



# Principal

The Sky Academy



Candidate Information Pack

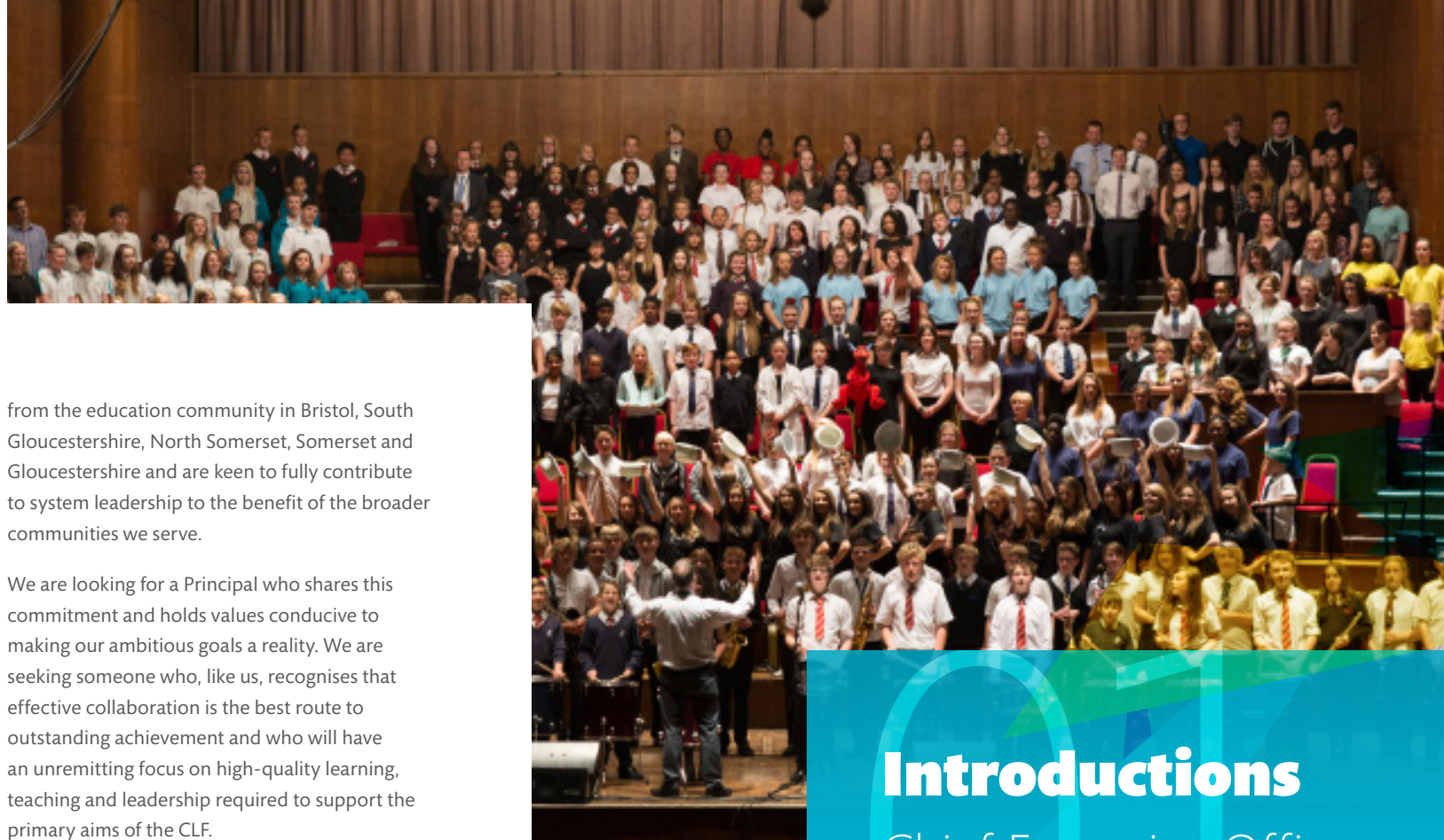


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On behalf of the Board of the Cabot Learning Federation (CLF), we would like to thank you for your interest in the exciting role of Principal. The CLF has a proven track record of growing leaders and creating opportunities for career development. Your interest in the CLF coincides with one of the most exciting phases in our development, and we hope that, after having read the contents of this pack and undertaken other research, you will feel inspired to take your interest further and arrange a visit to see the work at CLF for yourself.

All members of the CLF team are committed to providing the very best opportunities for every young person we educate to achieve their potential. There is a belief in the CLF that outstanding achievement in our academies can be realised more quickly and with greater sustainability through proactive collaboration. The strong sense of moral purpose that is our hallmark has helped to create an environment within which all leaders take a collective responsibility for the learning and success of all 18,000+ pupils in our care. We promote a culture in which openness to peer and external scrutiny and an active willingness to share and promote the very best practice are key factors in the improvement of our academies. Furthermore, we are committed to supporting and learning

from the education community in Bristol, South Gloucestershire, North Somerset, Somerset and Gloucestershire and are keen to fully contribute to system leadership to the benefit of the broader communities we serve.

We are looking for a Principal who shares this commitment and holds values conducive to making our ambitious goals a reality. We are seeking someone who, like us, recognises that effective collaboration is the best route to outstanding achievement and who will have an unremitting focus on high-quality learning, teaching and leadership required to support the primary aims of the CLF.

This candidate brief provides some background information about the Principal role, the Trust's development to date and the key themes in our vision: 'equity through education'. We very much hope that the opportunities and challenges facing the Cabot Learning Federation will excite you, as they do us, and lead to you submitting an application.

