



Cabot
Learning
Federation



Education Director

Cabot Learning Federation

Candidate Information Pack

Help us deliver equity through education every day



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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 Education Director.



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.

CLF CORE PURPOSE

- H** Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.
- E** Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.
- A** Champion the success and life chances of **All children**.
- R** Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.
- T** Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

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.

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 an Education Director 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

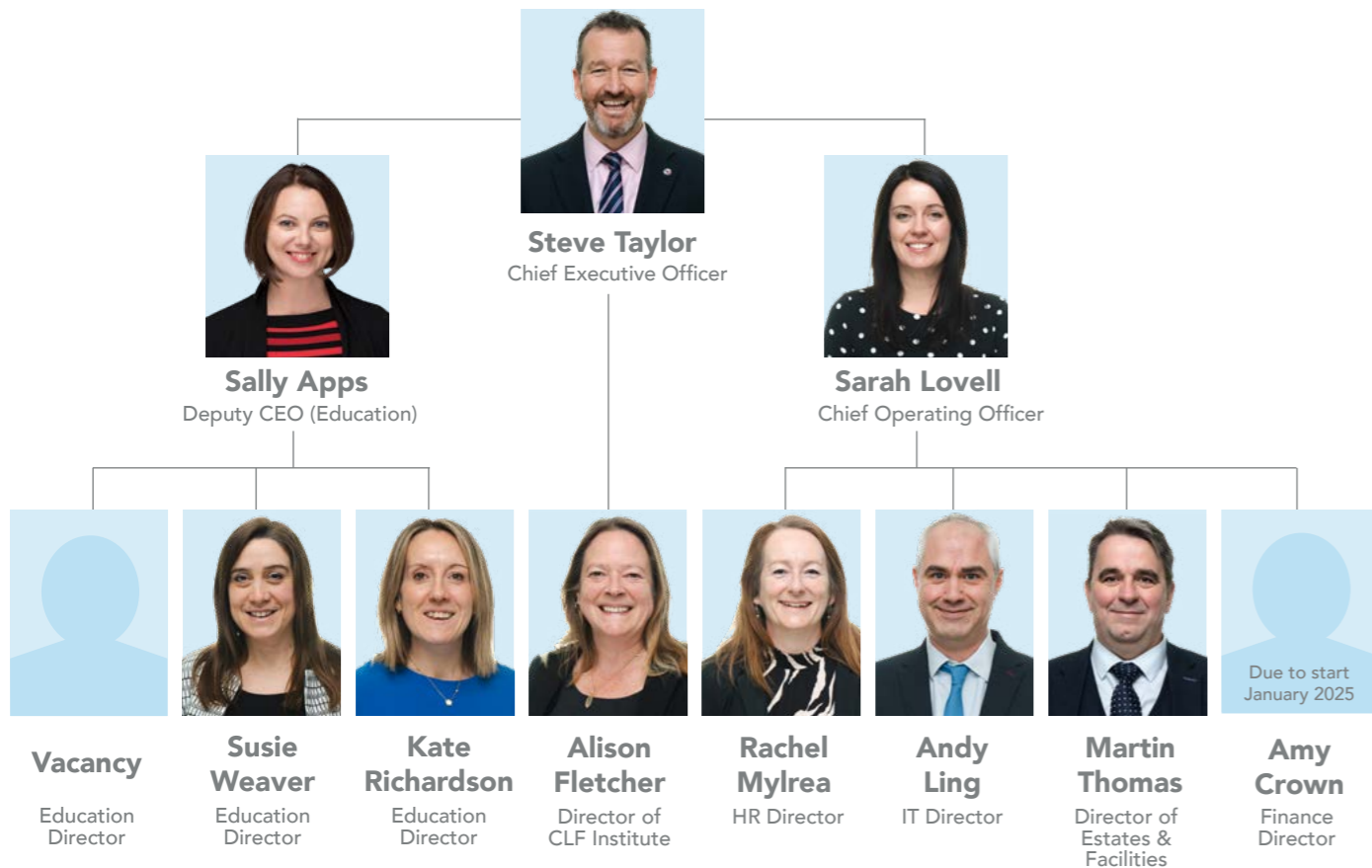


LEADERSHIP IN THE CLF

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.

