



Assistant Principal

King's Oak Academy

Candidate Information Pack



Contents



01	Introductions
02	Advert
03	King's Oak Academy
04	Job Description
05	Person Specification
06	Senior Leadership in the Cabot Learning Federation
07	Location
08	Application and Selection Process
09	Cabot Learning Federation
10	Structure of the Cabot Learning Federation
11	CLF Institute
12	Vision



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 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 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 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 12,000 pupils in our care. We promote a culture in which openness to peer and external scrutiny and an active willingness to share and promote the very best practice are key factors in the improvement 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 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 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

Introductions

Katherine Ogden
Principal

01



Thank you for expressing an interest in the Assistant Principal post at King's Oak Academy. Your interest in joining King's Oak coincides with one of the most exciting phases in our development as we have now reached full all-through capacity. The appointment we make will be central to driving academy improvement and will offer an excellent opportunity to progress to Vice Principal roles.

King's Oak is a community focused academy that values high expectations and high inclusion for all learners. You will be joining a hardworking and dedicated team of support staff, teachers and senior leaders who take collective responsibility for promoting a positive learning culture in the academy. 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.

The exact remit for the role will be designed in conjunction with the successful candidate in order to complement the skills and expertise of the current team. King's Oak Academy is a fantastic place to work and learn and I look forward to receiving your application should you choose to apply.

ASSISTANT PRINCIPAL

Contract: Full-time, permanent

Salary: L12 - L17 £58,105 - £65,699

Start: ASAP

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: 3 January 2023

Assessment and interview date: w/c 9 January 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



King's Oak Academy

King's Oak Academy has been part of the Cabot Learning Federation since 2011 and has benefited from being part of a medium-sized, mature MAT with access to excellent professional services and opportunities to work in collaboration with a group of experienced leaders across the trust.

After the commissioning of a two form entry primary phase through South Gloucestershire local authority, King's Oak Academy changed its status from a secondary academy to an all-through academy in September 2015. This was marked by the completion of our Primary phase building project called the Acorn, a new open-plan building designed to house a two form Primary school of 420 pupils. Since 2015, King's Oak Academy has continued to develop its long-standing secondary provision whilst building up the primary phase each year with a cohort of 60 pupils joining the Academy in Reception each year. At the time of writing, King's Oak Academy has a secondary provision which includes Years 7 to 11 and a primary provision which includes Reception to Year 4. By September 2021 the Academy will have pupils and students in every year group from Reception to Year 11.

King's Oak benefits from a large and well situated site within easy commuting distance of the cities of Bristol and Bath. The academy has become increasingly popular with parents and the community, with rising numbers in Year 7 for September 2020. Both sites are located on the same campus. We are lucky enough to have a great deal of open space and our staff and pupils enjoy the flexibility to work with students across both facilities.

The leadership team at King's Oak consists of newly appointed and highly experienced senior leaders. All are driven to deliver exceptional experiences, educational outcomes for young people and the KOA values 'Work Hard, Be Kind'. King's Oak was last inspected in March 2018 and was adjudged to be 'Good'. The inspection letter can be seen [here](#). This role offers the opportunity for the Assistant Principal to build on firm foundations and to use their exceptional leadership to enthuse and inspire others in order to allow the academy to make a significant difference by improving the life chances of all pupils that attend the school.

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

- Academy wide Self-Evaluation and Improvement Planning
- Delivery of 'Outstanding' Teaching and Learning
- Delivery of 'Outstanding' Achievement from Reception to 11
- Delivery of 'Outstanding' Culture and Ethos
- Taking responsibility for academy wide behaviour
- Performance Management
- Assessment and Curriculum development
- Managing performance and HR matters
- Synergy of academy wide systems
- Communication with parents
- Community and public relations
- Ensuring the site provides an outstanding learning environment through careful resource management
- Carrying out other duties as required and as commensurate with the post

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.

