



Cabot
Learning
Federation

Principal

Bristol Metropolitan
Academy

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 Principal.



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 a 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.

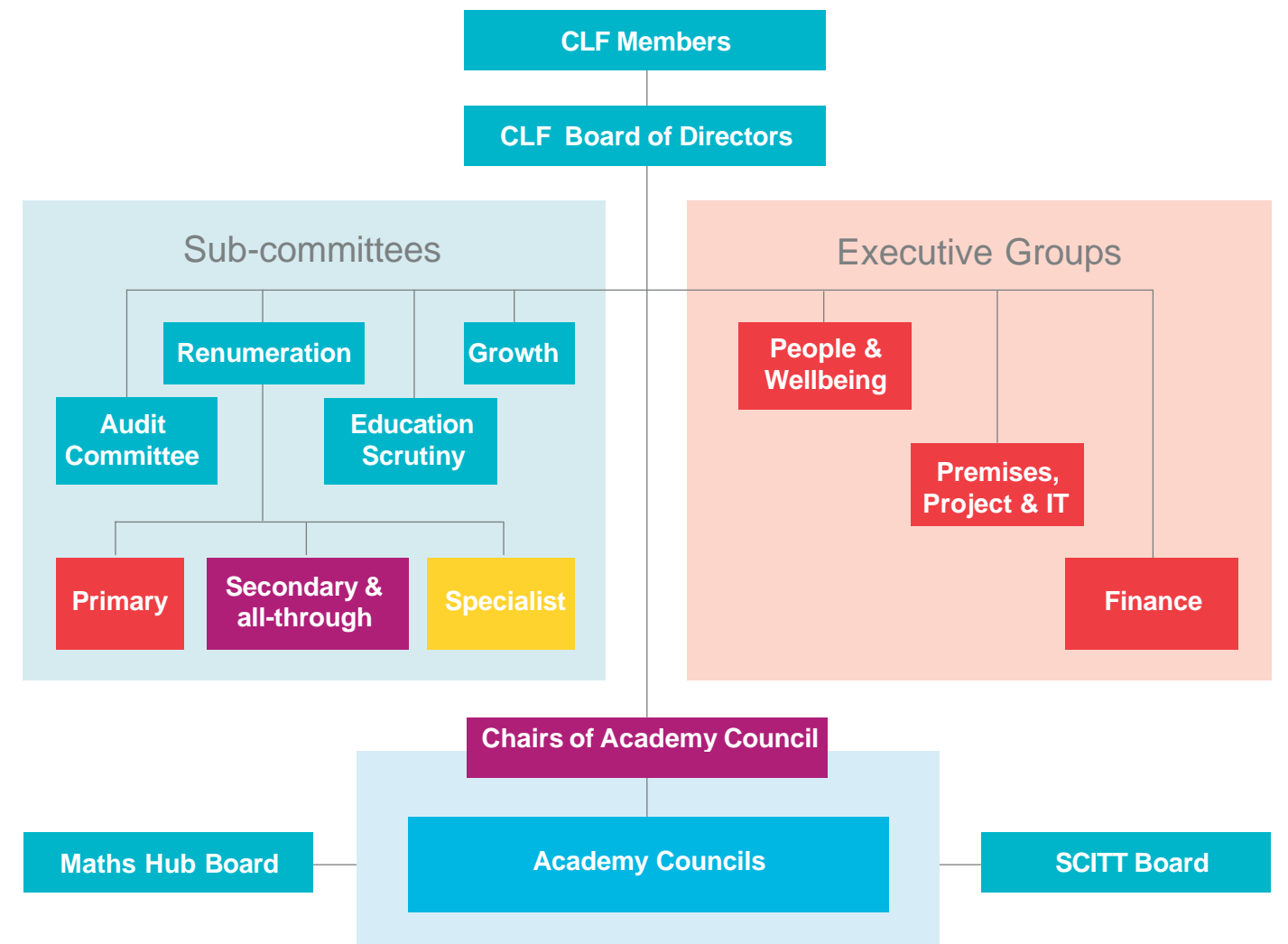
The following chart confirms the organisation structure of the executive team within the Cabot Learning Federation.