Steve Taylor  
Chief Executive

Paul Olomolaiye  
Chair of CLF Board

# Introductions

## Chief Executive Officer & Chair of CLF Board

# Introductions

Sally Apps

Education Director

01



Thank you for expressing an interest in the Principal post at The Sky Academy.

You are considering joining the organisation at an exciting time as we build on the excellent achievements in our trust in recent years. This appointment will be central to sustaining and continuing these improvements. It will offer an excellent opportunity to work among an outstanding leadership team both across the wider federation, including a range of highly skilled and knowledgeable specialist leaders.

Each school within our trust has its own unique identity within a wider family of schools, each a fulfilling place to work and learn and each occupying important space in the educational landscape of their cluster and within the Cabot Learning Federation.

As a trust we require innovative and collaborative leaders who can manage complexity and challenge within a changing educational landscape.

This is an exciting role which will take The Sky Academy into its second year in our trust and up to full capacity, and developing and increasing capacity across the Somerset area so that students are well-supported and their needs are met.

You will be joining a hard-working and dedicated team of support staff, teachers and senior leaders. We believe that every child can succeed regardless of background or start point and expect the same commitment from all who work with us. We are looking for a leader who will complement the existing team but also add challenge and new ideas, working both as part of the local educational landscape and drawing on the best that can be seen and experienced in other parts of the country.

The Sky Academy is a truly exciting place to work and learn and I look forward to receiving your application should you choose to apply.

**Sally Apps**

Education Director





# Advert

## PRINCIPAL

**Contract: Full-time, permanent**

**Salary: L22-26 (£79,111 - £87,252)**

**Start: January 2025 or sooner**

The Cabot Learning Federation is a diverse Multi-Academy Trust (MAT) in the south west. We are proud to serve 18,000+ pupils who all attend ten secondary academies, seventeen primary academies, an all through provision, a studio school, a discrete Post 16 provision, two alternative provision schools and three SEMH special schools.

We are looking for an individual who will complement the existing team of Academy Principals but also add challenge and new ideas, enabling the existing staff bodies to develop as learners and leaders in order to realise their own potential. Each school within our trust has its own unique identity within a wider family of schools, each a fulfilling place to work and learn and each occupying important space in the educational landscape of their cluster and within the Cabot Learning Federation.

The successful candidate will have a drive and passion to lead the academy and accelerate improvement. You will have a track record of success and bring to the academy a level of focus, precision and rigour that will have a substantial and sustained impact on the academy into the future. Improvement will be based on an unwavering focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

The Sky Academy is an SEMH Special School residing in a superb site in Taunton, Somerset. Following a change of sponsor and a new identity as part of the Cabot Learning Federation in September 2023, the school is now accelerating in its school improvement journey. The school serves a cohort of boys from across the county, with broad and complex needs rooted in Social, Emotional and Mental Health need. The school draws upon the best of the shared CLF curriculum as well as working with families and specialists to ensure that students' individual needs are

addressed and supported across a range of pathways. The school works closely with the trust's other specialist centres which include two SEMH special schools and two Alternative Provisions.

CLF has a successful track record of performance delivery across all of its Academies; as Principal, you will be able to seize the chance to make a real difference to the lives of the students and improve their life chances.

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

## Key Dates

**School tours: \* 11 June 2024**

**Closing date: 17 June 2024**

**Shortlisting: 18 June 2024**

**Assessment & interview dates: \*\* w/c 24 June 2024**

**\*We strongly encourage visiting the academy before applying. Tours of the academy can be arranged by emailing: [emma.wykes@clf.uk](mailto:emma.wykes@clf.uk)**

**\*\* This is a two-day process (a first full assessment day, with final interview on day two). Final dates will be confirmed with candidates as soon as short-listing has taken place.**

**Please refer to part 08 for the Application and Selection Process.**

*The Cabot Learning Federation 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.*





# The Sky Academy

The Sky Academy is an SEMH Special School with a designation of Social Emotional and Mental Health as the primary need for students on site. Students can also present with significant Speech, Language and Communication Need and may also display Autism traits within their need profile. The school's primary aim is to meet the needs of children and young adults who have social, emotional and mental health issues by offering an effective personalised curriculum within an excellent, cared for, purpose-built environment.

Students have a range of opportunities on site which are delivered within a nurture model with some specialist input across a range of disciplines. Students also have opportunities to engage with outdoor education pursuits, including numerous trips and visits to other centres in order to experience new settings with the support of trusted adults and friends.

Children are invited and encouraged to engage with their local community and further education providers as part of their journey through and beyond school, so that on graduation from Sky they will have a range of secure connections, employment and study opportunities. The culture of the school is one of mutual support, empathy and trust, and young people are routinely given opportunities to work with one another in new and different scenarios as well as building strong bonds and in many cases friendships that will outlast their school experience. The Sky Academy seeks to provide the specialism, therapeutic input and personalised experience that characterises best practice for children with high needs; this is coupled with an ambitious expectation that students will gain qualifications and skills that will enable them to progress to a range of meaningful destinations in Somerset and beyond.





