



Vice Principal

Hanham Woods Academy

Candidate Information Pack



Cabot
Learning
Federation



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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 Vice 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

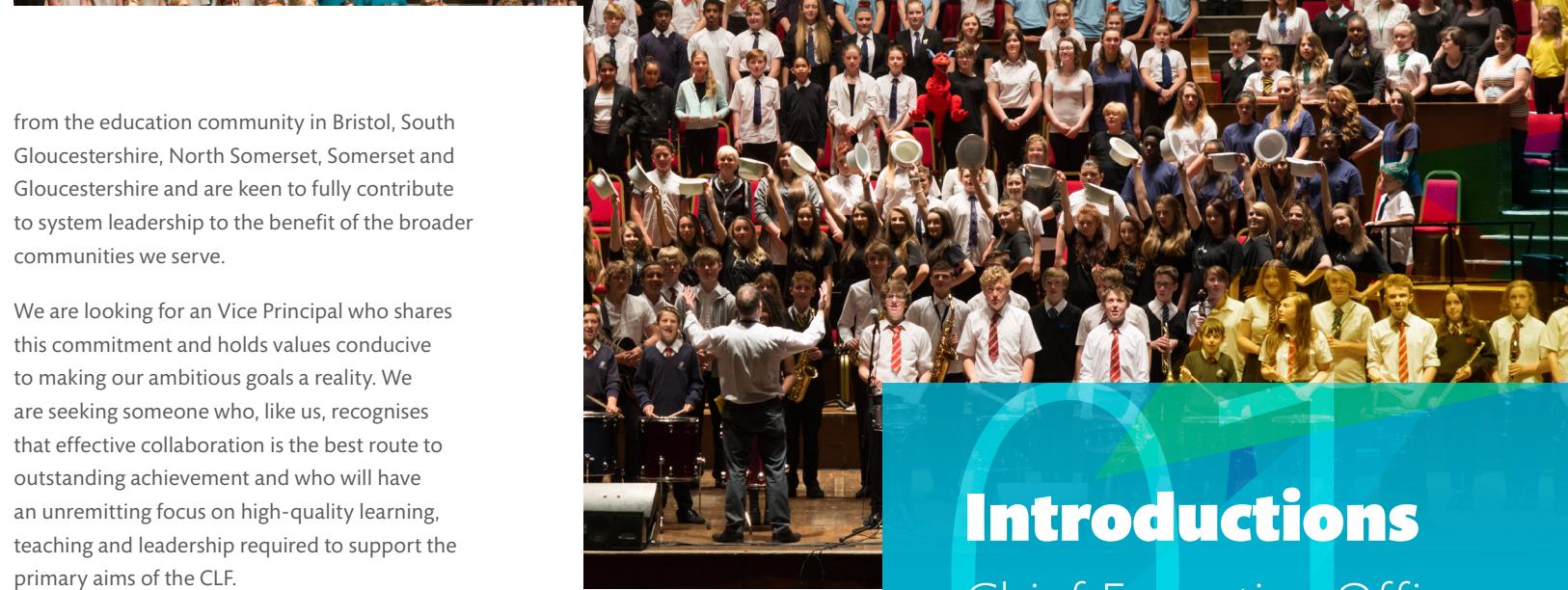
from the education community in Bristol, South Gloucestershire, North Somerset, Somerset and Gloucestershire and are keen to fully contribute to system leadership to the benefit of the broader communities we serve.

We are looking for an Vice 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 Vice 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

Stephen O'Callaghan
Principal

01



Thank you for expressing an interest in the Vice Principal post at Hanham Woods Academy. The Academy is on an improvement journey as we strive to offer the young people from Hanham and surrounding communities a world class education. We want all students regardless of circumstance to 'climb the mountain' to become the best possible versions of themselves so that they have a positive impact within society and lead a happy, purposeful life.

The Vice Principal is a key role in continuing the Academy's improvement journey. The successful candidate will be hard working, dynamic and energetic leader who will be able to inspire and lead our amazing students, hardworking and dedicated staff and passionate senior leaders.

Our mission is to give people the best chance of success. In essence we want all our students to 'Dream Big, Work Hard and Be Kind'. We are seeking to recruit a leader who shares these values and who is relentless in pursuing them. Hanham Woods Academy has a very bright future, and this role offers an excellent opportunity to progress to Principal level. I look forward to receiving your application.