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

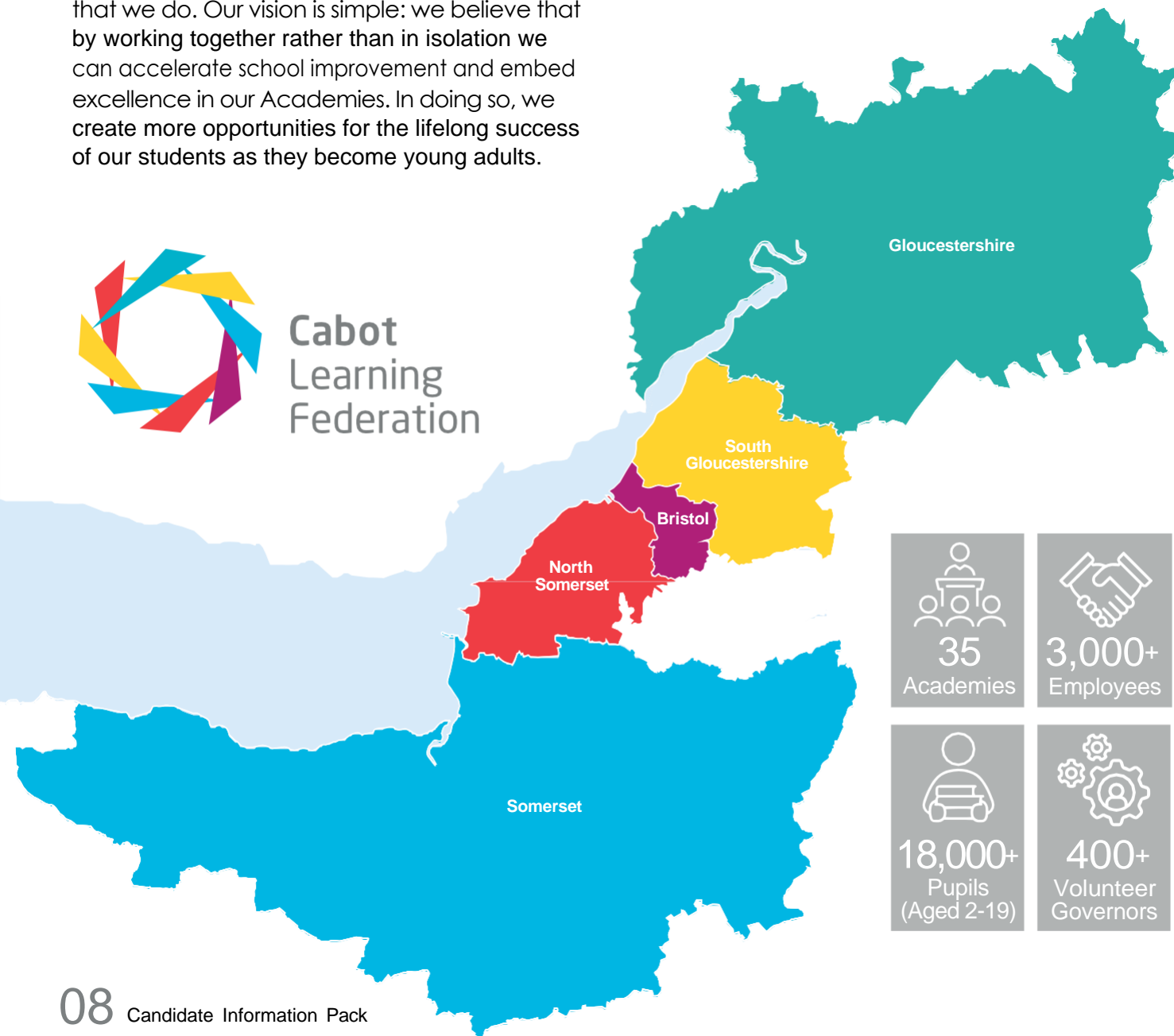
BACKGROUND

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:



35 Academies	3,000+ Employees
18,000+ Pupils (Aged 2-19)	400+ Volunteer Governors

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.



Academy Overview



MEET THE EXECUTIVE PRINCIPAL

I am enormously proud to have had the opportunity to lead Bristol Metropolitan Academy for the past eight years.

Bristol Met is a special place and it has been a pleasure to lead an academy full of talented and hard-working students, supported by such a dedicated and professional team.

Now we look to the future, and want to appoint a new Principal who – supported by myself and other Cabot Learning Federation colleagues – will continue to drive Bristol Met to be truly outstanding; an accolade which students, staff and the community richly deserve.

At Bristol Met, the responsibility for each student entrusted to us is taken seriously. That trust is repaid by ensuring that all staff have the highest of expectations for every student.

We pledge to provide an outstanding learning environment where students can thrive and progress. Teaching and learning is at the heart of everything we do, and we place an unwavering focus on high-quality teaching, leading to high-quality outcomes.

Teachers have the right to teach; students have the right to learn.

Students at Bristol Met have achieved some exceptional outcomes in recent years, including being amongst the highest performing schools in Bristol and the Top 10% of schools nationally for progress.