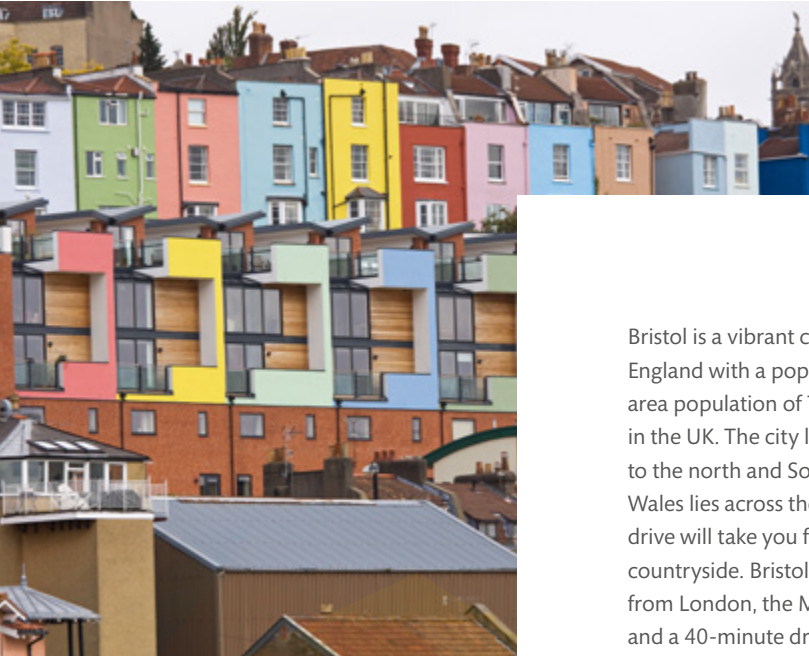
KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCE REQUIRED
Vision, passion, presence	<ul style="list-style-type: none"> The ability to deputise effectively in the absence of the Principal/Vice Principal A track record of creating and implementing a whole-school vision for improving or a successful school 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
School improvement	<ul style="list-style-type: none"> A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time
Strategically thinking and planning	<ul style="list-style-type: none"> Experience of delivering strategic leadership in a school, leading to demonstrable school improvement Able to think differently, strategically, and creatively in approach to solving problems
Ability to take on leadership in challenging circumstances and challenge underperformance	<ul style="list-style-type: none"> Displays passion for education and dedication to working with students from the full range of our context 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 a school - a successful innovator of school improvement that has impacted positively upon student outcomes, including for vulnerable students
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 advancement 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 and 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 Experience of leading a school 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 in school, 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 Recent and relevant leadership development/training

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, build trust, authentic, decisiveness, reflective, resilient and followship, highly 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 underperformance 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, prioritise, 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**



Bristol is a vibrant city and county in South West England with a population of 463,400. The urban area population of 724,000 is the eighth largest in the UK. The city lies between Gloucestershire to the north and Somerset to the south. South Wales lies across the Severn estuary. 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 40-minute drive to south Wales.

From the pretty Georgian terraces of Clifton to the graffiti-covered streets of Stokes Croft and the colourful waterfront - Bristol is a city as diverse as its inhabitants. Bristol is the most culturally and ethnically diverse area in the South-west, and some areas now rival parts of London for the range of countries of origin and first languages spoken. In total there are 91 languages that are spoken in our city.

Bristol has just received international recognition by being one of just six European cities to be named a City of Innovation at the European Commission's iCapital Awards.' Bristol is a great place to live, work and play. It has been voted the 'most liveable city' (MoneySupermarket Quality of Living Index, 2013) and the 'best city in the UK to live' (Sunday Times Survey 2014). People value its wealth of parks, high number of independent retailers and vibrant culture.

The diversity and radicalism of Bristol is evident in its history where suffragettes campaigned for women's rights and university students and local Black leaders initiated the Bristol Bus Boycott against the 'colour bar' in Bristol buses, leading to the introduction of the first Race Relations Act. Bristol is known for its 'One City' Approach which brings together a wide range of public, private, and third-sector partners. They share an aim to make Bristol a fair, healthy and sustainable city; a city of hope and aspiration, where everyone can share in its success.

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), 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. The M Shed museum explores local social and industrial heritage. The harbour's 19th-century warehouses

now contain restaurants, shops and cultural institutions such as contemporary art gallery The Arnolfini. Bristol is also home of the world-famous street artist, Banksy.

