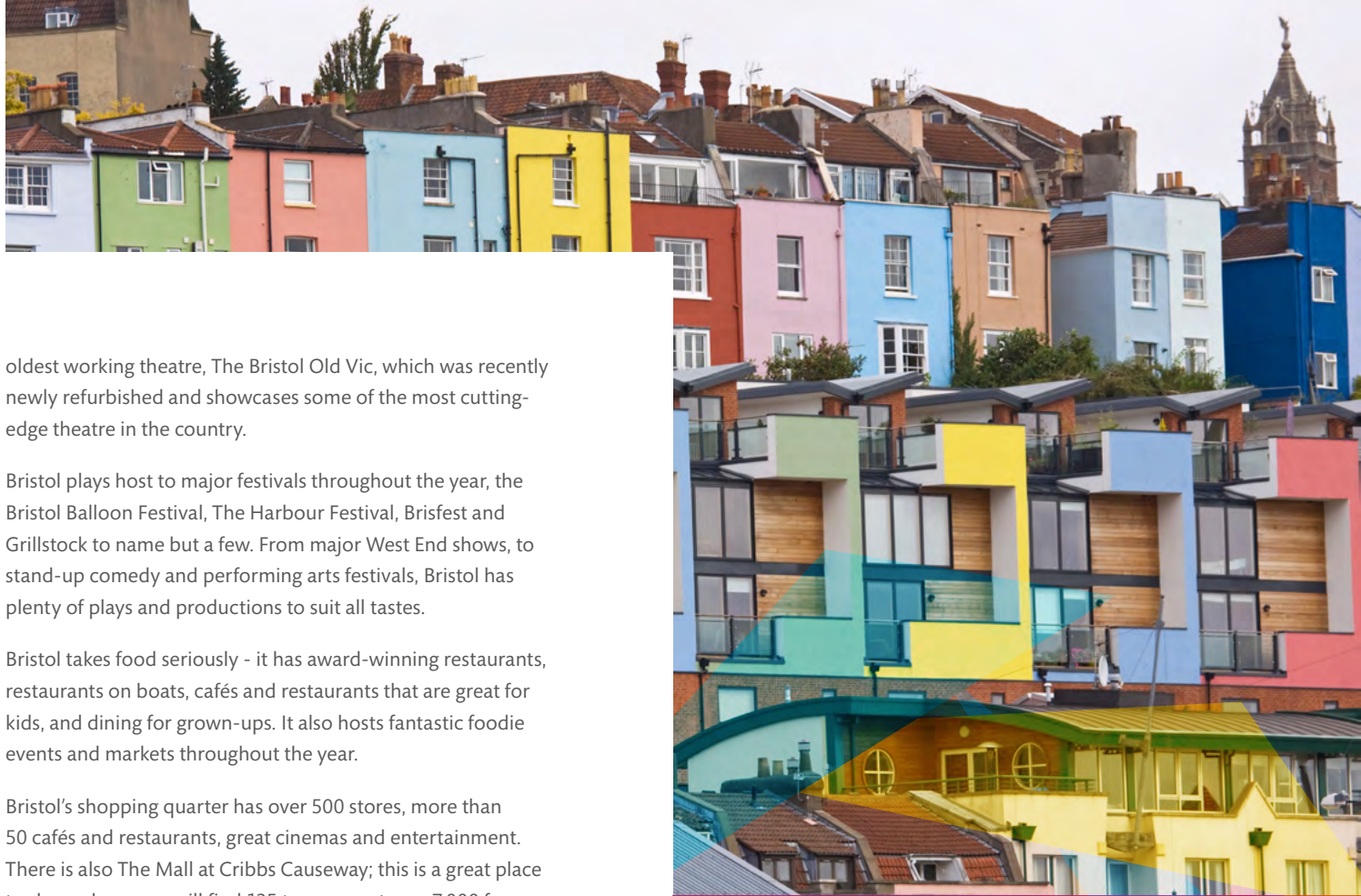
Courageous and committed leadership, effective role modelling

