



Cabot  
Learning  
Federation



# Deputy Principal Lime Hills Academy

*Candidate Information Pack*



**LIME HILLS ACADEMY**

Help us deliver equity through education every day



# Contents

03	CLF Introduction
04	Structure of the Cabot Learning Federation
05	Governance Structure
06	Our Mission, Vision & Values
07	Our Strategy
10	The Cabot Learning Federation
12	The Institute
14	Academy Overview
15	Role Overview
16	Job description
18	Person Specification
20	Leadership within the Cabot Learning Federation
22	Benefits
24	Application and Selection Process
25	Contact

In partnership with



# CLF Introduction

On behalf of the Board of the Cabot Learning Federation (CLF), we thank you for your interest in the exciting role of Deputy Principal.



Cabot  
Learning  
Federation

The CLF is a mature schools trust, now in its 16th year, which is home to 35 academies operating across a range of phases and specialisms, and grouped in five clusters in Gloucestershire, South Gloucestershire, Bristol, North Somerset and Somerset.

In the CLF we often refer to three tenets that underpin our work:

- Our Mission, to consistently deliver excellent educational experiences for pupils aged 2-19, improving their life chances and serving the communities of which we are a member;
- Our Core Purpose, as enshrined in our HEART Values as shown above.
- Our Vision, which is that improvements in children's learning can be realised more quickly and with greater sustainability through proactive collaboration.

At the CLF, we are committed to providing the very best opportunities and educational experiences for every young person we educate.

Those who join us become part of a team of 3,000 colleagues, who work together to help deliver on the ambitions expressed in our Strategy 2030, Equity Through Education.

You will also be unlocking a door to a rich and rewarding career within a trust which has a proud and proven track record of growing leaders and creating opportunities for career development at all levels.

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 every pupil in our care.

## 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.

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 schools. Furthermore, we are committed to supporting and learning from the wider education community, and to fully contribute to system leadership to benefit our broader communities.

We are looking for a Deputy Principal who shares the values, ambitions and commitments outlined above, and who has the expertise, experience and appetite to take our trust into the next chapter of its compelling story.

We very much hope the opportunities and challenges facing the CLF will excite you, as they do us, and we hope that, after having read the contents of this pack, you will feel inspired to take your interest further, arrange a visit to see our work for yourself, and submit an application for this exciting role.



