

Principal

Broadoak Academy

Candidate Information Pack



Cabot
Learning
Federation



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On behalf of the Board of the Cabot Learning Federation (CLF), we would like to thank you for your interest in the exciting role of Principal. 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 we 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 CLF 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 12,500 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 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 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

Paul Olomolaiye
Chair of CLF Board

Introductions

Chief Executive Officer
& Chair of CLF Board

01 Introductions

Steve Taylor



Thank you for expressing an interest in the post of Principal at Broadoak Academy.

Broadoak is an 11-16 academy which operates as one of six schools in the North Somerset Cluster of schools within the Cabot Learning Federation (CLF). While it enjoys close collaboration with all academies across the Trust there are particularly strong links with the other academies in Weston-super-Mare; Hans Price and Winterstoke Hundred, both secondary academies, and Haywood Village, Uphill Village and Herons' Moor Academies, all primary.

The predecessor school was judged to require improvement by Ofsted in November 2017. Since that time the academy has been on a significant improvement journey, both in the period up to and following its move into the CLF, a medium-large sized, mature Trust, in July 2019. Standards and outcomes have improved year-on-year since 2017 and the academy has become a key beneficiary of and contributor to the broader collaborative partnership that exists within the Trust, aligning fully with the focus on standards of excellence for students and staff. This means that the academy is well-connected horizontally across the Trust with well-established networks and communities. The Principal is part of the CLF Forum group that provides significant support and professional dialogue from Principals across the 3-19 age range. The Trust also benefits from the considerable support and professional development opportunities provided and coordinated by the **CLF Institute**, which includes the CLF Central School Improvement Team, a School-Centred Initial Teacher Training (SCITT), the Boolean Maths Hub, and which is a key partner in the work of the **Five Counties Teaching School Hubs Alliance**.

The Trust has worked over time to create a platform on which Academies and leaders can actively focus on education and the best provision. There is significant support within the Trust across professional services like human resources, finance,

health and safety, safeguarding, governance, data and other areas. These provide a platform for Principals and their senior teams to lead their academy to best support all children, families and the wider community.

The school participates fully as an engaged partner in the local education landscape in North Somerset, participating in partnership and strategic work designed to improve the life chances of children and young people in our seaside town and beyond.

This is a significant opportunity for a new Principal to continue to make a real difference to colleagues, students and the community of Broadoak Academy. Taking full advantage of the Academy being part of a strong Trust to accelerate improvement of the Academy, to support their own professional development and develop as a strong leader that may lead to wider opportunities in the developing educational landscape.

You will be joining a committed, values-led and dedicated team of colleagues and senior leaders. We believe that every child can succeed regardless of background or starting point and expect the same commitment from all who work with us. We are looking for a leader who has a motivation to make a difference to all students balancing a deep investment in the professional development of all colleagues to ensure the highest possible standards for all children who rely on the Academy to thrive now and through into their adulthood.

Broadoak Academy as part of the Cabot Learning Federation is a great place to work, learn and develop, I look forward to receiving your application should you choose to apply.

Steve Taylor
Chief Executive

PRINCIPAL

Contract: Permanent, full time

Salary: L30 - L34 (£86,061 - £94,914)

Start date 1 January 2022

The Cabot Learning Federation is a diverse Multi-Academy Trust (MAT) in the South West. We currently sponsor eight secondary academies, nine primary academies, an all through provision, a studio school, a discrete Post 16 provision and an alternative provision which consists of one primary and three secondary settings.

The academy has been on an enormous improvement journey in the last four years which has seen outcomes consistently improve year on year with all indicators.

The academy is truly comprehensive with a real mix of prior attainment on entry and a growing number of students with SEND and a higher than average number of students in receipt of pupil premium funding. The academy is diverse in its intake and proud that we serve all of the families in our community. There is real pride from colleagues that they work at Broadoak and contribute to a cause greater than themselves.

CLF has a successful track record of performance delivery across all of its Academies; as Principal, you will be able to seize the chance to make a real difference to the lives of the students and improve their life chances.