Stephen O'Callaghan
Principal

VICE PRINCIPAL

Contract: Full-time, permanent

Salary: L22 - L26 (£79,112 - £87,253)

Start: September 2024

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 energetic and dynamic leader to join Hanham Woods Academy as our new Vice Principal. Colleagues at Hanham Woods Academy are professional, enthusiastic and committed and work hard to support all children to achieve both personally and academically. There is a strong ethos and culture around high expectations and inclusion; children are well supported and thrive in this learning environment. Together with the Principal, the Vice Principal will work to ensure the smooth and effective running of the school.

CLF has a successful track record of performance delivery across all of its academies; as Vice Principal, you will be able to seize the chance to make a real difference to the lives of the pupils at Hanham Woods and have the drive and passion to 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 unswerving focus on teaching and learning and a strong commitment to collaboration within and beyond the Cabot Learning Federation.

Working within the Trust, you will benefit from excellent peer support from colleagues in similar roles and have 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. Each school 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.

Key Dates

School tours: w/c 10 June 2024

Closing date: 23 June 2024

Shortlisting: 24 June 2024

Interview & assessment dates: 1 & 2 July 2024

***We strongly encourage visiting the academy before applying. Tours of the academy can be arranged by emailing: linda.hall@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 shortlisting 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.

Advert



Hanham Woods Academy



Hanham Woods Academy is an 11-16 Academy in South Gloucestershire close to the border of Bristol. The Academy has a growing reputation both locally and regionally. Whilst we appreciate the unique setting in which the Academy is placed, we work hard to challenge students from a variety of backgrounds to be the best they can be in all areas of life.

The Academy was placed in special measures by Ofsted in October 2017; however, since that time we have been on a rapid improvement journey. Ofsted have visited three times to monitor progress and on each occasion has been impressed by the actions leaders have taken to address the areas for improvement. In November 2019, the Academy was judged to be 'Good'. In 2018 the Academy achieved the best results for a decade and these were matched in 2019. Predictions for future Year Groups show significant improvements in outcomes for the young people of Hanham and surrounding areas.

The Academy joined Cabot Learning Federation in September 2014 and there has been significant investment in the site since this time.

Sport and the Arts feature heavily in the history of the Academy and we regularly achieve local, regional and national honours. We are a Beacon School for Holocaust Education and increasingly, wider academic achievements are being recognised.

The Academy has a strong ethos built on high expectations. Behaviour is good and increasingly students are displaying high aspirations for their futures. The Vice Principal will play a significant role in developing staff to have a profound and lasting impact on students and the wider community.



Job Description

04

VICE PRINCIPAL

L22 - L26 (£79,112 - £87,253)

The Vice Principal's primary responsibilities are:

Supporting the Academy's overall development by:

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

Leading Academy Improvement by:

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

- Ensuring rigorous safeguarding processes are kept up-to-date and complied with by all staff and visitors in the Academy
- Academy wide Self-Evaluation and Improvement Planning
- Leading through an Assistant Principal to deliver outstanding Teaching and Learning
- Leading through an Assistant Principal to deliver outstanding achievement Year 7 to 11
- Leading through an Assistant Principal to deliver outstanding Culture and Ethos
- Performance Management
- Assessment and Curriculum development
- Securing outstanding recruitment and retention
- Managing performance and HR matters
- Synergy of Academy wide systems
- Communication with parents/carers
- Community and public relations
- Ensuring the site provides an outstanding learning environment through careful resource management

Areas of responsibility:

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

Accountability:

- Accountable to the Principal

Leadership:

- The Academy Assistant Principals and staff

Outward-facing role:

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

Has awareness of:

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

Person Specification

The ten skills, qualifications and associated professional experiences essential for the role of Vice Principal