Steve Taylor  
Chief Executive



Prof. Yvonne Beach  
Chair of CLF Board





# Structure of the Cabot Learning Federation

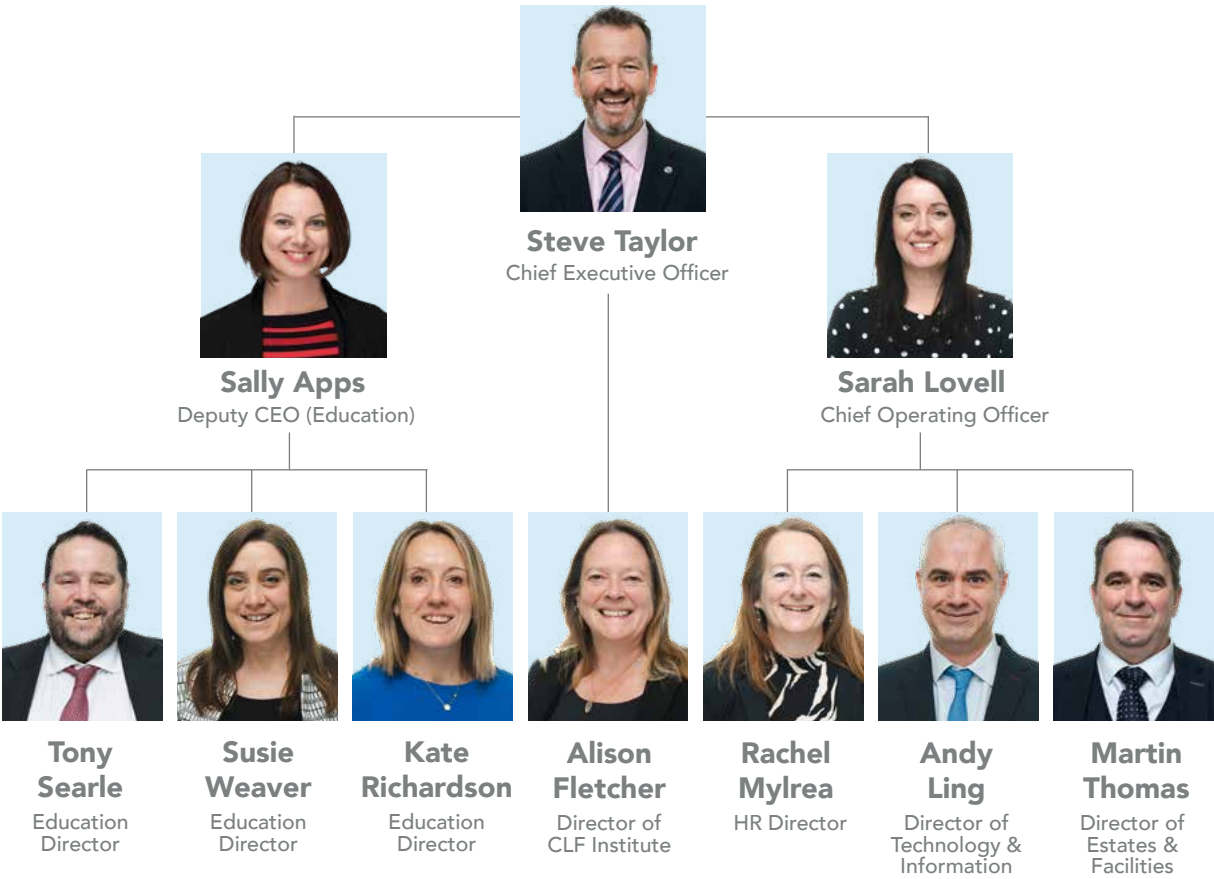


### LEADERSHIP IN THE CLF

Our leadership team brings together both the educational and business-related activities of the Federation. At both the Senior Leadership Forum, and other networking events, there is a continuous focus towards delivering outstanding student and business-related outcomes in line with the overall strategy. A key strength

of the CLF is the breadth of competence and experience of leaders within the organisation who can positively challenge and collaborate with colleagues.

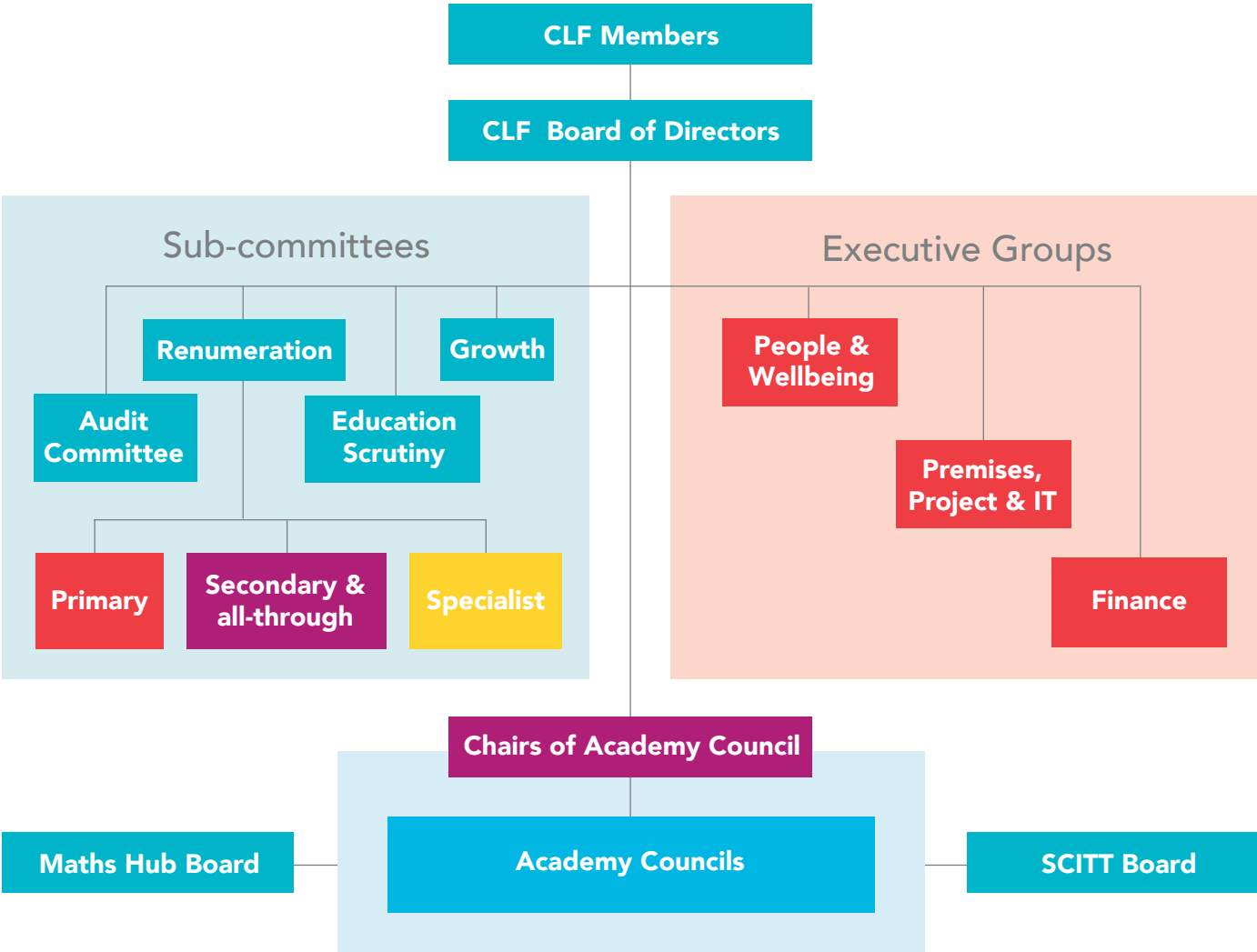
The following chart confirms the organisation structure of the executive team within the Cabot Learning Federation.