## **PRINCIPAL**

**L22-26 (£79,111 – £87,252)**

### **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 pupils and ensuring pupil performance is at least in line with Academy and Federation 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 the Academy
- The achievement of targets as described within the performance management cycle
- Supporting the ongoing development and embedding of our 2030 Strategy 'Equity Through Education'

### **Accountability:**

- Accountable to the Chair of Academy Council and Executive Principal

### **Leadership:**

- The Academy staff

### **Outward-facing role:**

- Represent the CLF at networks and strategic panels as appropriate

### **Has awareness of:**

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

**Job  
Description**

# Person Specification

The ten skills, qualifications and associated professional experiences essential for the role of Principal in the CLF.

KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED	
<b>Vision, passion, presence</b>	<ul style="list-style-type: none"> <li>A track record of creating and implementing a whole-academy vision for an improving or a successful academy</li> <li>Enthusiasm for education and a belief in the potential of young people and staff and their capacity to succeed</li> <li>Able to demonstrate a passionate and visionary approach to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Well-developed interpersonal and communication skills (including written, oral and presentation)</li> <li>Enthusiasm, vision, drive, adaptability and resilience</li> <li>Able to be a strong visible presence within the Academy, leading by example and holding high expectations of self, staff and learners</li> </ul>
<b>School improvement</b>	<ul style="list-style-type: none"> <li>A track record of leading an academy to improved performance, as demonstrated by Ofsted judgements and/or pupil outcomes over time</li> </ul>	<ul style="list-style-type: none"> <li>Experience of action planning and delivery of raising attainment programmes</li> </ul>
<b>Strategically thinking and planning</b>	<ul style="list-style-type: none"> <li>Experience of delivering strategic leadership in an academy, leading to demonstrable academy improvement</li> <li>Able to think differently, strategically, and creatively in approach to solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Able to understand, analyse and make effective use of a wide range of data</li> </ul>
<b>Ability to take on leadership in challenging circumstances and challenge underperformance</b>	<ul style="list-style-type: none"> <li>Recent experience of working in a challenging/underperforming academy and effectively challenging underperformance in staff</li> </ul>	<ul style="list-style-type: none"> <li>Extensive experience of developing staff and building teams</li> </ul>
<b>An understanding of the principles of effective change management and knowledge of what that means in practice</b>	<ul style="list-style-type: none"> <li>Experience of leading innovation and change management in an academy</li> <li>A successful innovator of academy improvement that has impacted positively upon pupil outcomes, including for vulnerable pupils</li> </ul>	
<b>An appetite to seek out and develop innovative practices in education, including implementation of new technologies</b>	<ul style="list-style-type: none"> <li>Experience of leading innovation in an academy to support high-quality learning and teaching</li> </ul>	
<b>Effective networking skills</b>	<ul style="list-style-type: none"> <li>Experience of working with multi agencies, other partner organisations and external stakeholders to develop new approaches and accelerating improvement</li> </ul>	
<b>Self-evaluation and scrutiny</b>	<ul style="list-style-type: none"> <li>Understanding of the principles and practice of effective self-evaluation and preparation for inspection</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading an academy successfully through inspections and other external scrutiny processes</li> </ul>
<b>Understanding of student motivation, engagement, behaviour and attitudes to learning</b>	<ul style="list-style-type: none"> <li>Experience of re-motivating disengaged learners and improving attendance, behaviour and pupil performance, including for vulnerable pupils</li> </ul>	
<b>Commitment to self-development and own learning</b>	<ul style="list-style-type: none"> <li>Degree and teaching qualification</li> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Recent and relevant leadership development/training</li> <li>NPQH (or clear intention to gain this qualification)</li> </ul>



While the range of responsibility changes as roles become more senior in the organisation, there are a number of core features that are consistent to all leadership roles across the CLF. Below are the six main competencies and 18 sub-competencies 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		
	A	B	C
<b>1. Vision, culture and engagement</b>	Understand the bigger picture and set the vision within the working context	Establish and sustain a positive culture and work environment aligned with the vision	Model the highest expectations and professionalism
	Engage, empower, build trust, authentic, decisiveness, reflective, resilient and followship, highly communicative, optimistic (glass half full), enrol others, visionary		
<b>2. People</b>	Recognise the proficiency of the team and continuously develop individuals	Recognise excellent work and praise good performance	Challenge and support underperformance effectively and confidently
	Trust, communicator, evidence informed, resilience, equity, accountability, create challenge, high expectations, gain commitment, integrity, authenticity		
<b>3. Leading in the specialism</b>	Develop skills and knowledge to further expertise within the specialism	Lead through others	Consistently deliver successful outcomes
	Curious, recognise skill and expertise within team, seek out knowledge and wisdom		
<b>4. Leading continuous Improvement</b>	Understand the present through effective review and evaluation of data	Plan and implement change strategically	Analyse impact
	Reflective, evidence informed, innovative, adapt, open minded, strategic, get stuck in when needed, prioritise, don't over complicate, ensure delivery, nose for change		
<b>5. Resources</b>	Make strategic use of resources	Analyse and minimise risk	Exercise informed decision making
	Planning, future scoping, using prof services expertise, diligent with resources, good value for money		
<b>6. Outward-facing</b>	Commitment to professional knowledge, learning and development outside of the specialism	Partnership, networking and collaboration	Positively representing the Trust
	Learning from others, being open to alternative approaches, strategic, pride, networking, confidence, collaborate		



**Senior  
Leadership  
in the Cabot  
Learning  
Federation**



# Location

## Taunton

Taunton is the county town of Somerset, England. The town name derives from 'Town on the River Tone' or 'Tone Town'. Its thousand-year history includes a 10th-century monastic foundation, Taunton Castle, which later became a priory. The Normans built a castle owned by the Bishops of Winchester. Parts of the inner ward house were turned into the Museum of Somerset and Somerset Military Museum. The Grand Western Canal reached Taunton in 1839, and the Bristol and Exeter Railway in 1842. Today it hosts Musgrove Park Hospital and Somerset County Cricket Club, is the base of 40 Commando Royal Marines, and is the home of the United Kingdom Hydrographic Office. The popular Taunton flower show has been held in Vivary Park since 1866, and on 13 March 2022, St Mary Magdalene Parish Church was elevated to the status of Taunton Minister.