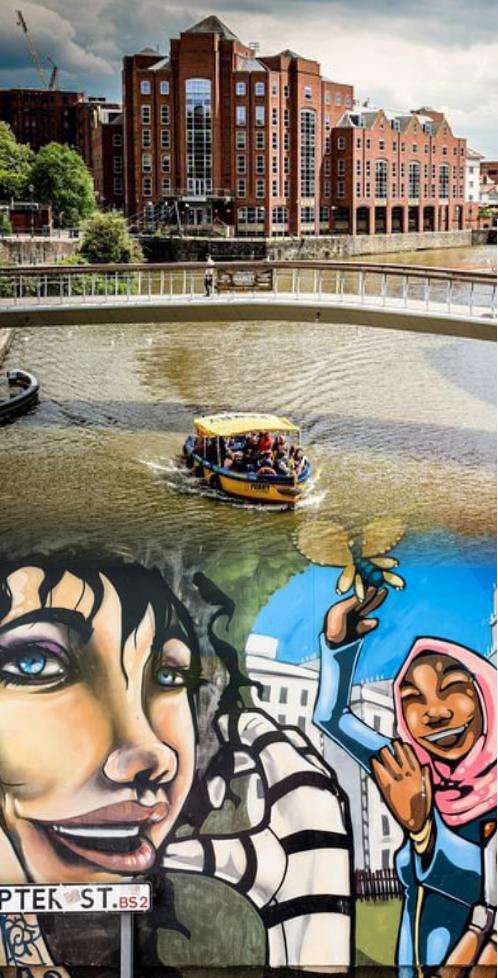
KEY LEADERSHIP SKILL AND/OR KNOWLEDGE	EXPERIENCES REQUIRED
Vision, passion, presence	<ul style="list-style-type: none"> The ability to deputise effectively in the absence of the Principal A track record of creating and implementing a whole-school vision for an improving or a successful school An enthusiast for education and a belief in the potential of young people and staff and their capacity to succeed Able to demonstrate a passionate and visionary approach to teaching and learning
School improvement	<ul style="list-style-type: none"> A track record for leading a school to improved performance, as demonstrated by Ofsted judgements and/or student outcomes over time
Strategically thinking and planning	<ul style="list-style-type: none"> Experience of delivering strategic leadership in a school, leading to demonstrable school improvement Able to think differently, strategically, and creatively in approach to solving problems
Ability to take on leadership in challenging circumstances and challenge underperformance	<ul style="list-style-type: none"> Displays passion for education and dedication to working with students from the full range of our context Extensive experience of developing staff and building teams
An understanding of the principles of effective change management and knowledge of what that means in practice	<ul style="list-style-type: none"> Experience of leading innovation and change management in a school - a successful innovator of school improvement that has impacted positively upon student outcomes, including for vulnerable students
An appetite to seek out and develop innovative practices in education, including implementation of new technologies.	<ul style="list-style-type: none"> Experience of leading advancement in a school to support high-quality learning and teaching
Effective networking skills	<ul style="list-style-type: none"> Experience of working with multi-agencies and other partner organisations and external stakeholders to develop new approaches and accelerate improvement
Self-evaluation and scrutiny	<ul style="list-style-type: none"> Understanding of the principles and practice of effective self-evaluation and preparation for inspection Experience of leading a school successfully through inspections and other external scrutiny processes
Understanding of student motivation, engagement, behaviour and attitudes to learning	<ul style="list-style-type: none"> Experience of re-motivating disengaged learners in school, improving attendance, behaviour and pupil performance, including for vulnerable pupils.
Commitment to self-development and own learning	<ul style="list-style-type: none"> Degree and teaching qualification Qualified teacher status Recent and relevant leadership development/training

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



Senior Leadership in the Cabot Learning Federation



07 Location Bristol

This vibrant city and county in South West England has a population of 463,400. The urban area population of 724,000, including South Gloucestershire, is the eighth largest in the UK. The city lies between Gloucestershire to the north and Somerset to the south. South Wales lies across the Severn estuary. A ten-minute drive will take you from the heart of the city to the countryside. Bristol is centrally placed, two hours from London, the Midlands and the south coast and a 40-minute drive to South Wales.

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

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

The diversity and radicalism of Bristol is evident in its history where suffragettes campaigned for women's rights and university students and local

Black leaders initiated the Bristol Bus Boycott against the 'colour bar' in Bristol buses, leading to the introduction of the first Race Relations Act. Bristol is known for its 'One City' Approach, which brings together a wide range of public, private, and third-sector partners. They share an aim to make Bristol a fair, healthy and sustainable city. A city of hope and aspiration, where everyone can share in its success.

There are a wide range of properties on the market from new apartments to family homes. Properties in Bristol had an overall average price of £322,244 over the last year. The majority of sales in Bristol during the last year were terraced properties, selling for an average price of £306,719.

Once languishing at the bottom of the school league tables, there has been a major investment in schools in Bristol and the surrounding areas. This has led to a continued improvement in exam results both within the Cabot Learning Federation and schools across the wider area.

