

# Assistant Principal

**Winterstoke Hundred Academy**

Candidate Information Pack



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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 Assistant 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 an Assistant 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 the CLF.

This candidate brief provides some background information about the Assistant Principal role, the Federation's development to date and the key themes in our vision: 'equity through education'. 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

Ian Garforth  
Principal

Thank you for your interest in this unique and exciting role.

We seek a dynamic, inspirational and highly effective leader to join us on our journey as a newly opened Academy. In September 2023, we will have students in most year groups, being oversubscribed in Years 7 to 9, Year 10 who were our first cohort of learners, and a thriving sixth form with students in Years 12 and 13. The development of the new building, opening 2023, will see us nearing capacity as a split-site, medium-scale 11-19 Academy. We celebrate the fact that, as a new provision, our culture, ethos and values have been ours to define from the beginning, and we are able to decide what is important to take with us into the future as we grow. Your impact on this process will be central to the development of the Academy as we face the challenges of the future.

The successful applicant will be an excellent leader and able to demonstrate impact and improvement in a variety of fields. You will show expertise in both the operational and strategic aspects of the role, as well as exhibiting flexibility in adapting to new challenges. You will be visible and proactive and, above all, have an unswerving belief in the potential and ability to succeed of all students.

Over the coming years, we will embrace the challenges and opportunities of moving into a new site, continuing to build on our excellent recruitment of staff and students, and providing excellent education and opportunities for an emerging community in a rapidly developing area. The nature of our expansion, split site, and growth itself provides a unique leadership challenge, and your ability to both drive and adapt to this growth will be key.

The opening of new schools and sites is a once-in-a-generation opportunity, and this is a uniquely rewarding and challenging role for the right candidate.

I look forward to receiving your application.

**Ian Garforth**  
Principal

## **ASSISTANT PRINCIPAL**

**Contract: Full-time, permanent**

**Salary: L12 - L17 £58,105 - £65,699**

**Start: Term 5 or September 2023 considered**

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. CLF is an Equal Opportunity Employer. The trust is proud to serve a diverse student population and their communities.

This exciting opportunity offers the chance to undertake an Assistant Principal role within the Cabot Learning Federation. You will work positively with the Principal and Vice Principal to identify priorities and opportunities for academy improvement that support the achievement of outstanding outcomes. You will also lead on the delivery of one of an academy's strategic aims and rigorously ensure that the academy's systems are working smoothly and effectively on a day-to-day basis.

You will be an inspiring leader who, through leading by example, will promote high expectations and support the delivery of high attainment for all students. You will be an effective team player who is dynamic, creative and able to play a significant role in the strategic direction and development of the academy.

Working within the Federation, you will benefit from excellent peer support from colleagues in similar roles across the Federation and great opportunities for continuing professional development. You can expect positive challenge, a supportive environment to succeed within and, in the longer term, further career opportunities across the Federation.

**Closing date: 26 February 2023**

**Assessment and interviews: 7 March 2023**

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 08 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.

# Advert





# 03

## Winterstoke Hundred Academy

Winterstoke Hundred Academy (WHA) is named after the historic parish of Weston-super-Mare and launched as a new 11–19 Academy in September 2020, admitting pupils for the first time in that year into Year 7 and Year 12. The Academy is growing year by year, and we have been very pleased that our incoming cohorts in Year 7 have been oversubscribed in consecutive years, and our Post 16 applications also show significant growth.

In October 2019, the application for the Highways Infrastructure Fund bid was approved for North Somerset. One of the outcomes of this was the approval of a secondary school based in the rapidly growing Locking Parklands area of Weston-super-Mare. This school was approved by the DFE to be part of a split-site model within WHA and is less than a mile from our current site. This new building in Locking Parklands will be the home of Key Stage 3 and the main bulk of Key Stage 4. Our current site at Beaufighter Road will then house our Post 16 accommodation and also some Key Stage 4

courses. This model gives us exceptional facilities and accommodation across two modern and well-designed sites.