Taunton was the main settlement and centre of the local government district of Taunton Deane. The district, formed on 1 April 1974 under the Local Government Act 1972 by merging the municipal borough of Taunton, Wellington, with the urban district, Taunton Rural District, was granted borough status in 1975, perpetuating the mayoralty of Taunton. The district was named as an alternate form of the Taunton Hundred. Taunton Deane Council, once based at the Municipal Buildings on Corporation Street, moved to modern facilities at Deane House on Belvedere Road in spring 1987.

Taunton Deane merged with West Somerset to form Somerset West and Taunton in 2019.

Public parks include Vivary Park, Goodlands Park and Victoria Park. The most notable is Vivary, on land that was once a medieval fish farm or vivarium for Taunton Priory and Taunton Castle. Fronted by a pair of cast-iron gates from the Saracen Foundry of Glasgow, it contains the Sherford Stream, a Tone tributary that flows through the 7.5-hectare (19-acre) park, which is near the town centre.

Taunton town centre has the Brewhouse Theatre. It closed in February 2013 due to financial difficulties but reopened in April 2014 under the Taunton Theatre Association (TTA), which was granted the 61-year lease that Taunton Deane Borough Council had bought on the site and its contents from the administrator. Tacchi-Morris Arts Centre is a professional theatre based at Heathfield Community School, hosting touring theatre, dance and comedy, and productions by southwest schools and colleges. Tacchi-Morris Arts Centre also runs community classes. The Creative Innovation Centre CIC has an arts and culture venue in the town centre.

Somerset the home of some of the most iconic food brands in the world, Cheddar and Cider! Somerset is as famous for its cheese as it is for its cider. Originating in the Somerset town of the same name, cheddar cheese has been proclaimed Britain's favourite and is hard to miss on any cheese board around the world.

Taunton's ideal location and identity as a county town of Somerset makes it perfect for exploring the wider area of Taunton Deane – everywhere from the cattle-grazed meadows of the Somerset Levels to the windswept heights of the Quantock Hills and striking Blackdowns. It also boasts an impressive cultural offering, ranging from museums and ancient monuments like the ancient Taunton Castle to contemporary centres like the Brewhouse Theatre & Arts Centre.

Explore the Museum of Somerset, based at the 12th-century Taunton Castle, and follow Somerset's history from prehistoric times to the present day. Stunning perpendicular Gothic-style architecture can be found soaring 163 feet above Taunton at the historic St Mary Magdalene Church, while Hestercombe Gardens is a paradise for nature lovers, with fifty acres of enchanting gardens, stunning terraces, lakes and cascades.

Taunton's town centre is a mecca for shopping, with well-known high street brands and a brilliant selection of eateries and bars, as well as pubs serving locally sourced food and drink. Take the Taunton Heritage Trail's self-guided tour around the town's historical sites to ensure you don't miss a thing. Featured in the trail, you'll find Bath Place, a picturesque narrow street with 19th-century shopfronts now brimming with independent retailers and cafés. At the top of the high street proudly sits the Victorian-designed Vivary Park, home to the annual Taunton Flower Show, proudly described as the 'The Chelsea of the West'.

Taunton's world-class sporting scene doesn't disappoint. Catch a lively cricket match at The Cooper Associates County Ground or visit the Somerset Cricket Museum to explore the game's fascinating history. Soak up a thrilling atmosphere at the Taunton Races or attend one of the racecourse's brilliant events throughout the year, ranging from rural shows to concerts and circuses.

For a quieter affair, the tranquillity of the Trull meadows and waterfall make them the perfect spot for a picnic or follow the towpath of the Bridgwater and Taunton Canal for a picturesque cycle ride.

There's an eclectic mix of restaurants in Taunton where you can sample all types of foods. Augustus Restaurant is an intimate venue with modern dishes showing global influences, while Skewer House Taunton is a family-run spot specialising in barbecued Madeiran espetada skewers.

Taunton is located in the heart of the West Country, where you will find unspoilt villages, sweeping countryside and an abundance of charm everywhere you look. The Somerset town of Taunton is one of the most sought-after places in the area, with its Georgian homes, independent shops and open spaces.





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.

<b>Action</b>	<b>Date</b>
School tours:*	11 June 2024
Closing date:	17 June 2024
Shortlisting:	18 June 2024
Assessment & interview dates:**	w/c 24 June 2024

\*We strongly encourage visiting the academy before applying. Tours of the academy can be arranged by emailing: [emma.wykes@clf.uk](mailto:emma.wykes@clf.uk)

\*\* This is a two-day process (a first full assessment day, with final interview on day two). Final dates will be confirmed with candidates as soon as short-listing has taken place.