# Governance Structure

The graphic below describes the structure of our governance model. Risk Management is at the centre of our governance, 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.





# Our Mission, Vision and Values



## OUR MISSION

Our mission is to consistently deliver excellent educational experiences for pupils aged 2–19, improving their life chances and serving the communities of which we are a member.



## OUR VISION

We believe that by working together rather than in isolation, we can accelerate school improvement, embed excellence in our academies, and deliver our mission.

The hallmarks of our vision are:

- A collaborative culture
- A deep-rooted moral purpose
- A shared commitment to all of our pupils across all of our settings.



## OUR VALUES

Our values are at the HEART of what we do. They are expressed in the form of our Core Purpose.



## 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.

# Our Strategy 2030: **Equity through Education**

## CORE PURPOSE

**Equity Through Education** is underpinned by three core strategies central to all trust activity. They guide decisions around development and improvement, while adhering to our commitment to create equity of opportunity, promote inclusion, remove disadvantage and reject discrimination.

## INVESTING IN CLF PEOPLE

- Sector-leading support, learning and professional development.
- A welcoming, diverse and inclusive environment.
- Resilient, empowered teams, with leaders at all levels.
- Meaningful commitment to wellbeing and career progression.
- High standards and ambitions for learners and their families.

## INVESTING IN CLF PARTNERSHIPS

- Deep and collaborative connections throughout our communities.
- Clear understanding of community issues and opportunities, and enthusiasm to engage.
- Strong relationships with learners, parents, carers, volunteers and alumni.
- Contribute to the educational and social landscape – locally, regionally and nationally.
- Partner with other civic agencies to be a force for good in our local area.

## THROUGH THE LENS OF DISADVANTAGE

- Strategic emphasis on delivering excellence for disadvantaged learners even over other groups.
- Benchmarking our impact through the lens of disadvantaged learners.
- Developing best practice among CLF People to deliver for disadvantaged learners.
- Working in tandem with others via CLF Partnerships to support our most disadvantaged families.







# 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.

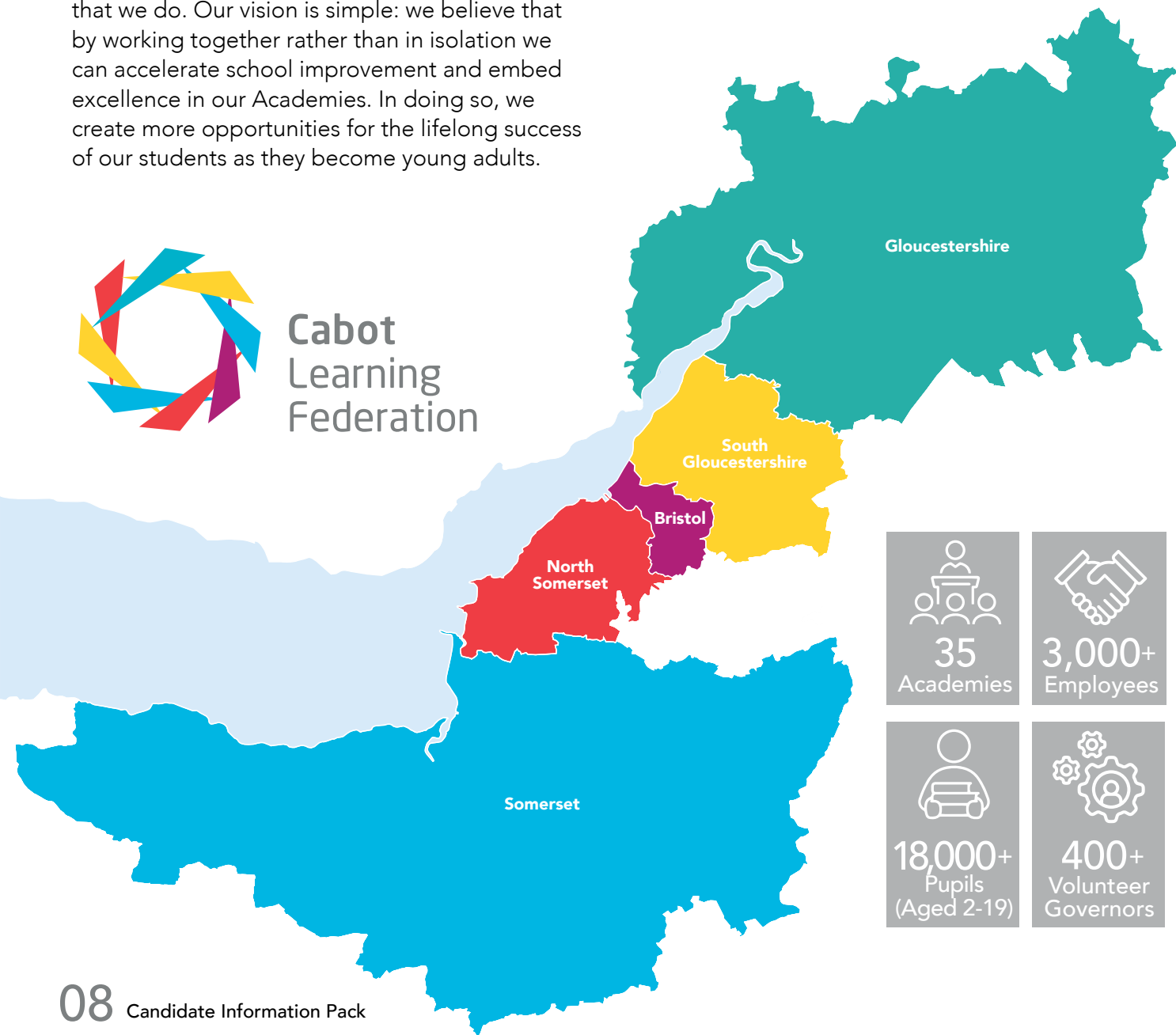
The core purpose of the CLF is at the HEART of all that we do. Our vision is simple: we believe that by working together rather than in isolation we can accelerate school improvement and embed excellence in our Academies. In doing so, we create more opportunities for the lifelong success of our students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