We believe in the importance of a traditional curriculum, but also one that prepares students for the learning of the future, with the importance of knowledge, skills, and problem-solving at its centre. In Key Stage 3, we deliver the curriculum that has been designed for our cohort and our learners by colleagues across the CLF. This joint and collaborative approach to curriculum design is something of which we are justifiably proud.

In Key Stage 5, we deliver a range of academic and vocational level 3 qualifications that range from the broad to the specific, and from the traditional to the state-of-the-art. Our learners know that we see education as a journey, and that preparation for the learning to come, in whatever setting, is as important as the learning that has brought them to us.



## **ASSISTANT PRINCIPAL**

**SALARY: L12 – L17 £58,105 - £65,699**

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

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

- Leading on one of the Academy Strategic Aims.
- 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.
- Supporting on HR matters such as conduct, capability and grievance.
- Carrying out such other duties as are required and as are commensurate with the grade of the post.

**Leading Academy Improvement by:**

Working with the Principal and VP to identify priorities and opportunities for Academy improvement to achieve outstanding outcomes for behaviour, attitudes and personal development. 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:

- Strategic leadership of Academy behaviour and pastoral systems and policies
- Ensuring rigorous safeguarding processes are kept up-to-date and complied with by all staff and visitors in the Academy
- Self-evaluation and improvement planning
- Leading through all staff to deliver outstanding culture and ethos
- Securing outstanding recruitment and retention
- Managing performance and HR matters
- Synergy of Academy-wide systems
- Communication with parents/carers
- 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
- Academy's key targets
- Smooth running of the academy day to day

**Accountability:**

- Accountable to the Vice Principal

**Leadership:**

- Curriculum Leaders
- Year Team
- Academy Staff

**Outward-facing role:**

- Represents the academy at Federation events and networks
- Represent the Federation 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
- Federation HR policies and relevant employment legislation