- 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 cafés 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
Academy tour day	10 January 2020
Closing date for applications	12 January 2020
Shortlisting date	13 January 2020
Assessment day	30 January 2020
Interview day (if successful after assessment day)	31 January 2020

To apply:

Please complete an application form via the CLF Careers Hub, including names, positions, organisations and telephone contact numbers for at least two 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 four areas:
1. How the experiences you have had in your career to date prepare you for the role of Vice Principal of Snowdon Village. 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.
 2. The broader educational outcomes you would hope to achieve for the students in each Key Stage at Snowdon Village.
 3. The makings of a successful school leader and how you would measure your own success in August 2020 at the end of your first full academic year in post.
 4. 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 at the end of the Application Form.

All applications should be submitted via the online portal. Applications in any other form will not be accepted.

If you have any queries or issues with the application form, please contact the recruitment team at **Kate.Palmer@clf.uk**

If you have a query on any aspect of the appointment process, need additional information, would like to visit an academy, or wish to have an informal discussion, please contact Kate Palmer, Recruitment Adviser on 07925 035933.



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 Empower Learning by 2023. 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 up to 2023 and beyond.

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

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.

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

- BPA - Begbrook Primary Academy (Primary)
- BBA - Bristol Brunel Academy (Secondary)
- BA - Broadoak Academy
- BMA - Bristol Metropolitan Academy (Secondary)
- CAB - City Academy (Secondary)
- DSSB - Digitech Studio School Bristol (Studio School)
- EP - Evergreen Primary Academy (Primary)
- FVA - Frome Vale Academy (Primary)
- HMA - Herons Moor 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)
- Snowdon Village (Alternative Provision)
 - BFA - Bristol Futures Academy (Secondary)
 - City School (Secondary)
 - Engage (Secondary)
 - The Nest (Primary)
- WFA - Wallscourt Farm Academy (Primary)
- WHA - Winterstoke Hundred Academy (Secondary)

Cabot Learning Federation Outcomes 2019

The following provides a summary of the performance across the Trust at key phases.

The following tables identify the performance in each of the phases across the Trust over the last four years or five years where appropriate. The Trust is ambitious to further improve outcomes to reflect the maturity and effectiveness of the strategies and approaches currently in place around Curriculum, Pedagogy and Assessment within the Trust.

EYFS (8 Academies: 4 x Bristol, 2 x South Glos, 2 x North Somerset)

GLD remains in line with last year and above national by 5%.

Academy	GLD %			
	2017	2018	2019	Diff
BPA	73%	72%	80%	8% ↑
EPA		43%	64%	21% ↑
FVA	68%	60%	72%	12% ↑
HVA	86%	85%	88%	3% ↑
KOAP	78%	81%	81%	0% →
MPA	57%	72%	69%	-3% ↓
WFA	72%	77%	75%	-2% ↓
CLF	72%	76%	76%	0% →
HMA			83%	
Nat Av 2018				72%

Phonics (8 Academies: 4 x Bristol, 2 x South Glos, 2 x North Somerset)

Phonics improved from 2018 and remains in line with national.

Academy	% Achieving Expected Standard in Year 1					
	2015	2016	2017	2018	2019	Diff
BPA	83%	67%	82%	76%	78%	2% ↑
EPA	NA	NA	NA	73%	80%	7% ↑
FVA	71%	91%	96%	95%	76%	-19% ↓
HVA	NA	NA	77%	85%	92%	7% ↑
KOAP	NA	NA	77%	81%	83%	2% ↑
MPA	80%	74%	77%	60%	76%	16% ↑
WFA	79%	86%	90%	90%	85%	-5% ↓
HMA	87%	80%	86%	98%	90%	-8% ↓
CLF	79%	78%	83%	79%	82%	3% ↑
Nat Av	77%	81%	81%	82%		

Key Stage 1 (8 Academies: 4 x Bristol, 2 x South Glos, 2 x North Somerset)

KS1 attainment remains in line with last year and National.