The successful candidate will have a drive and passion to lead the academy and accelerate improvement. 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 unwavering focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

Closing date: 23 September 2021

Assessment and interview date: w/c 11 October 2021

CLF is an Equal Opportunity Employer. The Trust is proud to serve a diverse student population and their communities. We actively encourage applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are proud to be part of a diverse community in Weston-super-Mare and celebrate the richness of cultures, faiths and backgrounds of our students. We aim to develop a curriculum that is responsive to our pupils' needs and reflects their diverse interests and backgrounds.

Please refer to part 08 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.

This role has significant responsibility for ensuring safeguarding practice within the academy. This role involves working with children on a daily basis and is therefore in regulated activity.

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



03 Broadoak Academy

Broadoak Academy has been on an enormous improvement journey in the last four years which has seen outcomes consistently improve year on year with all indicators suggesting 2021/2022 will see it move above floor targets under externally set exam conditions.

The academy is truly comprehensive with a real mix of prior attainment on entry and a growing number of students with SEND and a higher than average number of students in receipt of pupil premium funding. The academy is diverse in its intake and proud that we serve all of the families in our community. There is real pride from colleagues that they work at Broadoak and contribute to a cause greater than themselves.

The current principal joined the academy in autumn 2017, the timing of which coincided with the most recent inspection of the predecessor single academy trust, which led to a Requires Improvement judgement. Broadoak Academy has been part of the Cabot Learning Federation since 1st July 2019 and is on track to secure a positive outcome at its next inspection.

The Pupil Admission Number for the school is 900, for pupils aged 11 to 16.

The PAN for the school is 900 and not all places are yet taken though there is a balanced budget. There is an enacted 'family of schools' approach within the CLF in Weston-super-Mare and all student recruitment and marketing activity is built around this. There is proactive and highly engaged work across the cluster including with primary, secondary and alternative provision partners in other Trusts. The academy is deeply involved in supporting educational improvements across the local authority and plays a key part in partnership working especially around inclusion.

The vision for the academy is built and communicated around the notion of community – by being a positive and active contributor to our communities we can achieve even more than we thought possible. This applies to educating young citizens who go on to be masters of their own destiny by achieving the highest outcomes possible and understanding what it means to be a kind, decent, hard-working citizen of the world, right through to communities of practitioners who hone their craft and knowledge, to communities of leaders who grapple with school improvement and to communities of people dedicated to changing the narrative around bias, discrimination and our commitment to climate change.



PRINCIPAL

L30 - L34 (£86,061 - £94,914)

The Principal's primary responsibilities are:

Supporting the academy's overall development by:

- Inspiring leadership ensuring a high quality of education and high standards of achievement for all pupils
- Providing strategic academy leadership and translating planning into positive action and results
- Ensuring professional governance within the academy, both via routine individual meetings and attendance at academy council meetings
- Modelling professional behaviour, promoting high expectations, challenging peers, and being the lead professional
- Increasing the standard of achievement of all pupils and ensuring pupil performance is at least in line with academy and Federation targets
- Networking with local, national and international groups to bring a richness and diversity of experience to the academy and its community
- Carrying out such other duties as are required and as are commensurate with the grade of the post

Leading Academy Improvement by:

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

- The curriculum development
- Raising attainment
- Pedagogy / quality of teaching
- Behaviour and learning attitudes
- Assessment and reporting
- Tracking, monitoring and data
- Systems
- Relevant Key Stage oversight
- All-throughness
- Subject knowledge enhancement
- Information, advice and guidance
- Careers and employability
- Inclusion and SEND
- Pupil attendance
- Learning through new technologies
- Communication with parents
- Community relations
- Resource management

Areas of responsibility:

- the leadership of the academy
- the achievement of targets as described within the performance management cycle
- supporting the ongoing development and embedding of the 'Embedding Excellence' vision and 2018-2023 strategy.

Accountability:

- Accountable to the Chair of Academy Council and Executive Principal

Leadership:

- The academy staff

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

Person Specification

The ten skills, qualifications and associated professional experiences essential for the role of Executive Leader 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 whole-academy vision for improving or a successful academy 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 the academy leading by example and holding high expectations of self, staff and learners
School Improvement	<ul style="list-style-type: none"> A track record for leading the academy 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 academy, leading to demonstrable academy 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/under performing academy and effectively challenging under performance 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 and change management in an academy A successful innovator of academy improvement that has impacted positively upon pupil outcomes, including 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 an academy 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 academy successfully through inspections and other external scrutiny processes
Understanding of student 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, including for 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)

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 the six main competencies and 18 sub-competencies which represents the qualities of an excellent leader. All CLF leaders should effectively demonstrate the below managerial competencies within the duties of their role.