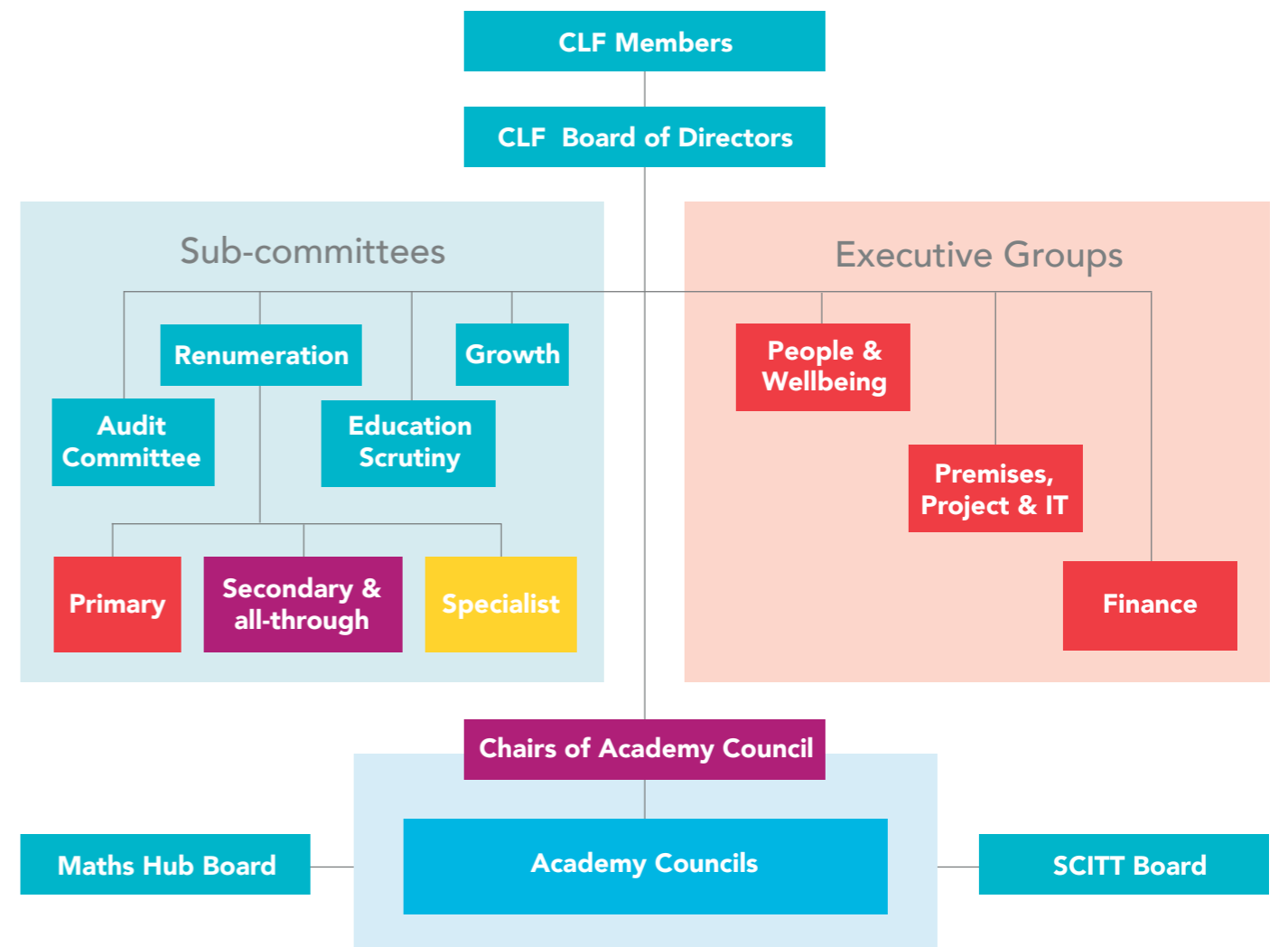
The following chart confirms the organisation structure of the executive team within the Cabot Learning Federation.



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 STRATEGY

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.