**Job  
Description**

# Person Specification

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

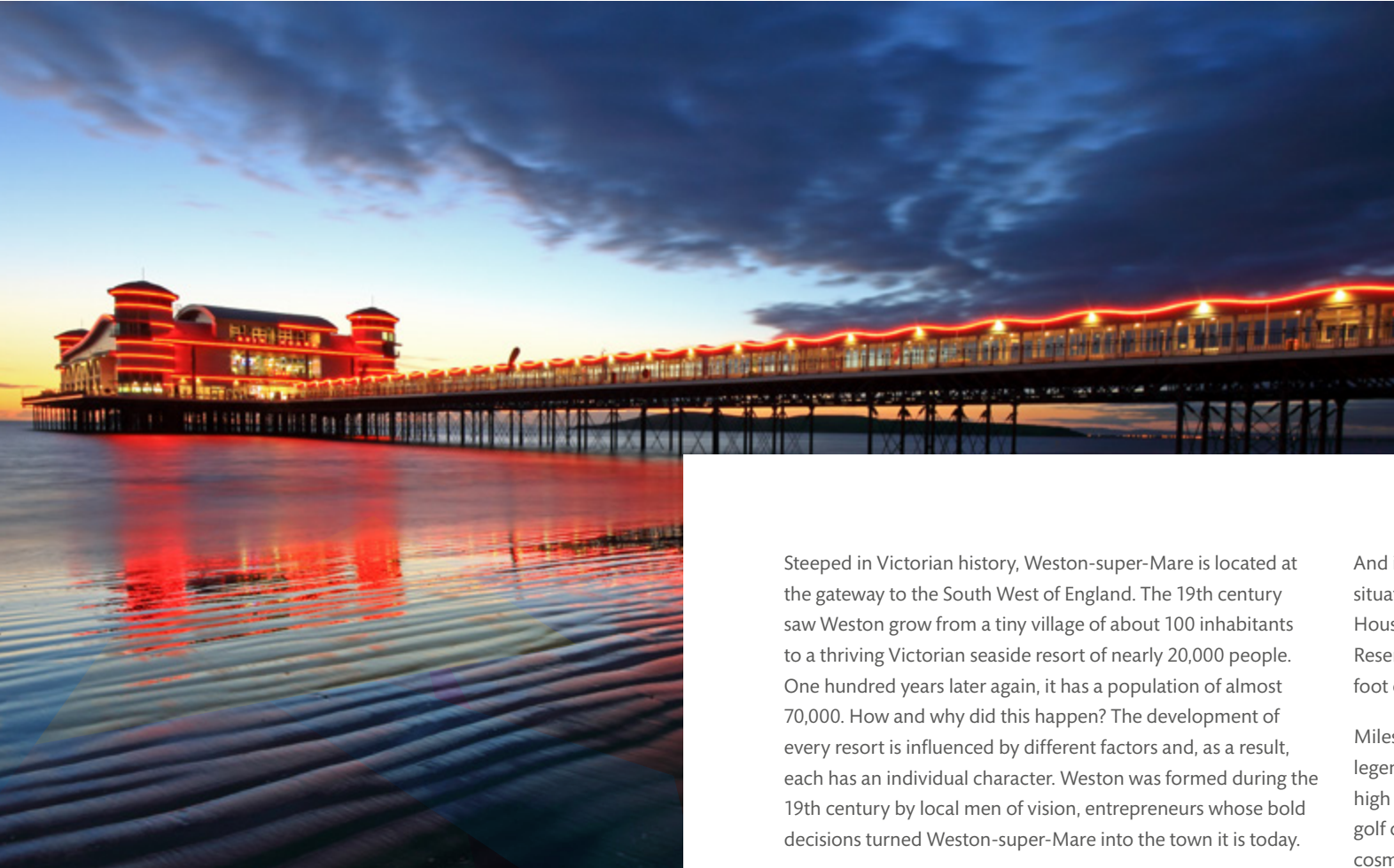
KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED	
<b>Vision, passion, presence</b>	<ul style="list-style-type: none"> <li>The ability to deputise effectively in the absence of the Principal</li> <li>A track record of creating and implementing a whole-school vision for an improving or a successful 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>Demonstrates gravitas and credibility and leads courageously</li> <li>A strong, visible presence within the Academy, leading by example and holding high expectations of self, staff and learners</li> <li>Display the highest levels of personal and professional integrity</li> </ul>
<b>School improvement</b>	<ul style="list-style-type: none"> <li>A track record of 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 under-performance</b>	<ul style="list-style-type: none"> <li>Display a 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>Demonstrates motivational, empowerment, delegation coaching and mentoring skills</li> <li>Recent experience of working in a challenging/underperforming school and effectively challenging underperformance 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 and 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 accelerate improvement</li> </ul>	<ul style="list-style-type: none"> <li>Able to connect with people at every level to create formal and informal networks outside of hierarchy, from students to teaching staff, parents/carers 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 rigour 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 consistent 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 ongoing and current CPD</li> <li>Intention to gain NPQH</li> </ul>

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 represent 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
<b>1. Vision, Culture and Engagement</b>	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, build trust, authentic, decisiveness, reflective, resilient and followship, highly communicative, optimistic (glass half full), enrol others, visionary.		
<b>2. People</b>	Recognise the proficiency of the team and continuously develop individuals.	Recognise excellent work and praise good performance.	Challenge and support underperformance effectively and confidently.
	Trust, communicator, evidence-informed, resilience, equity, accountability, create challenge, high expectations, gain commitment, integrity, authenticity.		
<b>3. Leading in the Specialism</b>	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.		
<b>4. Leading Continuous Improvement</b>	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, prioritise, don't over complicate, ensure delivery, nose for change.		
<b>5. Resources</b>	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.		
<b>6. Outward-facing</b>	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**



## Location

### Weston super Mare

Steeped in Victorian history, Weston-super-Mare is located at the gateway to the South West of England. The 19th century saw Weston grow from a tiny village of about 100 inhabitants to a thriving Victorian seaside resort of nearly 20,000 people. One hundred years later again, it has a population of almost 70,000. How and why did this happen? The development of every resort is influenced by different factors and, as a result, each has an individual character. Weston was formed during the 19th century by local men of vision, entrepreneurs whose bold decisions turned Weston-super-Mare into the town it is today.