MAIN COMPETENCIES	SUB-COMPETENCIES		
	A	B	C
1. Vision, Culture and Engagement	Understand the bigger picture and set the vision within the working context.	Establish and sustain a positive culture and work environment aligned with the vision.	Model the highest expectations and professionalism.
	Engage, empower, builds trust, authentic, decisiveness, reflective, resilient and followship, high communicative, optimistic (glass half full), enrol others, visionary		
2. People	Recognise the proficiency of the team and continuously develop individuals.	Recognise excellent work and praise good performance.	Challenge and support under performance effectively and confidently.
	Trust, communicator, evidence informed, resilience, equity, accountability, create challenge, high expectations, gain commitment, integrity, authenticity		
3. Leading in the Specialism	Develop skills and knowledge to further expertise within the specialism.	Lead through others	Consistently deliver successful outcomes
	Curious, recognise skill and expertise within team, seek out knowledge and wisdom		
4. Leading Continuous Improvement	Understand the present through effective review and evaluation of data.	Plan and implement change strategically	Analyse impact
	Reflective, evidence informed, innovative, adapt, open minded, strategic, get stuck in when needed, prioritize, don't over complicate, ensure delivery, nose for change		
5. Resources	Make strategic use of resources	Analyse and minimise risk	Exercise informed decision making
	Planning, future scoping, using prof services expertise, diligent with resources, good value for money		
6. Outward-facing	Commitment to professional knowledge, learning and development outside of the specialism.	Partnership, networking and collaboration	Positively representing the Trust
	Learning from others, being open to alternative approaches, strategic, pride, networking, confidence, collaborate		



**Senior
Leadership
in the Cabot
Learning
Federation**

07 Location

Weston-super-Mare

Weston-super-Mare is located at the gateway to the South West of England. Steeped in Victorian history, the town is a thriving seaside resort with more than 70,000 residents.

From the iconic Grand Pier to a year-round calendar of events, Weston attracts visitors from all over the UK and beyond. Weston Air Festival, Weston Beach Race and the Weston Carnival ensure that there are always things to do. In addition, miles of golden sand beaches, the legendary Playhouse theatre, iconic beach donkeys, a bustling high street and independent shopping districts, a variety of restaurants, bars and cafes, a challenging golf course and a growing arts and music scene, make it a really cosmopolitan town in which to live and work.

If you're thinking of buying a property in Weston-super-Mare, the overall average price over the past year was £251,076. The majority of sales were detached properties, selling for an average price of £354,557. Semi-detached properties sold for an average of £243,547, with terraced properties fetching £210,223.

Travelling around the region also couldn't be simpler – Weston is easily accessible by road, rail or air, with easy links from the M5, a central train station and Bristol Airport, and it's less than 30 miles to the city of Bristol.



Application and Selection Process

All applications will be acknowledged. There is a nominal closing date for this role of 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:	23 September 2021
Shortlisting date:	24 September 2021
Assessment & interview date:	w/c 11 October 2021

To apply:

Please complete an application form via the CLF Careers Hub, 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.

Please attach:

A short (no more than 3 pages) letter highlighting your motivation for the role as Principal. We are keen to discover more about 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 three areas:

- How the experiences you have had in your career to date prepare you for the role of Principal? Please include any examples of particular projects or initiatives that have had impact. Consider how your experience and achievements match the requirements of this position.
- The makings of a successful school leader and how would you measure your own success in August 2022.
- What you would do in your first 100 days in post to establish yourself within an academy?

This can be uploaded as a supporting document. You do not need to complete the Additional Information section as well.

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 recruitment@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 the lifelong success of our students as they become young adults.

The fundamental mission of the CLF is 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.



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.

The CLF is actively committed to engaging with and representing all of its diverse regional communities, with a Diversity and Inclusion agenda at the heart of its operational strategy.