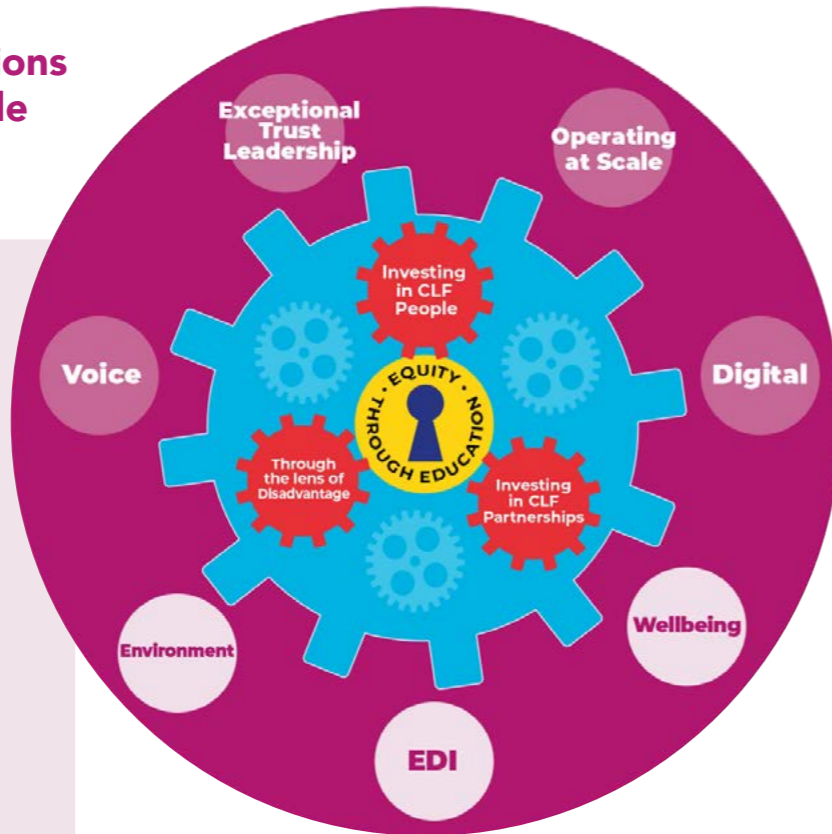
THROUGH THE LENS OF DISADVANTAGE

- 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.



Our Sub-strategies

Designed as enablers of our core pillars, these seven sub-strategies transcend teams and departments to resonate throughout the CLF. Driven by senior members of staff and reviewed annually, these ambitions will contribute to the sustainable development of the trust.



ENVIRONMENT

- A shared commitment to reducing environmental impact which will see all schools hold Eco Schools Green Flag status.
- An annual environmental conference where green champions can showcase positive action in schools.
- Deep pupil engagement in environmental matters, supported by the CLF curriculum.
- Provide data to help schools understand and reduce their impact through behaviour and technical change.

EDI

- Unwavering commitment to advancing equal opportunities for all, eliminating discrimination, and upholding CLF values of equity, equality, diversity and inclusion.
- Ensure the Trust remains a place where everyone feels they belong and supported to succeed.
- Support the drive to diversify the CLF workforce to reflect the diverse communities we serve.
- Grow EDI Networks which create safe spaces for children and adults to be themselves.

WELLBEING

- Provide resources to help staff and students positively and proactively manage their wellbeing.
- Ensure support is signposted and easily available if people are struggling.
- Further evolve a wellbeing curriculum which aligns with our goal of self-agency.
- Play an active role in communities which supports equitable access to mental health services for all – particularly those experiencing disadvantage.

VOICE

- Be a listening organisation which puts its people at the heart of strategic choices.
- Nurture cohesive and coherent systems which gather and understand stakeholder views.
- Maintain strong understanding of our trust and its impact through the eyes of our communities.
- Be a model for CLF students, staff, families and communities to use to enact societal change.

EXCEPTIONAL TRUST LEADERSHIP

- Utilise Trust experience to develop leadership to meet the challenges of this decade.
- Raise standards by investing in capacity and expertise across the Trust.
- Nurture a leadership culture which sustains a high-performing Trust which improves as it grows.
- Empower leaders to take ownership of improvements which raise standards.

OPERATING AT SCALE

- Deploy the right resource at the right time to deliver maximum impact.
- Establish efficient and effective systems which add value and support core priorities.
- Build a scalable model which enables both standardised and empowered future growth.
- Develop a new financial operating model, shaped by the above outputs, which delivers successful outcomes.