#### **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 impact. Consider how your experience and achievements match the requirements of this position.
- The makings of a successful school leader and how would you measure your own success in August 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 at [recruitment@clf.uk](mailto:recruitment@clf.uk)

If you have a query on any aspect of the appointment process, need additional information or wish to have an informal discussion, please email Emma Wykes, Specialist Provision Development Manager at The Sky Academy:

[emma.wykes@clf.uk](mailto:emma.wykes@clf.uk)

# Application and Selection Process



## 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.

There are elements of the Cabot Learning Federation that make it unique: the combination of the tight geographical concentration of its constituent parts, the diversity of the communities it serves and the range of provision it offers.

The CLF is actively committed to engaging with and representing all of its diverse regional communities, with a Diversity and Inclusion agenda at the heart of its operational strategy.

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

- Begbrook Primary Academy – Primary (BPA)
- Bristol Brunel Academy – Secondary (BBA)

- Broadoak Academy – Secondary (BA)
- Brook Academy – Special (TBA)
- Bristol Metropolitan Academy – Secondary (BMA)
- Castle Primary School – Primary (CPS)
- City Academy – Secondary (CAB)
- Digitech Studio School Bristol – Studio School (DSSB)
- Evergreen Primary Academy – Primary (EPA)
- Frome Vale Academy – Primary (FVA)
- Herons' Moor Academy – Primary (HMA)
- Hans Price Academy – Secondary (HPA)
- Hanham Woods Academy – Secondary (HWA)
- Haywood Village Academy – Primary (HVA)
- John Cabot Academy – Secondary (JCA)
- King's Oak Academy – All-through (KOA)
- Lime Hills Academy – Special (LHA)
- Lansdown Park Academy – Alternative Provision (LPA)
- Minerva Primary Academy – Primary (MPA)
- Minerva Primary School – Primary (MPS)
- Monkton Wood Academy – Secondary (MWA)
- CLF Post 16 – Post 16 (P16)
- Priorswood Primary School – Primary (PPS)
- Queen Margaret Primary Academy - Primary (QMA)
- Redstart Primary School – Primary (RPS)
- Summerhill Academy – Primary (SA)
- Snowdon Village – Alternative Provision (SV)
  - Bristol Futures Academy – Secondary
  - City School – Secondary
  - Engage – Secondary
  - The Nest – Primary
- Tewkesbury Academy – Secondary (TA)
- The Sky Academy – Special (TSA)
- Uphill Village Academy – Primary (UVA)
- Wallscourt Farm Academy – Primary (WFA)
- Waycroft Primary Academy - Primary (WCA)
- Wicklea Primary Academy - Primary (WLA)
- Winterstoke Hundred Academy – Secondary (WHA)
- Woodlands Primary Academy - Primary (WDA)