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



Cabot  
Learning  
Federation



BRISTOL			
Primary	Secondary	Post-16	Alternative Provision
 Evergreen Primary Academy	 Begbrook Primary Academy	 BRISTOL METROPOLITAN ACADEMY	 LANSDOWN PARK ACADEMY
 MINERVA PRIMARY ACADEMY	 Frome Vale Academy	 City Academy	 Snowdon Village
 Woodlands Academy	 Waycroft Academy	 Bristol Brunel Academy	 The Nest
 WICKLEA ACADEMY	 SOMMERHILL ACADEMY		 Engage
			 Bristol Futures

SOUTH GLOUCESTERSHIRE			
Primary	Secondary	Secondary & Post-16	Alternative Provision
 King's Oak ACADEMY	 King's Oak ACADEMY	 Digitech STUDIO SCHOOL BRISTOL	 Snowdon Village
 Wallscourt Farm Academy	 JOHN CABOT ACADEMY		 City School

NORTH SOMERSET			
Primary	Secondary	Secondary & Post-16	Special
 SPILL VILLAGE ACADEMY	 Hans Price Academy	 WHA WINTERSTOKE HUNDRED ACADEMY	 LIME HILLS ACADEMY
 HERON'S MOOR ACADEMY	 BROADOAK ACADEMY		
 Haywood Village Academy			

SOMERSET		
Primary	Secondary & Post 16	Special
 Castle Primary School	 Monkton Wood Academy	 The SKY ACADEMY
 Minerva Primary School	 Priorswood Primary School	
 The Redstart Primary School		

GLOUCESTERSHIRE		
Primary	Secondary & Post 16	Special
 QUEEN MARGARET PRIMARY ACADEMY	 TEWKESBURY ACADEMY	 BROOK ACADEMY





# Institute



## CLF Institute

**The CLF Institute is the centre for training and professional development for our trust.**

The Institute is home to the CLF SCITT - our School Centred Initial Teacher Training partnership, the Boolean Maths Hub, and the Five Counties Teaching School Hubs Alliance. The CLF School Improvement team is based in the Institute, providing support to academies within the trust and externally to other schools.

The CLF was designated as a Teaching School in 2011. As such, the CLF Institute was responsible for providing teacher training, high-quality continuing professional and leadership development and school improvement support. We were accredited by the Department for Education (DfE) to deliver the National Professional Qualifications (NPQs) in education leadership. We developed our school improvement capacity through designating and deploying Specialist Leaders in Education. These subject experts have gone on to lead our CLF curriculum curation and trust subject networks.



The CLF SCITT has trained 500 teachers since becoming an accredited provider in 2016, many of whom have gone on to work in CLF academies. We offer Primary and Secondary training across a range of subject specialisms. Our trainees are supported by qualified teachers and leaders in school experience placements within and beyond our trust.