DIGITAL

- Enable all staff and pupils to safely and effectively work and learn anytime, anywhere.
- Be future-seekers, equipped and ready to adopt technology which has 'crossed the chasm'.
- Give people the right tools to support their work, and train them to excel.
- Embrace technology which supports partnership ambitions within the community and across clusters and wider education system.





Cabot Learning Federation

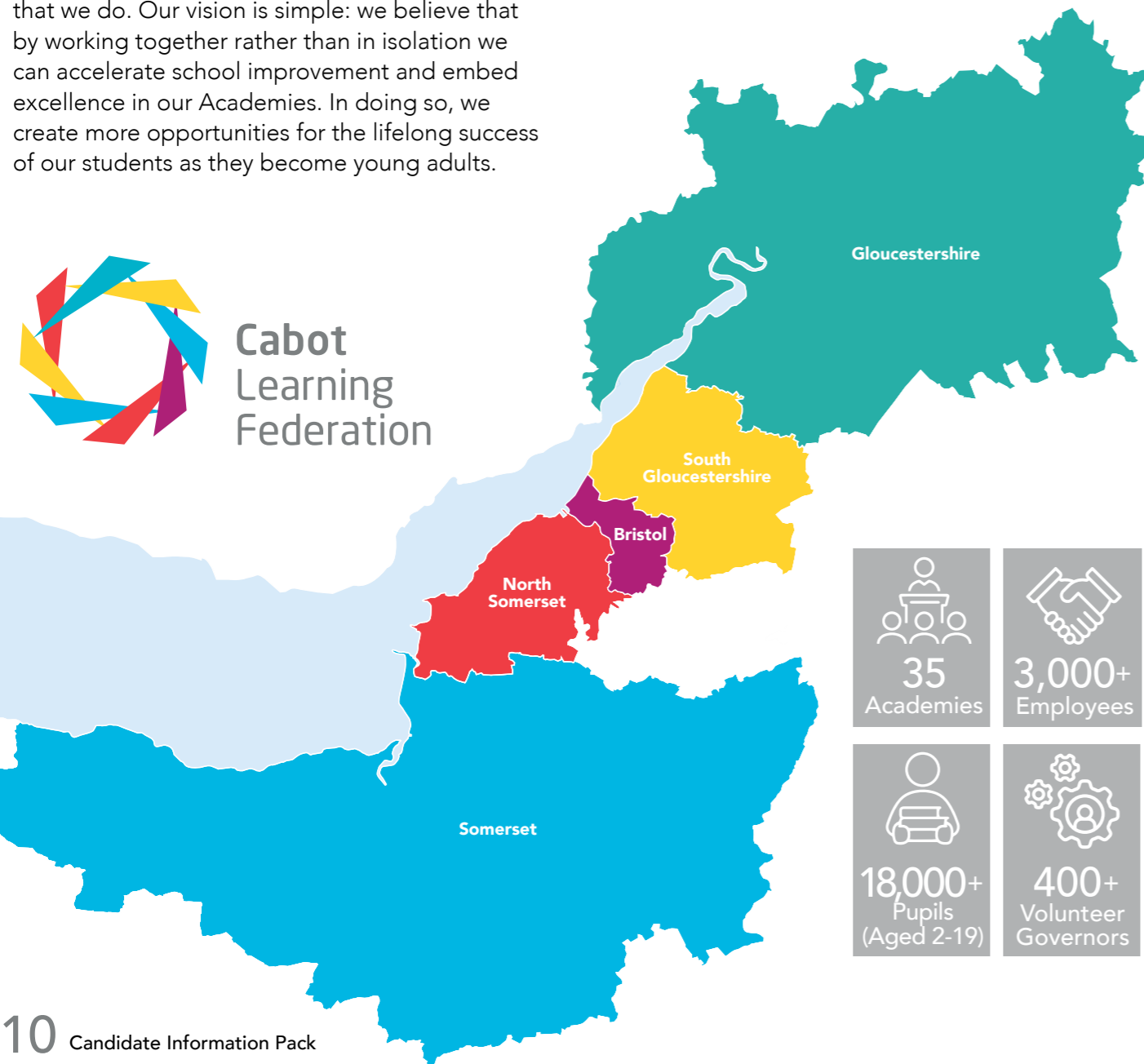
BACKGROUND

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:



| BRISTOL | | | |
|----------------------|--------------|---------|-----------------------|
| Primary | Secondary | Post-16 | Alternative Provision |
| | | | |