In regard to buying a property, the majority of sales in Weston-super-Mare during the last year were semi-detached properties, selling for an average price of £200,098. Flats sold for an average of £126,408, with terraced properties fetching £170,607.

Travelling here couldn't be simpler – easily accessible by road, rail or air, with easy links from the M5, a central train station, Bristol Airport, and close to the city of Bristol, Weston-super-Mare is ideally situated for a holiday, day trip or business stay.

Our year-round programme of events attracts people from all over the UK and beyond. Events such as the Weston Air Festival, Weston beach race and the Weston carnival ensure that there are always things to do in Weston-super-Mare, regardless of the weather, season or budget.

And it isn't just about the seaside either! We are perfectly situated as a base for exploring many of Somerset's Historic Houses, National Trust properties, Gardens, AONBs and Nature Reserves, and discovering some of Somerset's hidden secrets on foot or by bike.

Miles of golden sand beaches, the flagship grand pier, the legendary playhouse theatre, iconic donkeys, a bustling high street and independent shopping districts, a testing golf course and a growing arts and music scene make it a real cosmopolitan town.

Add to this a variety of restaurants, bars and cafes and a host of events and attractions: Weston-super-Mare is a year-round visitor destination. It's a great place to live, work and play and whatever your age, you will find everything you need.

The local architect Hans Price made a significant addition to Weston Town Hall.

The distance between Weston-super-Mare and Bristol is roughly 30 miles so a day trip to either is a relatively short journey.

# Application and Selection Process

All applications will be acknowledged. There is a nominal closing date for this role of Assistant 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.

<b>Action</b>	<b>Date</b>
Closing date:	26 February 2023
Shortlisting date:	28 February 2023
Assessments & interview dates:	7 March 2023

## **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) statement highlighting your motivation for the role as Assistant 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 have the experiences you have had in your career to date prepared you for the role of Assistant 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 2023 at the end of your first full academic year in post.
- What you would do in your first 100 days in post to establish yourself within the role.

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](mailto:recruitment@clf.uk)

If you have a query on any aspect of the appointment process, need additional information, would like to visit or wish to have an informal discussion, please email the Recruitment Team - [recruitment@clf.uk](mailto:recruitment@clf.uk)



## 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 enable Equity through Education by 2030. 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 2030 and beyond.

## CLF CORE PURPOSE



Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.



Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.



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



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



Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

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 (Secondary)
- BMA – Bristol Metropolitan Academy (Secondary)
- CAB – City Academy (Secondary)
- DSSB – Digitech Studio School Bristol (Studio School)
- EPA – 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)
- LHA – Lime Hills Academy
- 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

## Cabot Learning Federation Outcomes 2022

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

Academy	GLD %			
	2017	2018	2019	2022
BPA	73%	72%	80%	<b>63%</b>
EPA		43%	64%	<b>50%</b>
FVA	68%	60%	72%	<b>80%</b>
HMA			83%	<b>79%</b>
HVA	86%	85%	88%	<b>85%</b>
KOAP	78%	81%	81%	<b>65%</b>
MPA	57%	72%	69%	<b>54%</b>
UVA			73%	<b>80%</b>
WFA	72%	77%	75%	<b>80%</b>
<b>CLF</b>	<b>72%</b>	<b>76%</b>	<b>78%</b>	<b>72%</b>
<b>Nat. Av</b>	<b>71%</b>	<b>72%</b>	<b>72%</b>	

### Phonics

Academy	% Achieving Expected Standard in Year 1			
	2017	2018	2019	2022
BPA	82%	76%	78%	<b>82%</b>
EPA		73%	80%	<b>67%</b>
FVA	96%	95%	76%	<b>89%</b>
HMA	86%	98%	90%	<b>91%</b>
HVA	77%	85%	92%	<b>93%</b>
KOAP	77%	81%	83%	<b>72%</b>
MPA	77%	60%	76%	<b>58%</b>
UVA			93%	<b>87%</b>
WFA	90%	90%	85%	<b>90%</b>
<b>CLF</b>	<b>84%</b>	<b>80%</b>	<b>83%</b>	<b>82%</b>
<b>Nat. Ave</b>	<b>81%</b>	<b>82%</b>	<b>82%</b>	<b>75%</b>