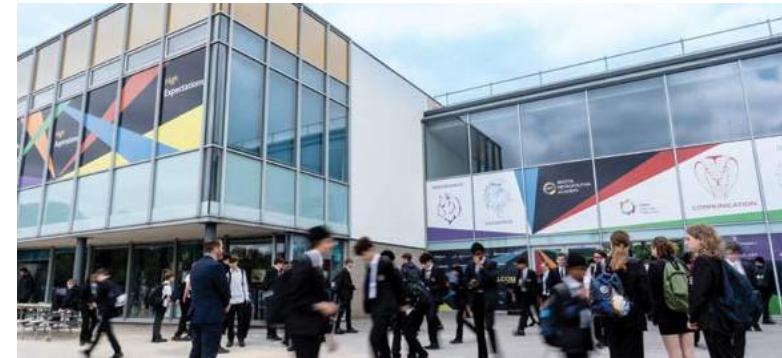
Being oversubscribed on applications for a number of consecutive years has reassured us that our reputation in the local community means that parents are making Bristol Met their school of choice.

In addition to this, we were judged 'Good' by Ofsted in 2022, with recognition of 'Outstanding' leadership and management.

I hope that the small snapshot of our academy provided by this application pack gives you a flavour of what Bristol Met can offer you as you weigh up the next step in your career.

All of us within the Bristol Met 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 decide to apply for the role.

Cameron Shaw
Executive Principal



ABOUT THE ACADEMY

Since opening in 2009, Bristol Metropolitan Academy has improved almost year on year, and the facts are clear – our students make significantly more progress than their peers around the country.

This is achieved through our relentless focus on high quality teaching and curriculum, and the creation of a learning environment which supports students to thrive.

Bristol Met's excellence is recognised within both the national education sector and our wider community.

Sue Williamson, Chief Executive of the Specialist Schools and Academies trust, has congratulated Bristol Met for 'exceptional achievement', and for 'leading the field in improving GCSE outcomes for their students'.

Similarly, Ofsted inspectors have praised our 'inspiring' and 'ambitious' curriculum, 'harmonious' environment and the determination of school leaders to deliver the highest quality provision for students. That has helped ensure more of our students are going on to further education than ever before.

And locally, nearby primary schools bring their students to Bristol Met to share our outstanding facilities and benefit from our teaching expertise in subjects like science, technology and languages. We work alongside those schools – and, of course, colleagues throughout the Cabot Learning Federation – to share staff training to benefit our team and our students.

Our partnerships extend to local business leaders too, who offer additional opportunities for students, ranging from work experience to mentoring to mock interviews, as well as trips and visits.

Underpinning all of these is a culture of participation and high expectations, and an ethos of belonging.

We want Bristol Metropolitan Academy to be a safe, purposeful and happy place for students to learn. That is why we encourage all students to get involved in a broad range of activities before, during and after the school day, as well as engagement in valuable work-based and further study skills.

From the free breakfast club at the start of the day to after-school opportunities in sport, the arts and study, students are keen to join new activities, to support one another and most of all, to have fun. Current extracurricular opportunities range from football and fencing to drama and debating, and from coding and cricket to band and basketball. Throughout the year, students are encouraged to showcase their skills and talents to peers and visitors through concerts, musical displays, talent shows and sporting demonstrations – all embraced by large, supportive crowds, and through our passion to create, to celebrate, to participate and to have fun as part of the Bristol Metropolitan community.





Role Overview

Principal Bristol Metropolitan Academy



CONTRACT TYPE

Full-time, all year round



CONTRACT DATE

To start from September 2025



SALARY

L30-L34 (£101,533 - £111,976)

KEY DATES

- **School tours:** w/c 10th March 2025
- **Closing date:** 12 noon 19th March 2025
- **Shortlisting:** 19th March 2025
- **Interviews:** 26th/27th March 2025

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

WHAT ARE WE LOOKING FOR?

The next Principal of Bristol Metropolitan Academy will be an energetic and dynamic leader with a proven track record of spearheading academy improvement.

We are looking for someone with extensive experience of strategic school leadership, building teams and developing staff, and planning and delivering raising attainment programmes. They should be equally familiar with leading change management projects, and with innovating processes which have a tangible impact on pupil outcomes. Past success in re-motivating disengaged learners and improving attendance and behaviour is vital.

Our successful candidate will be a passionate advocate for the power of education and an unremitting belief in the potential of young people and their capacity to succeed. They will

demonstrate a visionary approach to teaching, outstanding interpersonal and communication skills, and a talent for creative problem-solving. Promoting the welfare of children will be at the heart of all they do.

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.

Our new Principal will also be committed to working closely with supportive colleagues from across the CLF and the wider education sector while upholding the highest standards of personal integrity and conduct. They will embody professionalism, honesty and loyalty in all that they do.