| SOUTH GLOUCESTERSHIRE | | | |
|-----------------------|-----------|---------------------|-----------------------|
| Primary | Secondary | Secondary & Post-16 | Alternative Provision |
| | | | |

| NORTH SOMERSET | | | |
|----------------|-----------|---------------------|---------|
| Primary | Secondary | Secondary & Post-16 | Special |
| | | | |

| SOMERSET | | |
|--------------|---------------------|---------|
| Primary | Secondary & Post 16 | Special |
| | | |

| GLOUCESTERSHIRE | | |
|-----------------|---------------------|---------|
| Primary | Secondary & Post 16 | Special |
| | | |



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.



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).



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.



Role Overview

Education Director Cabot Learning Federation



CONTRACT
Full-time, permanent



SALARY
L40-43 (£129,673-£138,265)



START DATE
21st April 2025 or earlier

KEY DATES

- Closing deadline: Noon 20th January 2025
- Short-listing: 20th & 21st January 2025
- Interview & assessment dates: 30th and 31st January 2025

For further information on the application and selection process, please refer to page 24

WHO ARE WE LOOKING FOR?

We are seeking a strategic thinker with a firm commitment to high standards, who can demonstrate a firm commitment to state education and the values of the Cabot Learning Federation.

As a member of the Education Executive, the successful candidate will play a significant role in delivering the CLF's strategic plan. They will work to secure high performance across all aspects of the trust, informing and critically engaging with the overall direction, growth and strategic aims of the organisation.

Education Directors hold a 2-19 role and are responsible for the quality of educational provision across all phases and all types of settings. They direct and influence the trust's educational philosophy and strategy, securing the CLF's Mission and upholding the HEART values.

We are seeking someone with the leadership skills need to line manage Principals, and a cluster of academies.

From that position, they will be expected to help ensure pupils and students achieve strong outcomes that support progression to desirable destinations and enable effective transition between phases. This will include a strong focus on children experiencing disadvantage and those with SEND.

Our Education Directors are expected to use their expertise to critically engage with the wider Executive team, be responsive in times of challenge and work beyond the trust for the good of the sector.

At all times, they will be expected to promote high expectations, challenge peers, and model exemplary professional behaviours in line with trust values.

The CLF is an equal opportunity employer and is proud to serve a diverse student population and their communities. We actively encourage applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. To ensure our leadership team is fully representative of the people we serve, we are encouraging applications for this role from global majority communities.

Job Description

THE EDUCATION DIRECTOR'S PRIMARY DUTIES AND RESPONSIBILITIES ARE:

- Improve the Cabot Learning Federation.
- Contribute to the leadership of the Trust as an Executive Director within the wider Executive Team. Developing and implementing the Trust strategy to secure improvement, growth and high performance. Contributing and acting at a whole-Trust level to ensure the Trust is effective, efficient and high performing across all areas.
- Actively and critically engage in discussion, reading and thinking that is research led and well-informed to contribute to the leadership and strategic direction of the Trust, embodying the concept of being a lead learner within the Trust.
- Uphold the Core Purpose of the Trust, working in line with these values to achieve the mission. Model professional behaviour, promoting high expectations, challenging peers, and being a lead professional. Understand and demonstrate the importance of relational leadership.
- Invest in the well-being of colleagues so that they feel psychologically secure and supported.
- Assume responsibility for the quality of education and provision for all key stages (1-5), all children aged 2-19 and in all settings in the Trust: mainstream, special and alternative provision, securing performance in line with the Trust Standards.
- Ensure pupils and students achieve strong outcomes that support strong progression to desirable destinations and enable effective transition between phases, focusing particularly on children experiencing disadvantage and those with SEND.
- Lead and line manage Principals within the Trust, both directly and indirectly through Executive Principals and Senior Principals. Lead where appropriate a cluster or clusters of academies. Where appropriate, engage and intervene more directly with individual Principals where the evaluation of risk identifies underperformance, where an academy is new to the Trust, or where a situation is otherwise complex.
- Develop, lead and improve standardised areas of Trust provision. Seek to secure improvement and high standards in line with a Principal-led improvement model that invests in strong implementation and leadership that leans on strong shared trust approaches.
- Secure high-quality provision across the Trust that reflects the demands of the Ofsted framework as well as the Trust's wider ambitions for provision and ensuring that individual pupils are supported to develop a sense of self, place and agency in their lives.
- Lead key cross-trust portfolios that support Principals and academies to improve and sustain high standards. These seek to raise overall quality across the Trust (the column).
- Support Principals to implement the empowered areas of provision (flame). Encourage individuality and innovation that is well implemented and held by trust standards, values and principles.
- Create, develop and support networking, networks, and collaboration across the Trust to support Principals and leaders to lead well. Create and enable Principals access to expertise, experts and other support to improve their school, exemplifying the Principal-led model of school improvement.
- Seek to contribute and work beyond the Trust for the good of the Sector, selecting judiciously to