### Key Stage 1

Academy	Reading				Writing				Maths			
	2017	2018	2019	2022	2017	2018	2019	2022	2017	2018	2019	2022
BPA	71%	80%	75%	<b>76%</b>	65%	70%	72%	<b>67%</b>	79%	79%	83%	<b>76%</b>
EPA		43%	70%	<b>29%</b>		49%	70%	<b>24%</b>		54%	70%	<b>29%</b>
FVA	84%	89%	74%	<b>76%</b>	80%	86%	78%	<b>69%</b>	88%	86%	87%	<b>79%</b>
HMA			87%	<b>63%</b>			73%	<b>33%</b>			85%	<b>75%</b>
HVA		78%	86%	<b>73%</b>		78%	80%	<b>70%</b>		83%	84%	<b>75%</b>
KOAP		74%	80%	<b>55%</b>		70%	73%	<b>49%</b>		78%	84%	<b>47%</b>
MPA	55%	81%	57%	<b>63%</b>	48%	74%	57%	<b>56%</b>	64%	81%	58%	<b>67%</b>
UVA			78%	<b>86%</b>			72%	<b>80%</b>			80%	<b>91%</b>
WFA	72%	76%	76%	<b>75%</b>	67%	62%	67%	<b>71%</b>	73%	77%	72%	<b>85%</b>
<b>CLF</b>	<b>70%</b>	<b>79%</b>	<b>76%</b>	<b>69%</b>	<b>65%</b>	<b>71%</b>	<b>72%</b>	<b>59%</b>	<b>77%</b>	<b>79%</b>	<b>79%</b>	<b>72%</b>
<b>Nat. Av</b>	<b>76%</b>	<b>75%</b>	<b>75%</b>	<b>67%</b>	<b>68%</b>	<b>70%</b>	<b>69%</b>	<b>58%</b>	<b>75%</b>	<b>76%</b>	<b>76%</b>	<b>68%</b>

### Key Stage 2

	Exp. RWM				
	2016	2017	2018	2019	2022
BPA	58%	58%	71%	65%	<b>65%</b>
EPA	20%	28%	12%	73%	<b>73%</b>
FVA	36%	29%	74%	79%	<b>81%</b>
HMA	37%	47%	65%	70%	<b>56%</b>
HVA					<b>50%</b>
KOA					<b>35%</b>
MPA	58%	68%	54%	55%	<b>76%</b>
SA	45%	46%	52%	47%	<b>64%</b>
UVA				64%	<b>76%</b>
WFA					<b>75%</b>
<b>CLF</b>	<b>50%</b>	<b>51%</b>	<b>61%</b>	<b>60%</b>	<b>64%</b>
<b>Nat. Av</b>	<b>53%</b>	<b>61%</b>	<b>64%</b>	<b>65%</b>	<b>59%</b>