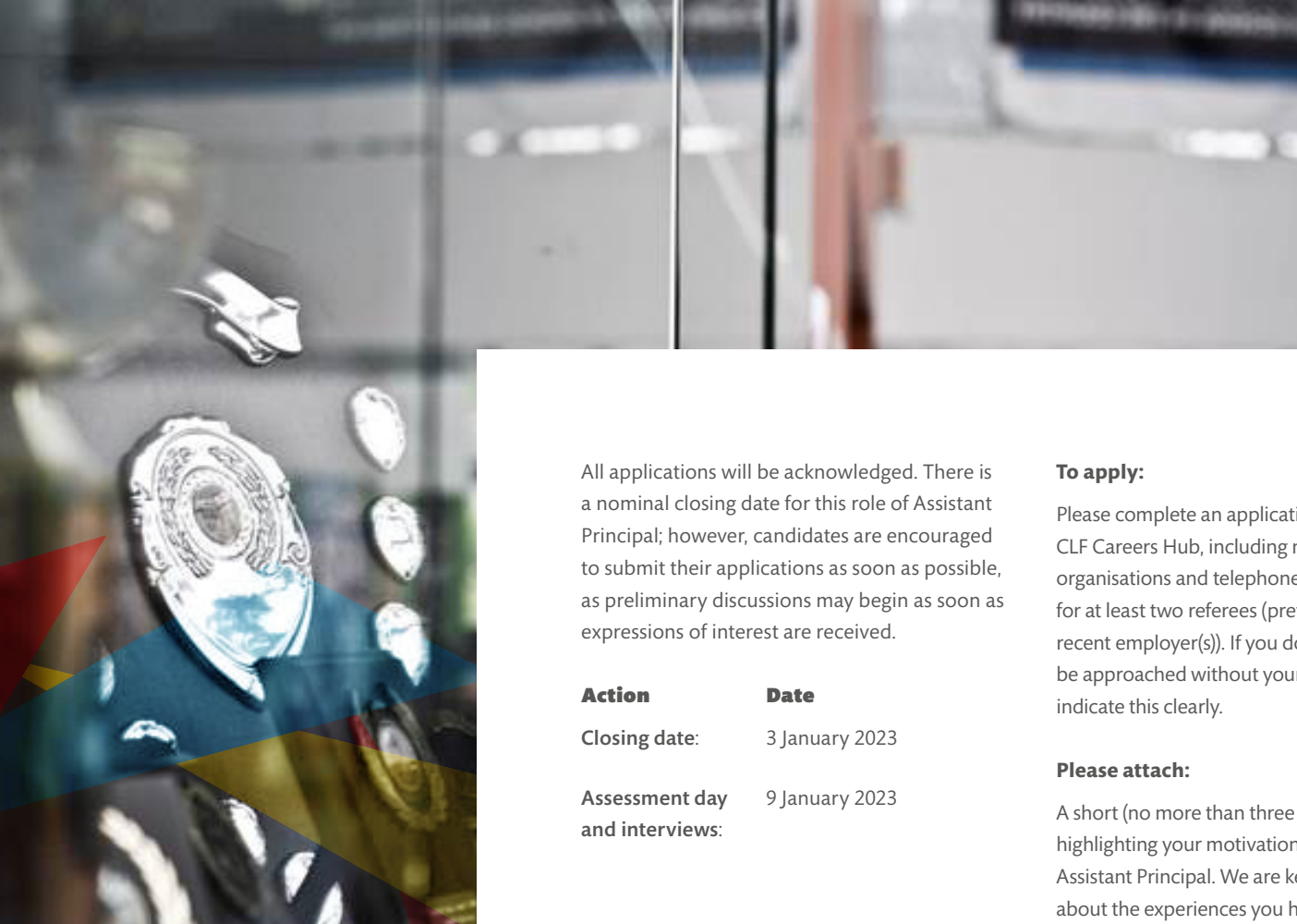
Bristol plays host to major festivals throughout the year, the Bristol Balloon Festival, The Harbour Festival, Brisfest, St. Paul's Carnival and Grillstock to name but a few. From major West End shows, to stand-up comedy and performing arts festivals, Bristol has plenty of plays and productions to suit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

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

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

Location

Bristol



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.

Action	Date
Closing date:	3 January 2023
Assessment day and interviews:	9 January 2023

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.

Please attach:

A short (no more than three pages) letter 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.
- 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



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 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 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)

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.