Academy	Reading				Writing				Maths				Combined			
	2017	2018	2019	Diff	2017	2018	2019	Diff	2017	2018	2019	Diff	2017	2018	2019	Diff
BPA	71%	80%	75%	-5% ↓	65%	70%	72%	2% ↑	79%	79%	83%	4% ↑	62%	68%	70%	2% ↑
EPA		43%	70%	27% ↑		49%	70%	21% ↑		54%	70%	16% ↑		38%	70%	32% ↑
FVA	84%	89%	74%	-15% ↓	80%	86%	78%	-8% ↓	88%	86%	87%	1% ↑	76%	79%	65%	-14% ↓
HVA		78%	84%	6% ↑		78%	78%	0% ↑		83%	82%	-1% ↓		78%	76%	-2% ↓
KOAP		74%	80%	6% ↑		70%	73%	3% ↑		78%	84%	6% ↑		67%	69%	2% ↑
MPA	55%	81%	57%	-24% ↓	48%	74%	57%	-17% ↓	64%	81%	58%	-23% ↓	46%	70%	51%	-19% ↓
WFA	72%	76%	78%	2% ↑	67%	62%	72%	10% ↑	73%	77%	80%	3% ↑	63%	59%	72%	13% ↑
HMA			87%				73%				85%				67%	
CLF	70%	79%	74%	-5% ↓	65%	71%	71%	0% →	77%	79%	78%	-1% ↓	62%	68%	68%	0% →

Key Stage 2 (6 Academies: 5 x Bristol, 1 x North Somerset)

Exp. RWM				
2016	2017	2018	2019	Diff
58%	58%	71%	65%	-6% ↓
20%	28%	12%	73%	61% ↑
36%	29%	74%	79%	5% ↑
58%	68%	54%	55%	1% ↑
45%	46%	52%	49%	-3% ↓
37%	47%	65%	70%	5% ↑
50%	51%	61%	60%	-1% ↓

KS2 Attainment for the trust fell slightly from 2018 and remains below national.

At a subject level Writing improved by 4% however Maths fell by 5%.

Ex. Stand Reading					Ex. Stand Writing					Ex. Stand Maths				
2016	2017	2018	2019	Diff	2016	2017	2018	2019	Diff	2016	2017	2018	2019	Diff
74%	68%	77%	76%	-1% ↓	75%	82%	85%	92%	7% ↑	77%	82%	80%	74%	-6% ↓
37%	45%	31%	73%	42% ↑	34%	48%	38%	82%	44% ↑	29%	41%	23%	82%	59% ↑
40%	50%	79%	79%	0% →	68%	71%	79%	84%	5% ↑	64%	54%	74%	84%	10% ↑
63%	70%	60%	57%	-3% ↓	73%	81%	77%	71%	-6% ↓	73%	73%	74%	69%	-5% ↓
63%	58%	60%	58%	-2% ↓	67%	59%	72%	77%	5% ↑	64%	70%	67%	58%	-9% ↓
57%	68%	87%	75%	-12% ↓	70%	73%	78%	80%	2% ↑	53%	61%	73%	85%	12% ↑
63%	62%	68%	67%	-1% ↓	70%	71%	78%	82%	4% ↑	69%	72%	74%	69%	-5% ↓

Key Stage 4 (9 Academies: 3 x Bristol, 4 x South Glos, 2 x North Somerset)

Progress 8 for all students improved from -0.09 to -0.04. Several academies made significant gains.

	Progress 8				Basics 9-5	Basics 9-4
	2017	2018	2019	Diff		
BBA	0.04	0.12	0.17	0.05 ↑	32%	56%
BMA	0.30	0.04	0.51	0.47 ↑	40%	67%
CAB	0.05	0.26	-0.11	-0.37 ↓	20%	46%
HPA	0.16	0.19	0.04	-0.15 ↓	41%	62%
HWA	-0.89	-0.35	-0.35	0.00 ↑	27%	46%
JCA	-0.36	0.18	-0.14	-0.32 ↓	43%	69%
KOA	-0.21	-0.69	-0.58	0.11 ↑	33%	52%
DSSB	-0.58	-0.55	-0.88	-0.33 ↓	22%	45%
BA	-0.56	-0.46	-0.31	0.15 ↑	33%	56%
CLF	-0.24	-0.09	-0.04	0.05 ↑	34%	57%

5. Key Stage 5 (CLF Post 16)

Value added at Post 16 saw a significant increase from -0.12 to 0.44 (over half a grade increase). Number of U grades also fell to 1.2%.