	Ex. Stand Reading					Ex. Stand Writing					Ex. Stand Maths				
	2016	2017	2018	2019	2022	2016	2017	2018	2019	2022	2016	2017	2018	2019	2022
BPA	74%	68%	77%	76%	<b>73%</b>	75%	82%	85%	92%	<b>81%</b>	77%	82%	80%	74%	<b>75%</b>
EPA	37%	45%	31%	73%	<b>77%</b>	34%	48%	38%	81%	<b>92%</b>	29%	41%	23%	82%	<b>77%</b>
FVA	40%	50%	79%	79%	<b>89%</b>	68%	71%	79%	84%	<b>89%</b>	64%	54%	74%	84%	<b>89%</b>
HMA	57%	68%	87%	75%	<b>75%</b>	70%	73%	78%	80%	<b>61%</b>	53%	61%	73%	85%	<b>80%</b>
HVA					<b>63%</b>					<b>73%</b>					<b>67%</b>
KOA					<b>61%</b>					<b>39%</b>					<b>57%</b>
MPA	63%	70%	60%	57%	<b>91%</b>	73%	81%	77%	71%	<b>79%</b>	73%	73%	74%	69%	<b>79%</b>
SA	63%	58%	60%	59%	<b>72%</b>	67%	59%	72%	77%	<b>81%</b>	64%	70%	67%	59%	<b>70%</b>
UVA				76%	<b>93%</b>				80%	<b>79%</b>			60%	82%	<b>93%</b>
WFA					<b>84%</b>					<b>84%</b>					<b>80%</b>
<b>CLF</b>	<b>63%</b>	<b>62%</b>	<b>68%</b>	<b>67%</b>	<b>76%</b>	<b>70%</b>	<b>71%</b>	<b>78%</b>	<b>82%</b>	<b>74%</b>	<b>69%</b>	<b>72%</b>	<b>74%</b>	<b>73%</b>	<b>76%</b>
<b>Nat. Av</b>	<b>66%</b>	<b>72%</b>	<b>75%</b>	<b>73%</b>	<b>74%</b>	<b>74%</b>	<b>76%</b>	<b>78%</b>	<b>78%</b>	<b>69%</b>	<b>70%</b>	<b>75%</b>	<b>75%</b>	<b>79%</b>	<b>71%</b>

## Key Stage 4

	Progress 8				Basics 9-5	Basics 9-4
	2017	2018	2019	2022		
BA	-0.56	-0.46	-0.31	<b>-0.26</b>	40%	62%
BBA	0.04	0.12	0.20	<b>0.17</b>	48%	66%
BMA	0.30	0.04	0.50	<b>0.52</b>	56%	79%
CAB	0.05	0.26	-0.12	<b>0.34</b>	36%	59%
HPA	0.16	0.19	0.05	<b>0.20</b>	40%	62%
HWA	-0.89	-0.35	-0.39	<b>0.00</b>	47%	65%
JCA	-0.36	0.18	-0.14	<b>0.43</b>	61%	83%
KOA	-0.21	-0.69	-0.58	<b>-0.43</b>	27%	55%
DSSB					23%	46%
<b>CLF</b>	<b>-0.24</b>	<b>-0.09</b>	<b>-0.09</b>	<b>0.13</b>	<b>44%</b>	<b>65%</b>

## Key Stage 5

	2017	2018	2019	2022
Cohort	264	186	116	<b>166</b>
VA	0.02	-0.12	0.44	
VA Academic	0.03	-0.06	0.29	
VA Applied	-0.03	-0.25	0.66	
VA with Add Backs	-0.02	-0.28	-0.05	
APS (Starting point)	42.2	35.3	40.6	<b>4.96</b>
APE Overall	32.54	27.84	30.21	<b>27.84</b>
Academic APE Overall	31.03	27.76	31.45	<b>31.41</b>
Applied APE Overall	37.98	27.99	28.56	<b>26.86</b>
A*- A	22%	12%	12%	<b>13%</b>
A*- B	40%	25%	28%	<b>34%</b>
A*- C	69%	51%	57%	<b>64%</b>
A*- D	89%	78%	84%	<b>91%</b>
A*- E	98%	95%	98%	<b>97%</b>
U	2%	5%	2%	<b>3%</b>



**The CLF offers the following range of provision:**

<b>Cluster 1: Bristol</b>		
2x Executive Principal		
	<b>Provision</b>	
Finance	Bristol Brunel	Minerva
Corporate Services	Bristol Metropolitan	Frome Vale
HR	City Academy	Summerhill
ICT	CLF P16	Evergreen
	Snowdon Village	Begbrook

<b>Cluster 2: North Somerset</b>		
2x Executive Principal		
	<b>Provision</b>	
Finance	Hans Price	Haywood Village
Corporate Services	Broadoak	Herons' Moor
HR	Winterstoke Hundred	Uphill Village
ICT		