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 PRINCIPAL'S PRIMARY RESPONSIBILITIES ARE:

Supporting the Academy's overall development by:

- Inspiring leadership, ensuring a high quality of education and high standards of achievement for all pupils.
- Providing strategic Academy leadership and translating planning into positive action and results.
- Ensuring professional governance within the Academy, both via routine individual meetings and attendance at Academy council meetings.
- Modelling professional behaviour, promoting high expectations, challenging peers, and being the lead professional.
- Increasing the standard of achievement of all students and ensuring student performance is at least in line with Academy and Trust targets.



- Networking with local, national and international groups to bring a richness and diversity of experience to the Academy and its community.
- Carrying out such other duties as are required and as are commensurate with the grade of the post.

Leading Academy Improvement by:

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

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

Areas of responsibility:

- The leadership of Academy Improvement.
- The achievement of targets as described within the performance management cycle.
- Supporting the ongoing development and embedding of the 'Equity through Education' vision and 2030 strategy.



Accountability

- Accountable to the Chair of Academy Council and Executive Principal

Leadership:

- The Academy Staff

Outward-facing role:

- Represents the Academy at CLF events and networks.

Has awareness of:

- Contemporary, effective school improvement strategies.
- Current developments in the education sector.

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 Principal.

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
1 Knowledge and skills	<ul style="list-style-type: none"> 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. Well-developed interpersonal and communication skills (including written, oral and presentation) Able to think differently, strategically, and creatively in approach to solving problems. Understanding of the principles and practice of effective self-evaluation and preparation for inspection. 	<ul style="list-style-type: none"> Able to understand, analyse and make effective use of a wide range of data Experience of leading an academy successfully through inspections and other external scrutiny processes
2 Experience	<ul style="list-style-type: none"> A track record for leading an academy to improved performance, as demonstrated by Ofsted judgements and / or pupil outcomes over time Experience of action planning and delivery of raising attainment programmes Experience of delivering strategic leadership in an academy, leading to demonstrable academy improvement Extensive experience of developing staff and building teams Experience of leading innovation and change management within an academy A successful innovator of academy improvement that has impacted positively upon pupil outcomes, including for vulnerable pupils Experience of re-motivating disengaged learners, improving attendance & behaviour and pupil performance 	<ul style="list-style-type: none"> Recent experience of working in a challenging / underperforming academy and effectively challenging under performance in staff Experience of working with multi agencies, other partner organisations and external stakeholders to develop new approaches and accelerating improvement
3 Qualifications	<ul style="list-style-type: none"> GCSEs Grade C+ (Grade 4) including English, Mathematics and Science A Level Grade C+ within relevant subject(s) Relevant Degree Qualified Teacher Status (QTS) (or QTLS) 	<ul style="list-style-type: none"> Postgraduate or Professional Graduate Certificate in Education (PGCE) Recent and relevant leadership development/ training NPQH (or clear intention to gain this qualification)

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
4 Personal Attributes	<ul style="list-style-type: none"> Passionate about teaching and learning Resilience, the ability to work under pressure and be able to meet deadlines Proven ability to prioritise workloads Ability to work effectively and supportively within the academy team Excellent communication and organisational skills (including written and oral skills) A commitment to safeguarding and promoting the welfare of children Ability to work creatively and collaboratively Demonstrably professional, honest and loyal Ability to make and justify difficult decisions Commitment to pupils and their learning, wellbeing and safety Committed to equality 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 Willingness to be involved in the wider life of the academy 	<ul style="list-style-type: none"> Bring personal interests and enthusiasms to the academy community Able to ensure rigor and accountability through strong line management of significant curriculum teams and important aspects of the academy Be inquisitive in every aspect of the Academy, seeking to stimulate improvement, galvanise teams, challenge and support individuals
5 Equality	<ul style="list-style-type: none"> An understanding of, acceptance and commitment to the fundamental principles of equal opportunities. Able to work in a way that promotes equality of opportunity and respect for diversity. 	
6 Safeguarding	<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. 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
	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.		
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		

3 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.		
4 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.		
5 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 will 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.





COME AND SAY HELLO!
 We strongly encourage visiting the academy before applying. Tours can be arranged by emailing: Amy.cryer@clf.uk

Application Process

All applications will be acknowledged. There is a nominal closing date for this role of Principal; however, candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

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 three pages) letter highlighting your motivation for the role as Principal. We are keen to discover more about the experiences you have gained that have prepared you for a post such as this. It would be helpful if you could construct your letter around these three areas:

- How have the experiences you have had in your career to date prepared you for the role of Principal? Please include any examples of particular projects or initiatives that have had

KEY DATES

- **School tours:** w/c 10th March 2025
- **Closing date:** 12 noon 19th March 2025
- **Shortlisting:** 19th March 2025
- **Interviews:** 26th/27th March 2025

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

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 Principal within the academy.

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



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 Amy Cryer, Senior Operations Manager at: Amy.cryer@clf.uk

Contact Us

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

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