We recently become the only school-based teacher training provider in the region to be rated 'outstanding' by Ofsted, after inspectors heaped praise upon the quality of the provision and the leadership team at its helm.



**Five Counties  
Teaching  
School Hubs  
Alliance**

In 2021, Teaching School Hubs replaced Teaching Schools, and we formed a collaboration to serve Bristol, South Gloucestershire, Bath and North-East Somerset, North Somerset and Somerset – through the Five Counties Alliance. Under this banner, we deliver the DfE's career-spanning 'golden thread' teacher professional development programmes: Initial Teacher Training (ITT); the Early Career Framework (ECF) for Early Career Teachers (ECTs) and their mentors; the suite of National Professional Qualifications (NPQs) for specialist through to senior leaders; and bespoke Continuous Professional Development (CPD).



**MATHSHUBS**  
BOOLEAN

The Boolean Maths Hub is one of 40 National Maths Hubs funded by the DfE and coordinated by the National Centre for Excellence in Teaching Maths (NCETM), established to improve the teaching and leadership of maths at all levels. The Boolean Maths Hub serves the same region as the Five Counties Alliance, supporting over 700 schools.



People are at the heart of our organisation, as captured in our strategy, and this underpins our commitment and approach to professional development for all staff and volunteers working in the trust. We believe investment in training, learning and developing our practice is a key lever to continuing school improvement and fundamental to staff satisfaction, wellbeing and enhancement.





# Academy Overview



## MEET THE EXECUTIVE PRINCIPAL

I am enormously proud to have had the opportunity to lead Lime Hills Academy since it opened in 2022.

Lime Hills is a special place that has evolved over the three years. It is a happy school full of wonderful students and hard-working staff who go the extra mile every day.

As we look to the future, we want to appoint a new Deputy Principal who, supported by the new Principal, myself and other Cabot Learning Federation colleagues, will continue to improve Lime Hills to be school with inclusive excellence at its heart.

You will join a hardworking and dedicated team of support staff, teachers and 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 will complement the team but also add challenge and new ideas.

All of our students have an EHCP for SEMH, and we take the responsibility for every student entrusted to us very seriously by ensuring that all staff are nurturing, and trauma informed and have the highest of expectations for every student.

As this is a relatively new school, there is scope for the new leadership team to really put their stamp on the school and lead it to excellence in its next phase of development. Please do visit our website to find out more about our curriculum.

All of us within the Lime Hills community are rightly proud of our school – I look forward to welcoming you to the academy so you can see for yourself how special it is should you apply for the role.

**Lis Jolley**  
Executive Principal



## ABOUT THE ACADEMY

Lime Hills is a specialist school for students with an EHCP where SEMH is the primary need. We are currently enjoying two temporary sites, one in Nailsea and one in Weston-super-Mare as we await our new purpose-built academy in Churchill. We utilise the many great local resources on offer to us in these locations. Together we are learning more about ourselves and our place in the world, from our small classes to our local community and beyond. We will have 58 children on roll from September moving to a full pan of 65 in the new build. Parent, student and staff voice is very positive.

### Purpose

At Lime Hills, our purpose is to provide a nurturing environment where students feel known, accepted, and loved. Personalised learning plans are tailored to individual student needs. By building strong relationships grounded in care and high expectations, we empower students to unlock their potential to achieve success, growth, and pride on their own terms. We are committed to helping students feel a sense of belonging and to have a voice, enabling them to reflect on their journey, appreciate their achievements, and walk confidently towards their future.

Children at Lime Hills will be supported to develop self-regulation and a broader window of tolerance in their daily life so that they can access academic opportunities at their point of readiness. Each child will have a different range of needs and hence a

different range of opportunities and interventions, and the curriculum will be designed around an understanding of the individual: no two curricula will look the same.

The staffing structure will support children to access learning through being more regularly in optimum arousal stage: this will be enabled by ensuring children are attached or allocated to three key staff, helping them to build relationships over time and enabling them to feel safe and thrive, even in the face of change. The small number of people working with each individual enables optimal arousal to learn, without the vulnerability associated with ensuring trusted connections with only one adult.

The day will involve routine and structure which creates a feeling of safety, without the rigidity of a mainstream setting: staff will be trained and empowered to deviate from routine where appropriate to help an individual to make progress socially, emotionally or academically whilst maintaining the very highest expectations. Lime Hills meets the needs of those most in need of specialist intervention. This is underpinned by the core HEART values and our academy values of belonging, resilience, kindness and trust.





# Role Overview

## Deputy Principal Lime Hills Academy



### CONTRACT TYPE

Full-time, all year round



### CONTRACT DATE

To start from September 2025 or as soon after this can be arranged.