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%	63%
EPA		43%	64%	50%
FVA	68%	60%	72%	80%
HMA			83%	79%
HVA	86%	85%	88%	85%
KOAP	78%	81%	81%	65%
MPA	57%	72%	69%	54%
UVA			73%	80%
WFA	72%	77%	75%	80%
CLF	72%	76%	78%	72%
Nat. Av	71%	72%	72%	

Phonics

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

Key Stage 1

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

Key Stage 2

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

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

Key Stage 4

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

Key Stage 5

	2017	2018	2019	2022
Cohort	264	186	116	166
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	4.96
APE Overall	32.54	27.84	30.21	27.84
Academic APE Overall	31.03	27.76	31.45	31.41
Applied APE Overall	37.98	27.99	28.56	26.86
A* - A	22%	12%	12%	13%
A* - B	40%	25%	28%	34%
A* - C	69%	51%	57%	64%
A* - D	89%	78%	84%	91%
A* - E	98%	95%	98%	97%
U	2%	5%	2%	3%



Structure of the Cabot Learning Federation

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

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

Cluster 2: North Somerset		
2x Executive Principal		
	Provision	
Finance	Hans Price	Haywood Village
		Herons' Moor
Corporate Services	Broad oak	Lime Hills Academy
HR	Winterstoke	Uphill Village
ICT	Hundred	

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	
1 x SEMH special school	
Plus:	
1 x post-16	

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



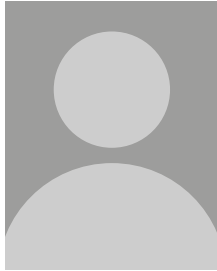
Alison Fletcher
Director of CLF Institute



Rachel Mylrea
HR Director



Andy Ling
IT Director



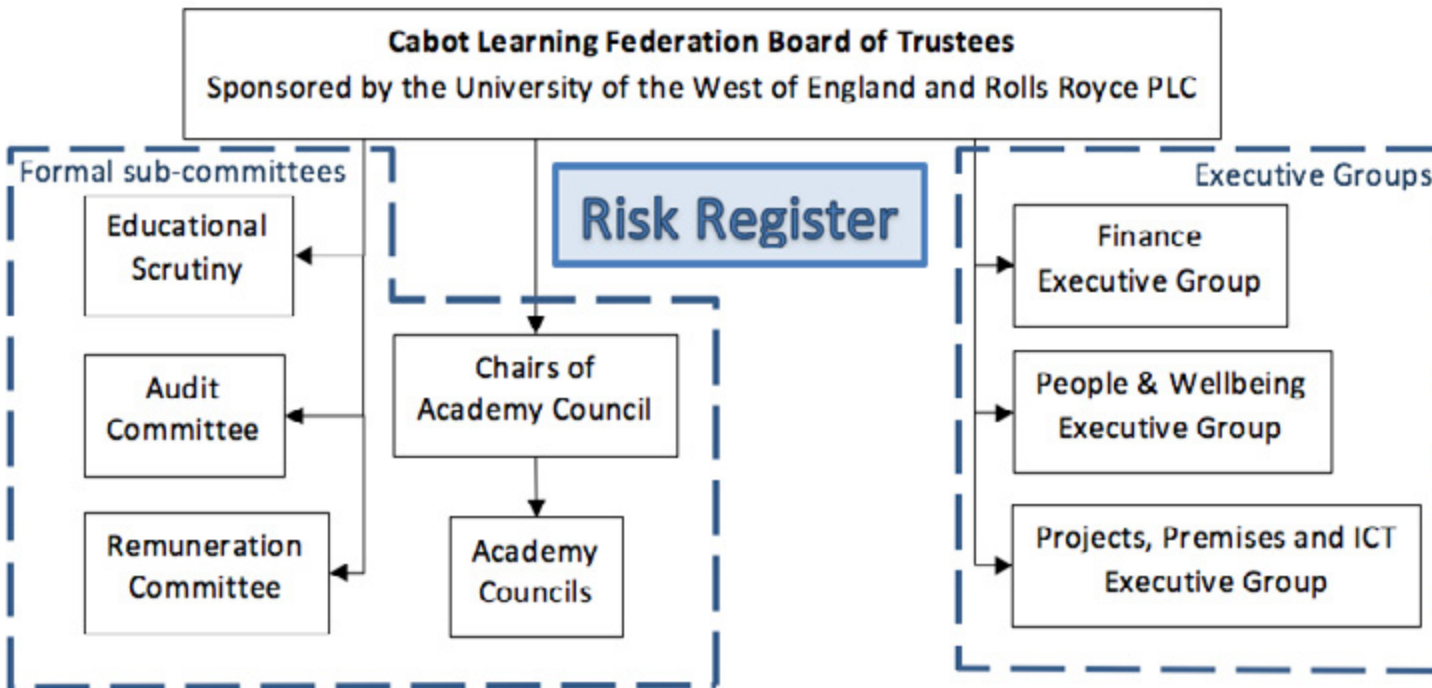
Director of Estates & Facilities

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**



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

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 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

12