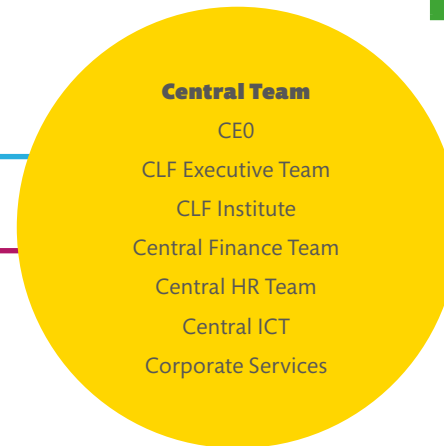
	2017	2018	2019	Diff
Cohort	316	233	164	-69
Actual Y13 Cohort	264	186	116	-70
VA	0.02	-0.12	0.44	0.56 ↑
VA Academic	0.03	-0.06	0.29	0.35 ↑
VA Applied	-0.03	-0.25	0.66	0.91 ↑
VA with Add Backs	-0.02	-0.28	-0.05	0.23 ↑
APS (Starting point)	42.2	35.3	40.6	5.26 ↑
APE Overall	32.54	27.84	30.21	2.37 ↑
APE (as grade)	C+	C-	C	
Academic APE Overall	31.03	27.76	31.45	3.69 ↑
Academic APE (as grade)	C	C-	C	
Applied APE Overall	37.98	27.99	28.56	0.57 ↑
Applied APE (as grade)	D+	M+	M+	
A* - A	21.7%	12.2%	11.9%	-0.3% ↓
A* - B	39.6%	25.1%	27.7%	2.6% ↑
A* - C	68.5%	51.4%	56.9%	5.5% ↑
A* - D	88.8%	78.2%	83.5%	5.3% ↑
A* - E	97.8%	95.2%	97.8%	2.6% ↑
U	2.2%	4.8%	1.2%	-3.6% ↓



The CLF offers the following range of provision:

Cluster 1: Bristol		
2x Executive Principal		
	Provision	
Finance	Bristol Brunel	Minerva
HR	Bristol Metropolitan	Begrbook
ICT	City Academy	Frome Vale
	CLF P16	Summerhill
	Snowdon Village	Evergreen

Cluster 2: North Somerset		
2x Executive Principal		
	Provision	
Finance	Broad oak	Haywood Village
HR	Hans Price	Heron's Moor
ICT		



Cluster 3: South Gloucestershire		
2x Executive Principal		
	Provision	
Finance	John Cabot	Walls Court Farm
HR	King's Oak	King's Oak
ICT	Digitech SSB	
	Hanham Woods	