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)
- UVA - Uphill Village Academy (Primary)
- WFA - Wallscourt Farm Academy (Primary)
- WHA - Winterstoke Hundred Academy (Secondary)

Cabot Learning Federation Outcomes 2020

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

	GLD %			
Academy	2017	2018	2019	2020
BPA	73%	72%	80%	72%
EPA		43%	64%	35%
FVA	68%	60%	72%	50%
HMA			83%	54%
HVA	86%	85%	88%	67%
KOAP	78%	81%	81%	43%
MPA	57%	72%	69%	65%
WFA	72%	77%	75%	70%
CLF	72%	76%	76%	61%

Phonics

	% Achieving Expected Standard in Year 1				
Academy	2016	2017	2018	2019	2020
BPA	67%	82%	76%	78%	95%
EPA			73%	80%	67%
FVA	91%	96%	95%	76%	77%
HMA	80%	86%	98%	90%	88%
HVA	NA	77%	85%	92%	90%
KOAP	NA	77%	81%	83%	66%
MPA	74%	77%	60%	76%	88%
UVA					93%
WFA	86%	90%	90%	85%	88%
CLF	78%	84%	80%	83%	85%
Nat. Ave	81%	81%	82%	82%	

Key Stage 1

	Reading				Writing				Maths				Combined			
Academy	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020	2017	2018	2019	2020
BPA	71%	80%	75%	77%	65%	70%	72%	78%	79%	79%	83%	80%	62%	68%	70%	72%
EPA		43%	70%	39%		49%	70%	39%		54%	70%	43%		38%	70%	39%
FVA	84%	89%	74%	71%	80%	86%	78%	79%	88%	86%	87%	71%	76%	79%	65%	71%
HMA			87%	75%			73%	74%			85%	75%			67%	61%
HVA		78%	84%	42%		78%	78%	38%		83%	82%	48%		78%	76%	33%
KOAP		74%	80%	76%		70%	73%	75%		78%	84%	73%		67%	69%	67%
MPA	55%	81%	57%	75%	48%	74%	57%	75%	64%	81%	58%	78%	46%	70%	51%	75%
UVA																
WFA	72%	76%	78%	78%	67%	62%	72%	63%	73%	77%	80%	75%	63%	59%	72%	63%
CLF	70%	79%	74%	69%	65%	71%	71%	67%	77%	79%	78%	70%	62%	68%	68%	61%

Key Stage 2

	Exp. RWM				
	2016	2017	2018	2019	2020
BPA	58%	58%	71%	65%	68%
EPA	20%	28%	12%	73%	63%
FVA	36%	29%	74%	79%	77%
HMA	37%	47%	65%	70%	58%
MPA	58%	68%	54%	55%	68%
SA	45%	46%	52%	49%	70%
UVA					
WFA					69%
CLF	50%	51%	61%	60%	67%

	Ex. Stand Reading					Ex. Stand Writing					Ex. Stand Maths				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
BPA	74%	68%	77%	76%	78%	75%	82%	85%	92%	86%	77%	82%	80%	74%	72%
EPA	37%	45%	31%	73%	71%	34%	48%	38%	82%	92%	29%	41%	23%	82%	79%
FVA	40%	50%	79%	79%	81%	68%	71%	79%	84%	88%	64%	54%	74%	84%	77%
HMA	57%	68%	87%	75%	75%	70%	73%	78%	80%	75%	53%	61%	73%	85%	66%
MPA	63%	70%	60%	57%	71%	73%	81%	77%	71%	78%	73%	73%	74%	69%	78%
SA	63%	58%	60%	58%	76%	67%	59%	72%	77%	79%	64%	70%	67%	58%	76%
UVA															
WFA					76%					84%					82%
CLF	63%	62%	68%	67%	76%	70%	71%	78%	82%	82%	69%	72%	74%	69%	75%

Key Stage 4

	Progress 8				Basics 9-5	Basics 9-4
	2017	2018	2019	2020		
BA	-0.56	-0.46	-0.31	0.01	42%	66%
BBA	0.04	0.12	0.17	0.62	40%	71%
BMA	0.30	0.04	0.51	0.69	40%	62%
CAB	0.05	0.26	-0.11	0.62	31%	50%
HPA	0.16	0.19	0.04	0.48	42%	62%
HWA	-0.89	-0.35	-0.35	0.43	43%	74%
JCA	-0.36	0.18	-0.14	0.67	50%	78%
KOA	-0.21	-0.69	-0.58	0.04	47%	64%
DSSB	-0.58	-0.55	-0.88	-0.30	29%	58%
CLF	-0.24	-0.09	-0.04	0.41	41%	66%