### SALARY

L13-L17 (£66,919 - £73,819)

### KEY DATES

- **School tours:** w/c 2nd June 2025
- **Closing date:** 12 noon 19th June 2025
- **Shortlisting:** 19th June 2025
- **Interviews:** 26th & 27th June 2025

Refer to page 24 for information on the application and selection process

### WHAT ARE WE LOOKING FOR?

We are looking for a dynamic leader to join Lime Hills as our Deputy Principal with a proven track record of academy improvement.

The successful candidate will be joining a team of professional, enthusiastic and committed colleagues who work hard to support all children to achieve both personally and academically. We offer a strong ethos of high expectation and inclusion; children are well supported and thrive in this learning environment.

Together with the Principal, the Deputy Principal will work to ensure the smooth and effective running of the school. This might include leading a site or phases. You will be expected to promote outstanding teaching, demonstrate passion for school improvement, and use your talents to make a real difference to the lives of our children.

You will bring a track record of success and a level of focus, precision and rigour which will have a substantial and sustained impact on the academy into the future. Improvement will be based on an unswerving focus on curriculum and its implementation and a strong commitment

to collaboration within and beyond the Cabot Learning Federation (CLF).

We are looking for someone who can demonstrate building teams, developing staff, and planning a curriculum that meets the needs of the cohort and one that demonstrates progress across a range of parameters from attendance, engagement and academic learning to EHCP progress and social, emotional, communication and mental health needs.

You should be familiar with innovating processes and a provision which has a tangible impact on pupil outcomes in its widest sense including a sense of belonging, self-agency and self-esteem. They should be passionate about advocating for and championing children experiencing disadvantage.

Our Deputy Principal will benefit from substantial peer support from CLF colleagues in similar roles, as well as excellent opportunities to continue your professional development. You can expect positive challenge, a supportive environment to succeed within and, in the longer term, further career opportunities across the federation.

Our successful candidate will be a passionate advocate for the power of education and an unrelenting belief in the potential of young people and their capacity to succeed. It is critical that the successful candidate will be adept at quickly building and nurturing positive and purposeful relationships throughout the school community with colleagues, students and families.

An ability to make and justify difficult decisions is required, along with a demonstrable commitment to equality and inclusive excellence. They will embody professionalism, honesty and loyalty in all that they do.



## Job Description

### THE DEPUTY PRINCIPAL'S PRIMARY RESPONSIBILITIES ARE:

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

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

#### Leading Academy Improvement by:

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





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



#### Areas of responsibility:

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

#### Leadership:

- The class teachers
- The SENCO

#### Outward-facing role:

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

#### Has awareness of:

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

#### Accountability

You are accountable to, and will report to the Principal as appropriate. You are expected to set the highest personal standards of performance for yourself, and with the support of your line manager, you are responsible for ensuring your own learning and development by way of work-based and /or other methods of study. Success will be measured through: Performance achievement of individual targets within the annual Appraisal process.

#### General Notes

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility

for doing so. Your role will play a significant part in the monitoring of highlighted students as part of the safeguarding process. An enhanced DBS disclosure is required by all staff. This role involves regular access to children, therefore is in regulated activity. Details of our Child Protection & Safeguarding Policy can be found here <https://clf.uk/governance/policies/>

#### General Expectations

##### Behaviour Expectations

- 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.

#### Expectations of Jobholder

- Be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.
- Be committed to safeguarding and promoting the welfare of children and young people.
- Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.

*The CLF 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.*

- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- Demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
- Comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- Commit to professional self-development, such as through participation in INSET training and professional serDeputys network as necessary for the successful enactment of the role.
- Undertake such other duties as are commensurate with the grade of the post.

*NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.*



# Person Specification

The six skills, qualifications and associated professional experiences essential for the role of Deputy Principal.

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>1</b> Knowledge and skills	<ul style="list-style-type: none"><li>Professional knowledge of what constitutes high quality and standards in teaching and learning.</li><li>Professional understanding of inclusion and strategies for engaging all learners.</li><li>Professional understanding of safeguarding within a school setting.</li><li>Ability to write reports, keep accurate records and communicate effectively.</li><li>Effective organisation skills.</li><li>Ability to work well with a range of audiences, including parents/carers and other professionals.</li><li>Ability to use a positive approach to promote learning and excellent behaviour.</li><li>Confident and competent in the use of ICT.</li><li>Ability to lead and manage a team.</li><li>Understanding of curriculum and assessment of pupil progress.</li><li>Understanding of cross-curricular teaching.</li><li>Understand procedures and legislation relating to confidentiality.</li></ul>	<ul style="list-style-type: none"><li>The ability to deputise effectively in the absence of the Principal.</li><li>A track record of creating and implementing a whole-school vision for improving or a successful school.</li></ul>
<b>2</b> Experience	<ul style="list-style-type: none"><li>Proven ability as an excellent classroom teacher</li><li>Experience of leading an aspect of whole school development.</li><li>Experience in effectively deploying and managing staff.</li><li>Experience of working in more than one school.</li><li>A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time.</li></ul>	<ul style="list-style-type: none"><li>Experience of leadership in a specialised or alternative provision setting.</li><li>Experience of action planning and delivery of raising attainment programmes.</li></ul>
<b>3</b> Qualifications	<ul style="list-style-type: none"><li>Degree and Qualified Teacher Status.</li><li>Evidence of continuous professional development.</li><li>Experience of leading/co-ordinating professional development and inset training.</li><li>Recent and relevant leadership development/ training.</li></ul>	