demonstrate a commitment to system altruism, to add the most value, and to carry learning back into the Trust.

- Bring expertise and experience to critically engage with, to advise and to report to the Executive Team, Education Executive Team and the CLF Board as well as to a range of regulators, as appropriate. Provide professional governance to support the quality of Trust and academy governance, actively supporting Non-Executive Directors and Academy Councillors to fulfil their governance role.
- Be responsive and actively support the Trust and Academies at times of challenge. Ensure good decisions are made together in the face of external or internal influences or stresses.
- Engage with any reasonable request from your line manager.



Accountability

You are accountable to and will report to the Deputy CEO 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 achievement of individual targets within the annual performance review process.

General Notes

This Trust 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.
- 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 services 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.

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.





Person Specification

The six skills, qualifications and associated professional experiences essential for the role of Education Director.

| ATTRIBUTES | ESSENTIAL CRITERIA | |
|--|--|--|
| <p>1 Knowledge & Skills</p> <ul style="list-style-type: none"> • A strategic thinker who can work with the Executive Team, the Board and others to develop a compelling educational vision for the organisation, underpinned by a strong moral purpose. • Committed to the highest standards in all areas of school life, including behaviour, academic, and enrichment. • Committed to maintaining the ethos of the CLF with empathy and understanding of the educational landscape. • Well-developed presentation skills and comfortable with public speaking; the analytical ability to communicate effectively with a variety of audiences, acting as an effective ambassador for the Trust. • Committed to state education 2-19 and the raising of academic standards among pupils. | <ul style="list-style-type: none"> • A leader who can analyse and process complex information and data quickly and rigorously, who can communicate this information clearly to others and thereby drive effective and timely improvement. • A thorough knowledge of the policy environment in which Cabot Learning Federation operates, with the capacity to make productive contributions to the national education debate. • Knowledge of the strategies for raising students' achievement and advancing effective teaching and learning set within communities where there are higher-than-average levels of social disadvantage. • A strong team player with excellent interpersonal skills and the ability to work collaboratively. | <ul style="list-style-type: none"> • A leader who can analyse and process complex information and data quickly and rigorously, who can communicate this information clearly to others and thereby drive effective and timely improvement. • A thorough knowledge of the policy environment in which Cabot Learning Federation operates, with the capacity to make productive contributions to the national education debate. • Knowledge of the strategies for raising students' achievement and advancing effective teaching and learning set within communities where there are higher-than-average levels of social disadvantage. • A strong team player with excellent interpersonal skills and the ability to work collaboratively. |
| <p>2 Experience</p> <ul style="list-style-type: none"> • A proven record of school improvement and successful senior school leadership, as defined by pupils' outcomes and Ofsted judgements. • Significant senior strategic leadership experience with a track record of effective operational delivery in a multi-school organisation of scale and complexity. • A good understanding of the education sector, with a strong grasp of contemporary educational issues. • A strong networker with evidence of | <ul style="list-style-type: none"> • reach across the education sector and other civic institutions. • Track record of leading, coaching, directing and performance managing senior staff within a complex and diverse framework; driving morale, raising standards and promoting a team ethos across a multi-academy trust. • A track record of building successful teams. • Proven success in building effective partnerships and links. | <ul style="list-style-type: none"> • reach across the education sector and other civic institutions. • Track record of leading, coaching, directing and performance managing senior staff within a complex and diverse framework; driving morale, raising standards and promoting a team ethos across a multi-academy trust. • A track record of building successful teams. • Proven success in building effective partnerships and links. |