Key Stage 5

	2017	2018	2019	2020
Cohort	316	233	164	
Actual Y13 Cohort	264	186	116	171
VA	0.02	-0.12	0.44	0.56
VA Academic	0.03	-0.06	0.29	0.42
VA Applied	-0.03	-0.25	0.66	1.40
VA with Add Backs	-0.02	-0.28	-0.05	
APS (Starting point)	42.2	35.3	40.6	45.4
APE Overall	32.54	27.84	30.21	38.02
Academic APE Overall	31.03	27.76	31.45	32.85
Applied APE Overall	37.98	27.99	28.56	57.27
A*- A	21.7%	12.2%	11.9%	25.8%
A*- B	39.6%	25.1%	27.7%	42.5%
A*- C	68.5%	51.4%	56.9%	68.0%
A*- D	88.8%	78.2%	83.5%	91.0%
A*- E	97.8%	95.2%	97.8%	98.8%
U	2.2%	4.8%	1.2%	1.3%



The CLF offers the following range of provision:

Cluster 1: Bristol

2x Executive Principal

	Provision	
Finance	Bristol Brunel	Minerva
Corporate Services	Bristol Metropolitan	Frome Vale
HR	City Academy	Summerhill
ICT	CLF P16	Evergreen
	Snowdon Village	Begbrook

Cluster 2: North Somerset

2x Executive Principal

	Provision	
Finance	Hans Price	Haywood Village
Corporate Services	Broad oak	Heron's' Moor
HR	Winterstoke Hundred	Uphill Village
ICT		

Snowdon Village (7)

Futures (14-16)
Engage (11-16)
Nest (4-11)
City School (14-16)
HQ
South

Kingswood

Engage Weston

Cluster 3: South Gloucestershire

2x Executive Principal

	Provision	
Finance	John Cabot	Wallscourt Farm
Corporate Services	King's Oak	King's Oak
HR	Digitech SSB	
ICT	Hanham Woods	

Central Team

CLF Executive Team
CLF Institute
Central Finance Team
Central HR Team
Central ICT
Corporate Services

20 Academies

9 x primary
8 x secondary
1 x all-through
1 x studio school
1 x Multi-site AP

Plus:

1 x Post 16

10
**Structure
of the Cabot
Learning
Federation**

Structure of the Cabot Learning Federation



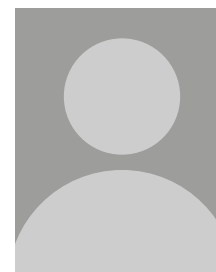
Steve Taylor

Chief Executive Officer



Dan Nicholls

Executive Director of
Education & Deputy CEO



Vacancy

Chief Operating Officer

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.