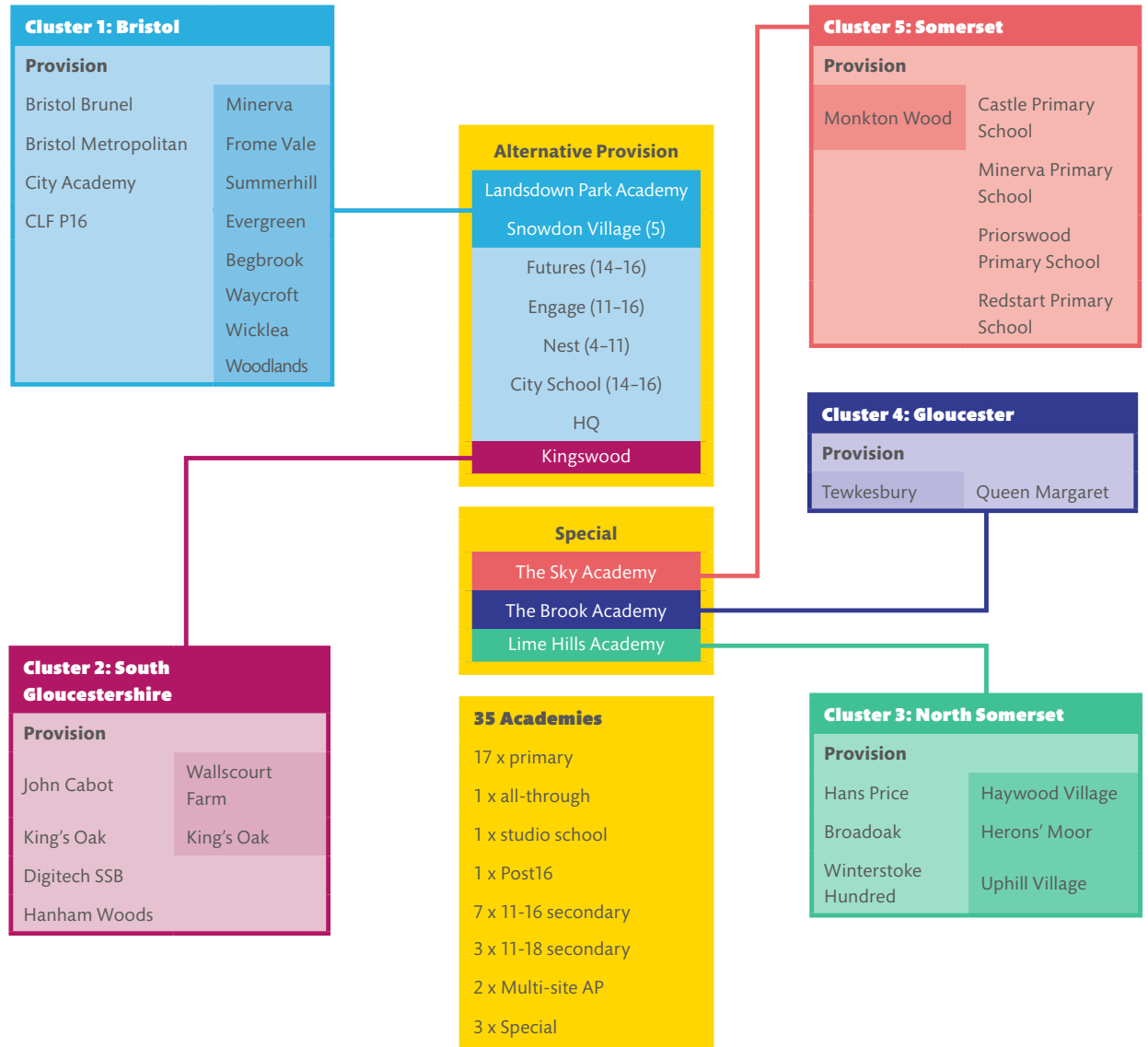
**Cabot  
Learning  
Federation**



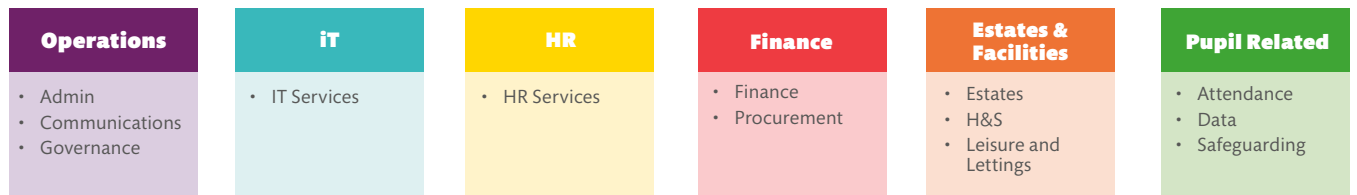
The diagram below shows the current structure as CLF; this will develop further as we grow as a trust.

**Key:**

Secondary Primary



**Central Professional Services Teams**



# Structure of the Cabot Learning Federation

# Structure of the Cabot Learning Federation



**Steve Taylor**  
Chief Executive Officer



**Dan Nicholls**  
Deputy CEO (Education)



**Sarah Lovell**  
Chief Operating Officer

## Our Executive Leadership Team

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. You can find more information on our Executive Team [here](#).