| | |
|--|--|
| <p>3 Qualifications</p> <ul style="list-style-type: none"> • Educated to degree level, with evidence of continuing professional development. • Qualified Teacher Status • Recent and relevant leadership development | <p>DESIRABLE</p> <ul style="list-style-type: none"> • Postgraduate or Professional Graduate Certificate in Education (PGCE) • NPQH • NPQEL |
| <p>4 Personal Attributes</p> <ul style="list-style-type: none"> • Passionate about teaching and learning • Ability to inspire with eternal optimism and resilience in the face of challenges • Professional with the ability to remain calm under pressure or in stressful situations and prioritise workloads to meet deadlines effectively delegating as required • Inquisitive with the ability to stimulate improvement, galvanise teams, work creatively and collaboratively • Ability to pause and reflect and think before making an important decision and to make and justify difficult decisions | <ul style="list-style-type: none"> • Ability to establish rapport and respectful trusting relationships with children their families, carers and other adults • Able to build and maintain successful and purposeful relationships • Open-minded, self-evaluative and adaptable to changing circumstances and new ideas • In possession of an unshakeable conviction that young people can be successful in spite of their circumstances or other external factors • The ability to respond positively to and deliver constructive criticism. |
| <p>5 Equality</p> <ul style="list-style-type: none"> • An understanding of, acceptance and commitment to the fundamental principles of equal opportunities. | <ul style="list-style-type: none"> • Able to work in a way that promotes equality of opportunity and respect for diversity. |
| <p>6 Safeguarding</p> <ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. | <ul style="list-style-type: none"> • Able to work in a way that promotes the safety and well-being of children and young people. |



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 |
| | <i>Engaging, empowering, building trust and followship. Authentic, decisive, reflective, resilient, optimistic.</i> | | |
| 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 |
| | <i>Build trust, communicate well, remain evidence informed. Promote equity, drive accountability, support and challenge. Maintain high expectations, demonstrate integrity and authenticity.</i> | | |
| 3 Leading in the specialism | Develop skills and knowledge to further expertise within the specialism | Lead through others | Consistently deliver successful outcomes |
| | <i>Be curious, recognise skill and expertise within team, seek out knowledge and wisdom</i> | | |

| | | | |
|---|---|---|-----------------------------------|
| 4 Leading continuous improvement | Understand the present through effective review and evaluation of data | Plan and implement change strategically | Analyse impact |
| | <i>Reflective, evidence informed, innovative, adaptable. Ensure effective delivery with situational awareness and pragmatism.</i> | | |
| 5 Resources | Make strategic use of resources | Analyse and minimise risk | Exercise informed decision making |
| | <i>Planning, future scoping, using prof services expertise, seeking good value for money and working diligently with resources.</i> | | |
| 6 Outward-facing | Commitment to professional knowledge, learning and development outside of the specialism | Invest in partnership, networking and collaboration | Positively represent the Trust |
| | <i>Network, learn from others and remain open to alternative approaches. Work strategically, demonstrating pride and confidence, alongside the ability to collaborate</i> | | |



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 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.

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 Executive 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 CLF Careers Hub by clicking 'Apply' on the advert page and then registering for an account/logging in. 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 account. Copies of all correspondence will also appear under the 'messages' section; in the event that emails are being directed to a 'junk' or 'trash' folder, please make regular checks on the status of an application.

PLEASE ATTACH

A short (no more than two pages) piece of writing highlighting your motivation for the role as Education Director. We are keen to discover more about the experiences you have gained that have prepared you for this role in our trust at this time. It would be helpful if you could construct your writing around these two areas:

- How the experiences you have had in your career to date have prepared you for the role of Education Director in our trust. Please include any examples of specific work that you have led, that has had a positive impact. Consider how your experience and achievements match the requirements of this position.

KEY DATES

- Closing deadline: Noon 20th January 2025
- Short-listing: 20 & 21 January 2025*
- Interview & assessment dates: 30th and 31st of January 2025**

* Candidates will be made aware of an outcome once shortlisting is completed.
 **This will be a two-day interview process.

- Against the backdrop of a change on the role that trusts play in the education sector, how would you evaluate the strengths of a trust, and what would be your role as an Education Director in contributing towards this? Consider what your indicators of success would be in both the short and long terms.

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

Contact Us

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

For questions regarding applications:

Recruitment team
recruitment@clf.uk
0117 2446230 Ext: 2128