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>4</b> Personal Attributes	<ul style="list-style-type: none"><li>Passionate about teaching and learning.</li><li>Resilience, the ability to work under pressure and be able to meet deadlines.</li><li>Proven ability to prioritise workloads.</li><li>Ability to work effectively and supportively within the Academy team.</li><li>Excellent communication and organisational skills (including written and oral skills).</li><li>A commitment to safeguarding and promoting the welfare of children.</li><li>Ability to work creatively and collaboratively.</li><li>Demonstrably professional, honest and loyal.</li><li>Ability to make and justify difficult decisions.</li><li>Commitment to pupils and their learning, wellbeing and safety.</li><li>Committed to equality.</li><li>Ability to establish rapport and respectful trusting relationships with children their families, carers and other adults.</li><li>Able to build and maintain successful and purposeful Relationships.</li><li>Open-minded, self-evaluative and adaptable to changing circumstances and new ideas.</li><li>Willingness to be involved in the wider life of the Academy.</li></ul>	<ul style="list-style-type: none"><li>Bring personal interests and enthusiasms to the Academy community.</li><li>Able to ensure rigor and accountability through strong line management of significant curriculum teams and important aspects of the Academy.</li><li>Be inquisitive in every aspect of the Academy, seeking to stimulate improvement, galvanise teams, challenge and support individuals.</li></ul>
<b>5</b> Equality	<ul style="list-style-type: none"><li>An understanding of, acceptance and commitment to the fundamental principles of equal opportunities.</li><li>Able to work in a way that promotes equality of opportunity and respect for diversity.</li><li>Proactive and passionate about equality, diversity and inclusion.</li><li>Ability to communicate effectively with people from a variety of backgrounds.</li></ul>	
<b>6</b> Safeguarding	<ul style="list-style-type: none"><li>Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</li><li>Able to work in a way that promotes the safety and well-being of children and young people.</li><li>This role involves working with children on a daily basis and is therefore in regulated activity.</li></ul>	





# Leadership within the Cabot Learning Federation

While the range of responsibility changes as roles become more senior in the organisation, there are a number of core features that are consistent to all leadership roles across the CLF. Below are the six main competencies and 18 sub-competencies that 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		
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
	Engaging, empowering, building trust and followship. Authentic, decisive, reflective, resilient, optimistic.		
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
	Build trust, communicate well, remain evidence informed. Promote equity, drive accountability, support and challenge. Maintain high expectations, demonstrate integrity and authenticity.		
3 Leading in the specialism	Develop skills and knowledge to further expertise within the specialism	Lead through others	Consistently deliver successful outcomes
	Be 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, adaptable. Ensure effective delivery with situational awareness and pragmatism.		
5 Resources	Make strategic use of resources	Analyse and minimise risk	Exercise informed decision making
	Planning, future scoping, using prof services expertise, seeking good value for money and working diligently with resources.		
6 Outward-facing	Commitment to professional knowledge, learning and development outside of the specialism	Invest in partnership, networking and collaboration	Positively represent the Trust
	Network, learn from others and remain open to alternative approaches. Work strategically, demonstrating pride and confidence, alongside the ability to collaborate		



# Benefits of working at Cabot Learning Federation

**Cabot Learning Federation (CLF) offers a broad range of benefits for all employees and some extend to friends and family as well. A summary of the offer is below, and you will be provided with additional information during your induction and probation period.**

## EMPLOYEE ASSISTANCE PROGRAMME

The CLF's Employee Assistance Programme (EAP), delivered by Health Assured, is designed to provide practical guidance and emotional support through all areas of your personal and professional life.

It includes a 24-hours-a-day confidential helpline, an online portal and a useful app, Wisdom, which provide a pool of wellbeing and mental health knowledge combined with professional counselling and artificial intelligence.

As well as mental wellbeing and counselling, the EAP offer includes advice and support on\*:

- Family and relationships
- Bereavement and loss
- Legal and financial support
- Retirement
- Equality and diversity
- Sleep and energy
- Smoking and alcohol intake
- Support for carers

\*this is not an exhaustive list and new functions are added regularly.

## EDENRED

All employees have access to the Edenred portal, which offers a range of benefits from exclusive discounts and savings from hundreds of retailers. There is also have an app for savings on the go; some offers can be used on top of in-store or online promotions.