**Sally Apps**  
Education Director



**Susie Weaver**  
Education Director



**Kate Richardson**  
Education Director



**Alison Fletcher**  
Director of  
CLF Institute



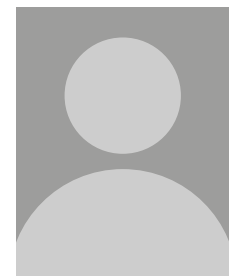
**Rachel Mylrea**  
HR Director



**Andy Ling**  
IT Director



**Martin Thomas**  
Director of Estates  
& Facilities



Finance Director

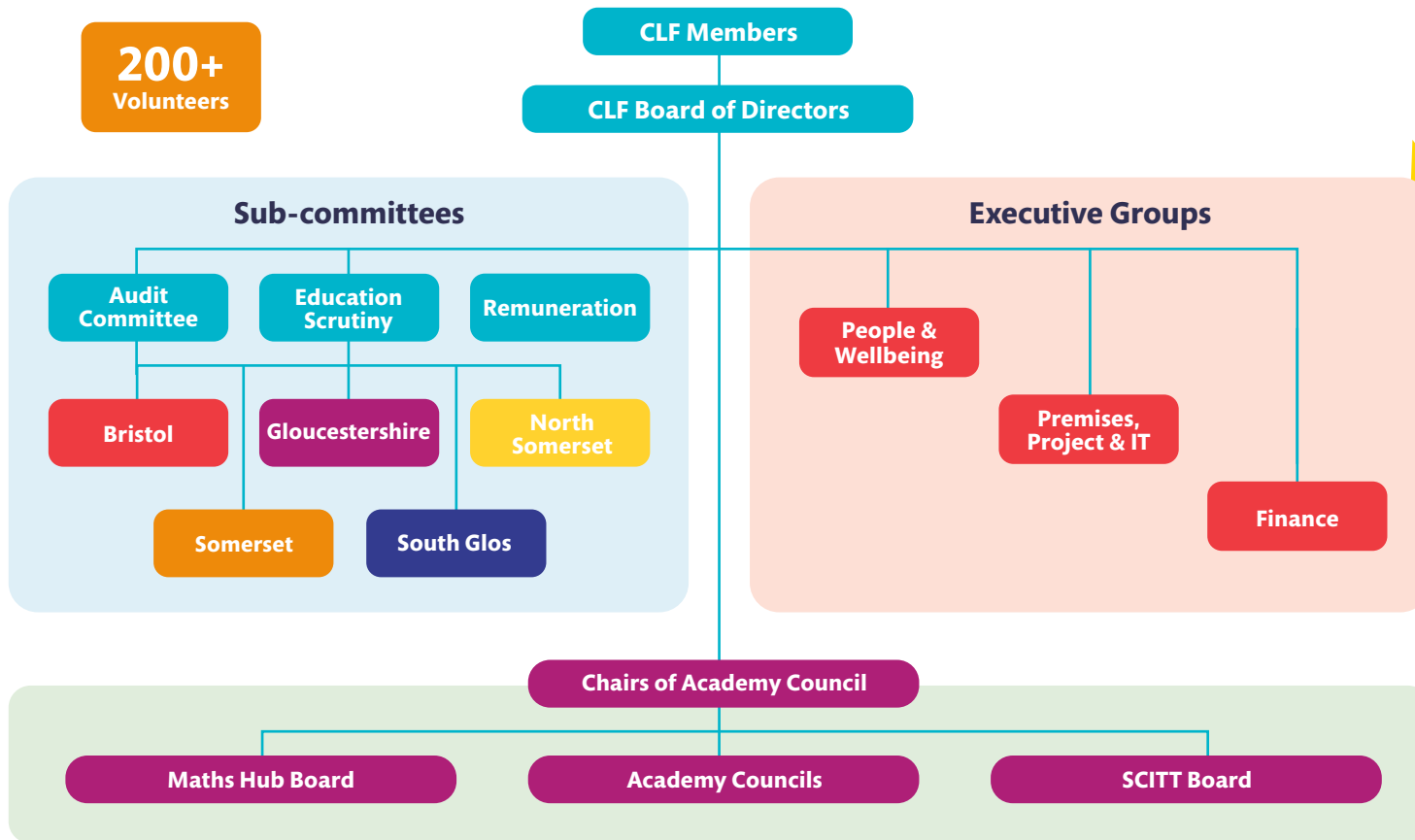


## Governance

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. If we are outstanding at anticipating and mitigating risk, then the CLF will be outstanding and sustainable in the years ahead. We are demanding of ourselves and understand the responsibilities we have to the wider community to ensure that our systems and processes are robust and able to demonstrate to external scrutiny that we are responsible and accountable.

In a multi-academy trust, the board is the governing body and the sponsors have the majority of places on the board. Each Academy has an Academy council, with a number of key responsibilities delegated to it from the main board. The audit and scrutiny groups 'own' a number of the key operational and organisational risks; the finance, people development, estates and ICT are smaller working groups that feed information to and from the other groups.

### The Cabot Learning Federation (CLF) Governance Model



**Structure  
of the  
Cabot  
Learning  
Federation**



The CLF Institute 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.

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.

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.

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.

In early 2024, The CLF SCITT was graded Outstanding, becoming the only school-based teacher training provider in the region to receive the highest possible rating by Ofsted, in recognition of the quality of its provision and the leadership team at its helm. The report commented that teachers who learn their craft through the SCITT benefit from an 'exceptional quality of training' in a curriculum which 'champions the values of equity and inclusion', and prize the ongoing support they receive in the early years of their teaching career. The report also stated: "Trainees describe the provider as 'a family'. Many seek out and secure employment in partner schools. They very often go on to further the work and aims of the SCITT through their roles as mentors. Trainees greatly appreciate the partnership's ongoing support and consideration for their well-being and workload, which enables them to thrive at the centre, on their placements, and in their future careers."

# CLF Institute & Professional Development





## 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 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 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 Mission,  
Vision & Values**

## Core Purpose

Our CLF Strategy 2030 Equity Through Education is closely linked to our mission and core purpose. There are three core strategies through which we aim to achieve our objective of Equity Through Education. The strategies are shown in diagram form and described below.



### Investing in CLF People

CLF people are our strength; we are thought seekers, pioneers, and benchmark setters. We hold infinite perspectives and are comfortable with complexity. We make a virtue of ongoing evolution and development, doing better and improving standards through sector-leading learning and professional development. We remain responsive to the needs of learners and their families, aiming to deliver on the ambitions in our mission and core purpose. We seek and find balance in busy lives, supported by modern technology to adopt flexible approaches to working and learning.

We attract, retain, grow and develop the best people who are engaged and motivated in the work they do with a clear sense of purpose and belonging. We have created an environment which is welcoming, diverse and inclusive of all, representing the communities we serve. Everyone who joins us has a positive start with a chance to connect with others. We care about our people and their wellbeing, supporting them as individuals and building resilient and empowered teams. Our leaders are skilled and experienced to inspire and coach their teams to perform to the highest level.

CLF people are learners, committed to deepening our knowledge and understanding of ourselves, our role, our position of influence and our responsibility to those we support, teach or lead to transform the lives of others and enable the trust and its schools to achieve equity through education. We take responsibility for our own development and progression in a place where we can flourish and thrive to achieve work fulfilment and career development.

The concept of 'CLF People' will extend to include volunteers and alumni.

### Investing in CLF Partnerships

When we talk of partnership, we are referring to our concept of place and the aspect of our CLF Mission, which outlines the importance of and commitment to developing a deep connection with the communities of which we are a member.

Investment in partnership within and beyond the school is a key lever to supporting the children and families across the trust and will support us in making a valuable and active contribution to the educational and social landscape in our communities. One aspect of this work will be our place-based approach; leaders across the trust will spend time understanding the issues and opportunities in the communities around our academies and will focus our efforts collaboratively to make the biggest impact.

We understand and recognise that tackling disadvantage requires going beyond the school gates. An investment in supporting individuals and families in our communities is essential, and part of this support will involve identifying broad barriers to good attainment and using our influence to support the coordination of local assets to address inequities. Our investment in a place-based approach to learning and social contributions will support us in realising our vision of becoming civic centres of educational excellence.

In a geographical sense, our communities are aligned with the cluster organisational structure we have adopted. Each cluster will be well-known to its local community as a family of CLF schools, recognised for their interconnectedness, shared commitment to inclusion, educational excellence, and civic engagement. Each cluster will strive to assert a

tangible presence in its community, engaging proactively with stakeholders and local initiatives and events, alert to life outside of the school gates, knowing our families and understanding their lives. While the cluster identity will be compelling, the key relationship will remain that central one between the school and its community of colleagues, pupils, parents and carers.