Sally Apps

Executive Principal



Susie Weaver

Executive Principal



Kate Richardson

Executive Principal



Alison Fletcher

Director of
CLF Institute



Ian Payne

HR Director



Andy Ling

IT Director



Sarah Lovell

Finance Director



Bryony Green

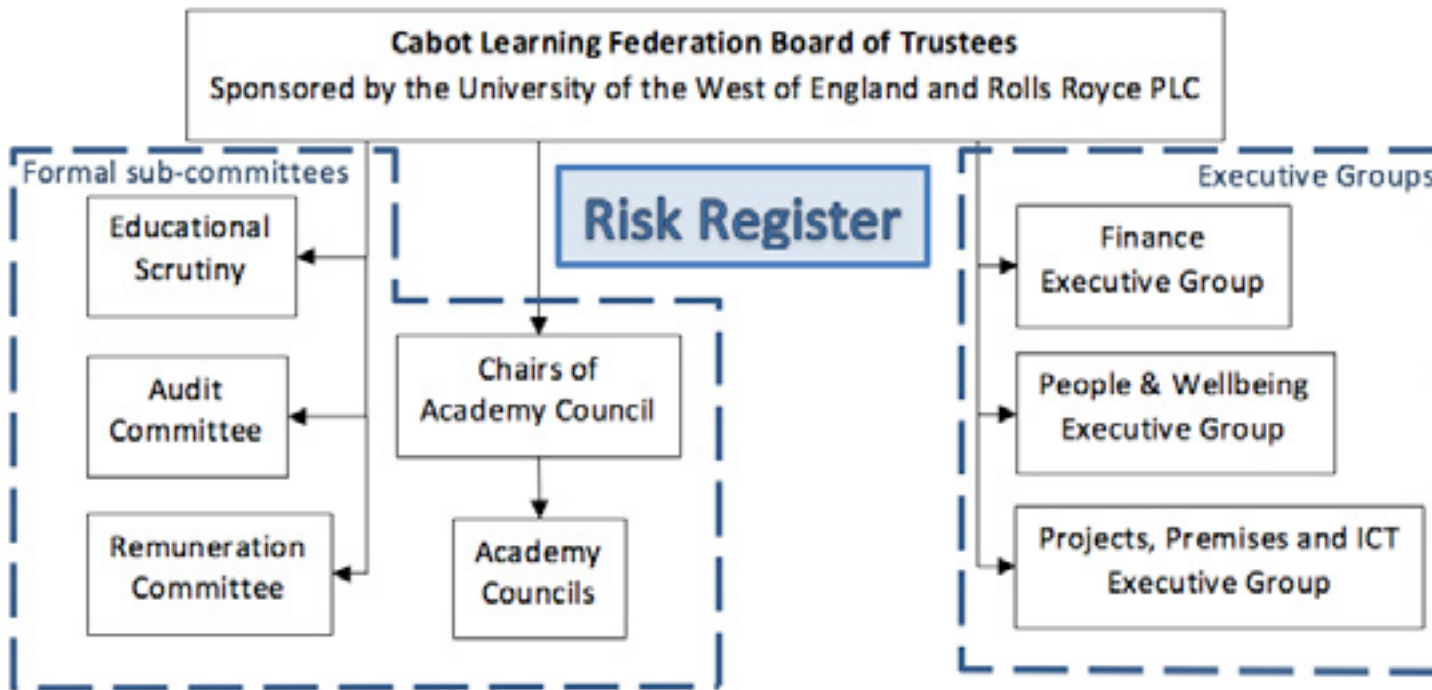
Director of
Corporate Services

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**



CLF
Institute

The CLF Institute provides training and professional development for staff working in education within and beyond the trust. The CLF Institute is the home of the CLF SCITT provision, a partnership delivering School-Centred Initial Teacher Training for approximately 100 trainee teachers each year; and the Boolean Maths Hub, part of the national network of 40 Maths Hubs funded by the Department for Education (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.

The CLF has held Teaching School designation since 2011 and is now the strategic partner in an Alliance of new Teaching School Hubs commencing operations in September 2021, serving schools in Bristol, South Gloucestershire, Bath & North East Somerset, North Somerset and Somerset - the Five Counties Teaching School Hubs Alliance.

The Teaching School Hubs' remit is to provide high-quality, evidence-based Professional Development: from Initial Teacher Training (ITT), through the Early Career Framework (ECF) for Early Career Teachers (ECTs) and support for Statutory Induction as an Appropriate Body (AB), and the suite of National Professional Qualifications (NPQs) for leaders at all levels. This is described by the Department for Education (DfE) as the 'golden thread' of career-long professional development for teachers and leaders, a key lever for school improvement.

The CLF Institute's involvement in the Teaching School Hubs system allows us to continue our system leadership role drawing on the expertise within our trust and our experience providing leadership development and school to school support over a decade as a Teaching School.

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 and professional development, 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 new teachers.

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

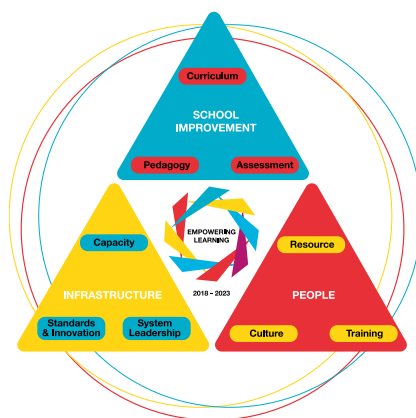
Empowering Learning: to consistently deliver excellent experiences for pupils aged 3-19, improving their life chances and serving the communities of which we are a member.

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. The CLF is actively committed to engaging with and representing all of its diverse regional communities, with a Diversity and Inclusion agenda at the heart of its operational strategy.

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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