<b>Snowdon Village (7)</b>
Futures (14-16)
Engage (11-16)
Nest (4-11)
City School (14-16)
HQ
South
Kingswood
Engage Weston

<b>Cluster 3: South Gloucestershire</b>		
2x Executive Principal		
	<b>Provision</b>	
Finance	John Cabot	Wallscourt Farm
Corporate Services	King's Oak	King's Oak
HR	Digitech SSB	
ICT	Hanham Woods	

<b>Central Team</b>
CLF Executive Team
CLF Institute
Central Finance Team
Central HR Team
Central ICT
Corporate Services

<b>20 Academies</b>
9 x primary
8 x secondary
1 x all-through
1 x studio school
1 x multi-site AP
<b>Plus:</b>
1 x post-16

# Structure of the Cabot Learning Federation

10

# Structure of the Cabot Learning Federation



**Steve Taylor**  
Chief Executive Officer



**Dan Nicholls**  
Executive Director of Education & Deputy CEO

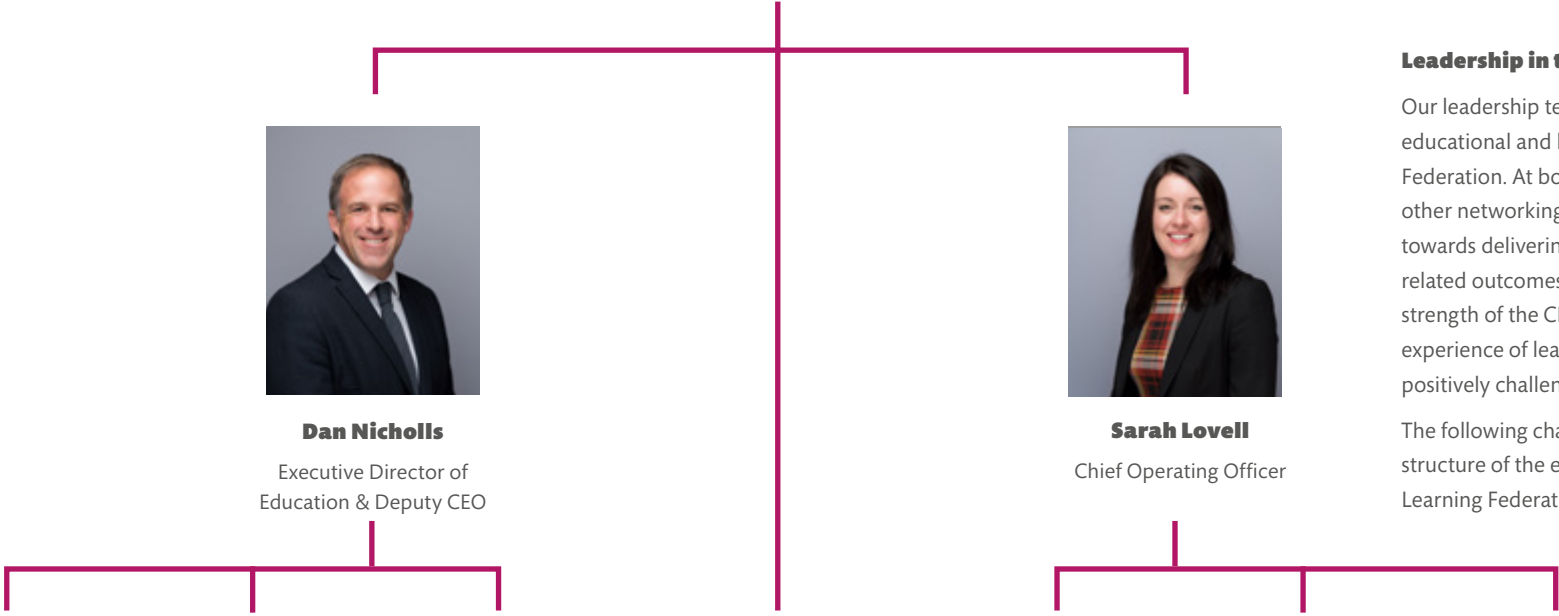


**Sarah Lovell**  
Chief Operating Officer

**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



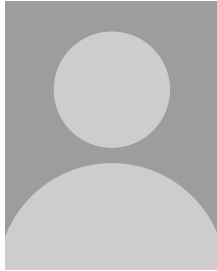
**Alison Fletcher**  
Director of CLF Institute