17 Academies
9x primary
7x secondary
1x all-through
1x studio school
1x AP primary & Secondary
Plus:
1x post 16

Structure of the Cabot Learning Federation

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



Steve Taylor

Chief Executive Officer



Dan Nicholls

Executive Director
of Education



Bryony Green

Director of
Corporate Services



Sarah Lovell

Finance Director



Ian Payne

HR Director



Sally Apps

Executive Principal



Susie Weaver

Executive Principa



Kate Richardson

Executive Principal



Alison Fletcher

Director of
CLF Institute



Andy Ling

Head of ICT

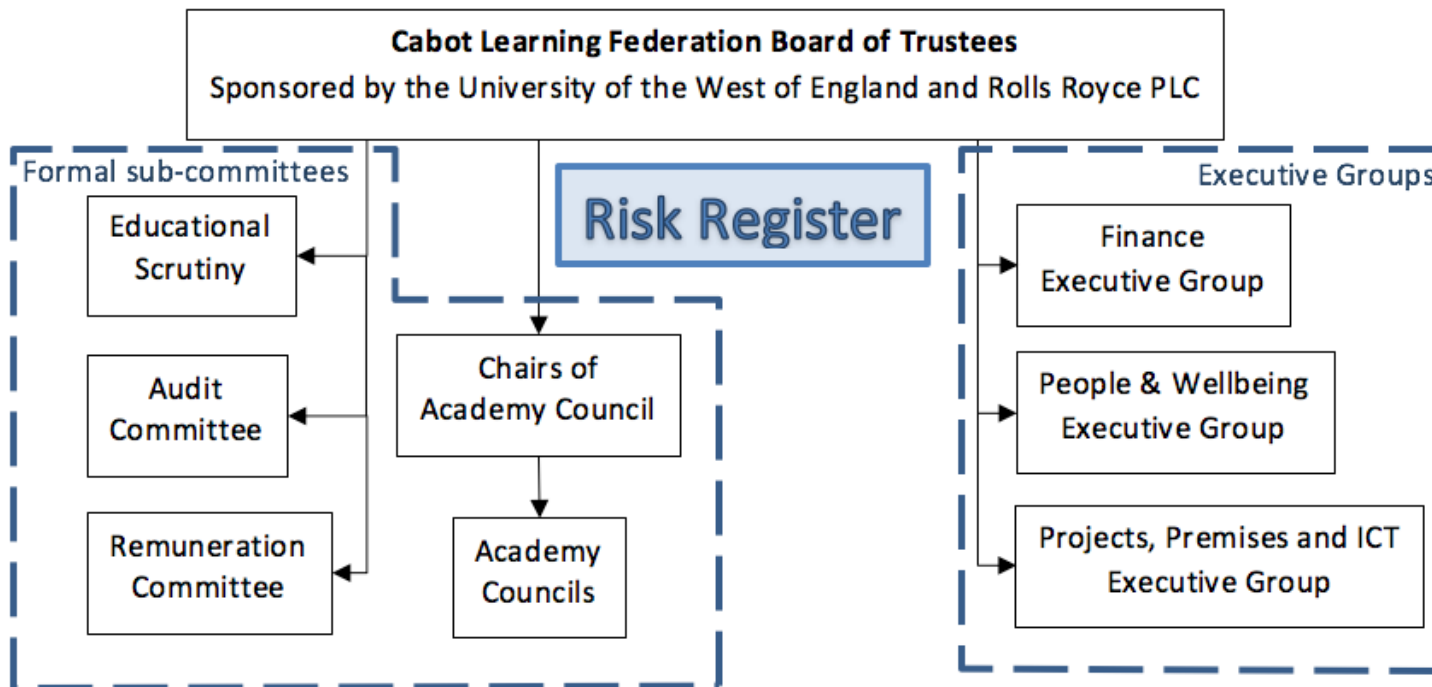
**Structure
of the Cabot
Learning
Federation**

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 is the home of the Cabot Learning Federation Teaching School Alliance, the CLF School-Centred Initial Teacher Training - SCITT partnership and the Boolean Maths Hub. The purpose of the CLF Institute is to provide training and professional development for all staff within the trust. As a Teaching School, we are responsible for providing teacher training, high-quality continuing professional and leadership development (CPLD) and school improvement support. We are accredited by the Department for Education (DfE) to provide National Professional Qualifications - NPQs in educational leadership.

The CLF Institute is located on the site of City Academy Bristol in its own building, which is a busy and vibrant centre for professional development activity, courses, network meetings and a wide range of training. The Institute aims to provide a comprehensive offer for every member of our CLF staff as well as serving our wider local and regional partnerships and communities.

Learning is at the heart of our organisation and this underpins our commitment and approach to training, for all staff and volunteers working for the CLF, in order to continue to provide the best possible education for our pupils, informed by current and relevant research and evidence about effective practice. We encourage CLF staff to be ambitious and active participants in their own professional development; to seek to develop, realise and enhance their potential through opportunities provided by training, professional learning and development, and thereby make career steps within the organisation.