There is something for everyone, from supermarkets and high street stores to home improvements, holidays, days out, and eating

out. Edenred also has offers for private medical insurance, health cash plans and gym discounts. As a new joiner, you will receive an invitation email from Edenred mylifestyle with access to the portal.

## FLU JABS

If you are unable to obtain a free flu jab through the NHS, we offer a contribution towards a paid flu jab which you can obtain from your preferred provider.

The amount we offer is based on the average cost for the jab; please check the actual charge in advance of booking the appointment or requesting the contribution.

## BARCLAYS FINANCIAL SUPPORT

Barclays Bank provides a range of bespoke financial resources and offers for our employees. You will be able to access free and impartial support from Barclays experts to help you with all things financial, from budgeting, savings, tools to help you keep control, and investments.

## HALFORDS CYCLE2WORK

We have partnered with Halfords to provide access to its Cycle2Work scheme, through which you can purchase a bike for commuting at a reduced price through tax benefits.

## EYE HEALTH

The CLF provides a contribution towards the cost of an eye test and the provision of glasses for those display screen equipment users who qualify.

## IT BENEFITS

As a CLF employee, you are entitled to access free downloads of the Office suite of programmes (Word, Excel, PowerPoint etc). You will also be able to download a free anti-virus software, provided by Sophos, for home use.

This extends to up to 10 devices so family members can benefit as well.

## EMPLOYMENT MANUAL

The CLF's employment manual provides a framework of policies, guidance and expectations within which we all work.

We are proud of our commitment to equality and diversity within this manual and the policies we have developed, which all have a family-friendly focus and have the wellbeing of our staff at the centre.

You will be asked to read this as part of your induction and probation process.

## HEARTBEAT

We use a weekly newsletter to keep staff up to date with a variety of topics and events. During your appointment and induction process, you will receive information about all the local and central initiatives and benefits that CLF staff can access; these things change over time so do keep an eye on Heartbeat for any updates or revisions. Please take some time to browse these areas and bookmark those that you will find the most helpful. If you have any questions, please speak with your line manager in the first instance post-appointment, or you can email [HR@clf.uk](mailto:HR@clf.uk).

# Summer Conference

Another great benefit of being part of the CLF, is attending the annual Summer conference. A fun packed day of Keynote speakers, workshops and activities. It's a great chance to meet and connect with others within the CLF and to recognise and celebrate individuals' hard work with the Heart Awards ceremony.







# Application Process

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

## TO APPLY

Please complete an application form via the [Eteach website](#). You can find the role by searching the role title in the search bar and will then be able to setup an account/login to your account and apply from there.

Within your application, please include names, positions, organisations and telephone contact numbers for at least two referees (preferably your most recent employer(s). If you do not wish for your referees to be approached without your permission, please indicate this clearly.

Please note updates regarding an application, which could include an invite to interview, will be sent to the email address used when registering an Eteach account.

## PLEASE ATTACH

A short (no more than three pages) letter highlighting your motivation for the role as Deputy 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 Deputy Principal? Please include any examples

## KEY DATES

- **School tours:** w/c 2nd June 2025
- **Closing date:** 12 noon 19th June 2025
- **Shortlisting:** 19th June 2025
- **Interviews:** 26th & 27th June 2025

*\*This is a two-day process (a first full assessment day, with the final interview on day two).*

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 September 2026.
- What you would do in your first 100 days in post to establish yourself as Deputy Principal within the academy.

This can be uploaded as an additional document, as part of your application. You do not need to complete the supporting statement section within the application form as well.

## COME AND SAY HELLO!

We strongly encourage visiting the academy before applying. Tours can be arranged by emailing:  
[Lisa.Emslie@clf.uk](mailto:Lisa.Emslie@clf.uk)

# Contact Us

**Please don't hesitate to get in contact with us at any stage of the recruitment process.**

## Recruitment team

[recruitment@clf.uk](mailto:recruitment@clf.uk)

Tel: 0117 2446230 Ext: 2128

## Lime Hills Academy

[Lisa.Emslie@clf.uk](mailto:Lisa.Emslie@clf.uk)

Tel: 01275 595501

Lime Hills Academy  
Pound Lane  
Nailsea  
Bristol  
BS48 2NN



Cabot  
Learning  
Federation

📍 Cabot Learning Federation,  
Federation House, King's Oak Academy,  
Brook Road, Kingswood, Bristol, BS15 4JT

☎ 0117 2446230 ✉ [info@clf.uk](mailto:info@clf.uk) @ [www.clf.uk](http://www.clf.uk)

Company registration Number: 06207590



If you have a query on any aspect of the appointment process, or need additional role information through an informal discussion or visit to the academy, please email Lisa Emslie, Senior Administrator at: [Lisa.Emslie@clf.uk](mailto:Lisa.Emslie@clf.uk)