**Rachel Mylrea**  
HR Director



**Andy Ling**  
IT Director



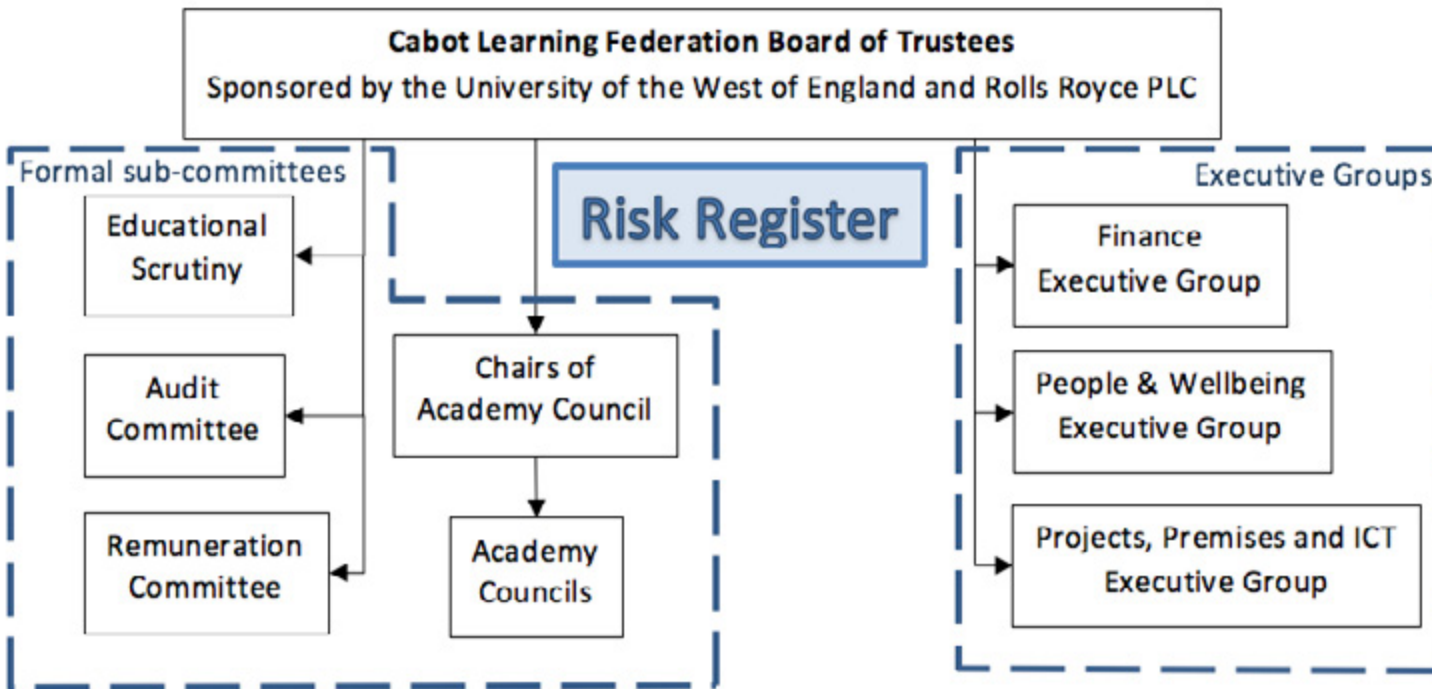
Director of Estates & Facilities

## 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



Maintain **High** expectations in all we do, ambitious for ourselves, our communities, and our environment.



Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.



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



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



Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

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

Equity through education: 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 enable Equity through Education by 2030. 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 2030 and beyond.

The vision of Equity through Education 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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