In 2015, we were accredited as a SCITT provider which has enabled us to develop our model of initial teacher training to ensure that we train and contribute to the supply of well-prepared new teachers for the CLF and the Bristol and South West region. We train and continuously develop our teachers so that they can become expert practitioners, able to facilitate and accelerate learning and secure excellent outcomes for our pupils. In 2018, the SCITT provision secured a good judgement from Ofsted in its first full inspection. Distinctive features and strengths of the provision that were highlighted during the inspection included the course design, which ensures that trainees have a comprehensive understanding of different types of school in a range of diverse communities; the strong quality of training, leading to trainees developing a good understanding of their subject and a wide repertoire of pedagogical approaches; and the professionalism of our trainees and NQTs.

The CLF has held Teaching School designation since 2011. This is important to us because it enables us to develop our school improvement capacity through designating Specialist and Local Leaders in Education (SLEs and LLEs). We have a team of over 40 SLEs currently, supporting curriculum development, subject networks and school-to-school support. CEO Steve Taylor is designated as a National Leader in Education (NLE) and contributes to system leadership in the South West region and beyond. Teaching School status also enables us to bid for and be involved in many projects and to provide support, CPLD and conferences for schools and academies in our region. For example, we offer a leadership programme for BAME teachers as part of the DfE Equality and Diversity fund; we are the 'Appropriate Body' for Newly Qualified Teacher statutory induction; we offer Teacher Subject Specialist Training in maths.

The CLF Institute runs internal leadership development programmes for CLF staff as well as delivering the NPQ courses for Middle, Senior, Headteacher and Executive Leaders. We invest heavily in developing leaders at all levels so that they are well-prepared and equipped to be highly effective in their leadership roles. All our leadership programmes require participants to undertake an action enquiry/school improvement project in their own school/academy to cement and apply their leadership learning and secure impact.

The Boolean Maths Hub is one of 35 national Maths Hubs funded by the DfE and coordinated by the National Centre for Excellence in Teaching Maths (NCETM), established to improve the teaching and leadership of maths at all levels. We have facilitated China-England maths teacher exchanges and have learned from colleagues in Shanghai about their approach to teaching maths. The Maths Hub provides a huge volume of training through work groups, teacher research groups and subject knowledge enhancement courses, supporting the development and implementation of mastery approaches to teaching maths.

The logo for the CLF Institute, featuring the letters 'CLF' in a bold, white, sans-serif font above the word 'Institute' in a larger, bold, white, sans-serif font. The text is set against a background of abstract, overlapping geometric shapes in shades of blue, teal, and yellow.

Core Purpose



As an organisation, we are committed to working in accordance with our HEART values, which are outlined above.

It is expected that all of us demonstrate these values as a matter of course in our daily activities and our performance is measured against them.

Mission

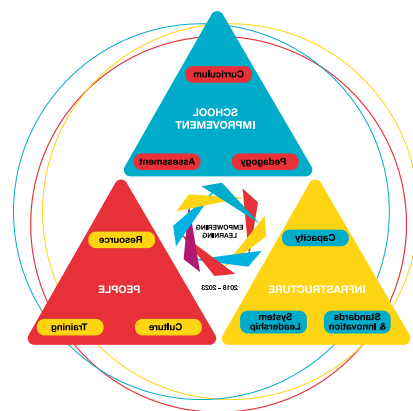
Empowering Learning: to consistently deliver excellent experiences for pupils aged 3-19, improving their life chances and serving the communities of which we are a member.

Vision

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.

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 fundamental mission of the CLF will be that its work will Empower Learning by 2023. 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 up to 2023 and beyond.

The vision of Empowering Learning is expressed in the diagram above, with the overarching vision broken down into three areas, which in turn are each further experienced as three sub-themes. In terms of interpretation, while the sub-themes themselves do not prescribe specific actions, 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 interpretations, will be present in all of its academies.

Our perspective on 3-19 Education

We are unapologetically committed to a model that sees children from the age of three educated through to Post 16 and University. Though originally a secondary Federation, in September 2012 we opened our first four primary academies. This 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 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 across all three of our clusters: Bristol, South Gloucestershire and North Somerset. 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 completed their compulsory education.

Vision

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