By 2030 the CLF will inhabit a system concept that embraces but also extends beyond the education sector in our pursuit of equity through education. The CLF will identify key areas of community provision with which we can collaborate and seek alignment in order to seek to ameliorate those factors that cause and sustain disadvantage. Remaining alert to the danger of trying to be 'all things to all people,' our system leadership work will deliberately seek to create a collaborative purpose with those other public services and charities that exert the greatest influence on the lives of our learners and their families. This will allow us to work with other services and take bolder steps together towards eradicating the gap in life chances experienced by our vulnerable families.

It is through our connection with partners and place that we will be able to harness the collective commitment of partner agencies and other civic actors to drive our agenda of achieving equity through education.

**Our Strategy  
2030:  
Equity Through  
Education**





### **Through the Lens of Disadvantage**

We must secure the consistency of experience for all our learners and, while ensuring we meet our duties with regard to all, deepen our commitment to the prioritisation of vulnerable children and families experiencing disadvantage even over the needs of others.

The concept of 'disadvantage' can be defined variously. The CLF definition (see below) refers specifically to Children in Care (CiC). Also, when we refer to disadvantage in the CLF, we are referring specifically to families experiencing insufficient financial wealth, which causes a paucity of access to basic needs such as food, clothing and shelter.

**"Poverty is hunger. Poverty is lack of shelter... Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, living one day at a time... poverty is a call to action – for the poor and the wealthy alike – a call to change the world so that many more may have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice in what happens in their communities."**

**World Bank Organisation**  
definition of poverty

As educators, we cannot resolve all of the challenges faced by learners and learners' families experiencing such disadvantage. However, through education we can effect positive change that will create improved life chances, as expressed in our mission, and to greater self-agency now and in the future. As educators, we can commit to knowing our children well and meeting their educational needs. As a trust, we can work in tandem with other civic actors in our places (public services, charities, and business) to support our most disadvantaged learners to thrive.

As a trust, we understand our own context and our own cohort. We know that groups of our pupils experience a range of vulnerabilities, which are disadvantageous. We recognise, track and monitor a variety of measures of vulnerability, including those children whose deprivation is "hidden" in working families living below the UK poverty line. We also know that children who meet the CLF definition of disadvantage (see below) are over-represented in these groups and, where they suffer such vulnerabilities in addition to experiencing disadvantage, their challenges are compounded.

It is important that when we speak of our focus on disadvantage even over other groups, this refers to a strategic emphasis on developing the very best practice to support disadvantaged learners rather than privileging certain individual pupils over others; our HEART core purpose does not permit this, as it commits us to championing the successes and life chances of all children. Research tells us that if we can develop teaching methodologies that are sufficiently sophisticated to close gaps in learning experienced by this disadvantaged yet educationally heterogeneous group, they will better serve and allow us to achieve equity through education for all CLF learners.

# 13

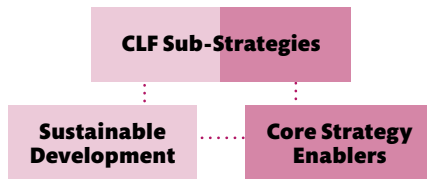
## **Our Strategy 2030: Equity Through Education**

## Sub-Strategies

The seven sub-strategies are pertinent to work across all aspects of the trust. They are not specific to individual teams or departments; rather, the impact of this work should be felt by all associated with the trust.

The function of the sub-strategies is to:

- explicitly serve the core strategy; and/or
- enable the sustainable development of the trust.



**1) Operating at Scale** – We are reviewing how CLF currently operates as an organisation and how effective we are in our day-to-day operations. As the federation grows, the operating model will adapt to ensure the federation works effectively across more schools and maintains an excellent educational experience for all pupils.

**2) Digital** – We are committed to building a digital culture and developing the skills to enable all CLF people (pupils, staff and volunteers) to be proficient users of technology, to use modern tools to help them work and learn where and when they want to, and to make good decisions about when to use technology.

**3) Wellbeing** – Positive wellbeing for all staff and students is essential for the success of CLF. The wellbeing strategy is focused on providing resources to help colleagues and students positively and proactively manage their wellbeing while also ensuring staff and students are aware of the support and tools available to them.

**4) Equality, Diversity and Inclusion** – CLF is committed to advancing equal opportunities for all and eliminating discrimination on any basis, including identified protected characteristics, so that equality, diversity and inclusion underpin all we do.

**5) Environment** – We are committed to reducing our environmental impact in a measurable and tangible way. The environment sub-strategy will ensure pupil engagement in environmental matters in all academies, via the curriculum and through actions that reduce environmental impact, including carbon emissions. Building on actions over recent years, this strategy will develop a coherent, comprehensive approach to environmental matters.

**6) Voice** – CLF is a listening organisation, which uses its greatest asset – its people – to define our strategic choices and to test their effectiveness. The voice sub-strategy will ensure that the federation develops systems for strong systematic gathering of stakeholder voices and a strong understanding of our trust and its impact through the eyes and words of those in the communities we serve.

**7) Exceptional Trust Leadership** – Our ambition is to create a self-improving system that capitalises on the success of the past decade and evolves through this decade to add more value to pupils, staff and their communities. Leadership will be developed across the trust to empower teams and leaders to raise standards in their academies.

Further information on all of our strategy documents can be seen [here](#).



# Our Strategy 2030: Equity Through Education