There are several world-class attractions in Bristol, including Britain's most acclaimed historic ship, the SS Great Britain, its iconic suspension bridge (both built by Isambard Kingdom Brunel), the world's fifth-oldest zoo, and an outstanding network of free city museums. Bristol is also home to Britain's oldest working theatre, The Bristol Old Vic, which was recently newly refurbished and showcases some of the most cutting-edge theatre in the country. The M Shed museum explores local social and industrial heritage. The harbour's 19th-century

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

Bristol plays host to major festivals throughout the year: the Bristol Balloon Festival, The Harbour Festival, Brisfest, St. Paul's Carnival and Grillstock to name but a few. From major West End shows to stand-up comedy and performing arts festivals. Bristol has plenty of plays and productions to suit all tastes. Bristol's harbourside remains the buzzing hub of the city. The harbourside is now an attractive, modern development filled with restaurants, bars, shops and hotels, with the long stretch of waterway making for lovely strolls on either side of the harbour.

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

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

Application and Selection Process

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

Action	Date
School tours:	w/c 10 June 2024
Closing date:	23 June 2024
Shortlisting:	24 June 2024
Assessment & interview dates:**	1 & 2 July 2024

We strongly encourage visiting the academy before applying. Tours of the academy can be arranged by emailing: linda.hall@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 shortlisting 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 Vice 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 Vice 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 Vice 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, need additional information or wish to have an informal discussion, please email Linda Hall, Senior Operations Manager: linda.hall@clf.uk

Cabot Learning Federation



Background

The journey that has seen the development of the Cabot Learning Federation (CLF) began in September 2007 when John Cabot Academy (JCA) and Bristol Brunel Academy (BBA) were opened on the same day. In September 2009, we were joined by Bristol Metropolitan Academy (BMA) and the CLF was formed, jointly sponsored by Rolls Royce PLC and the University of the West of England.

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

The fundamental mission of the CLF is that its work will enable Equity through Education by 2030. In uncertain times, it is through the ubiquitous culture of excellence and the highest standards in all aspects of its work that the CLF will be best placed to respond to the needs of its stakeholders throughout the period up to 2030 and beyond.

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.

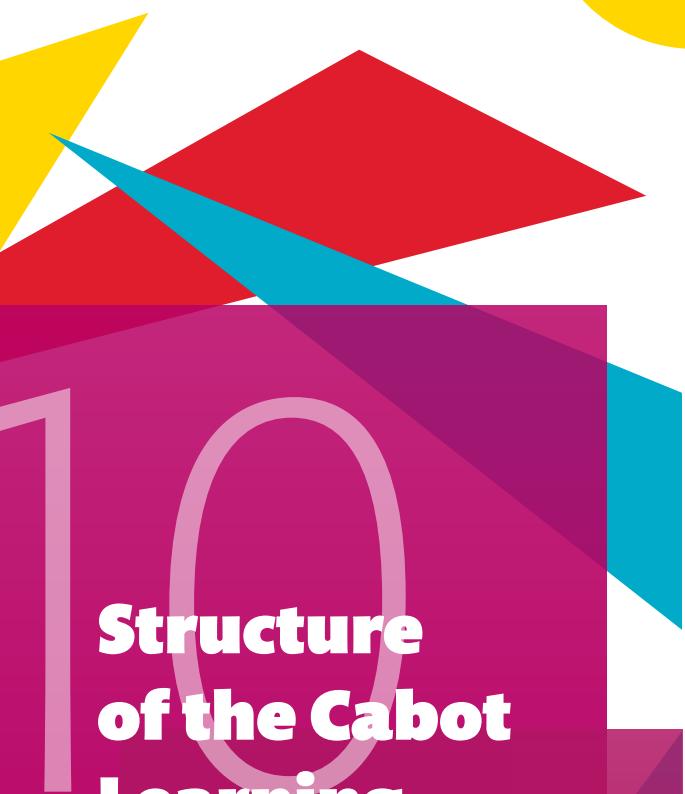
The CLF is actively committed to engaging with and representing all of its diverse regional communities, with a Diversity and Inclusion agenda at the heart of its operational strategy.

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

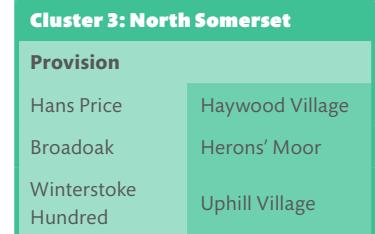
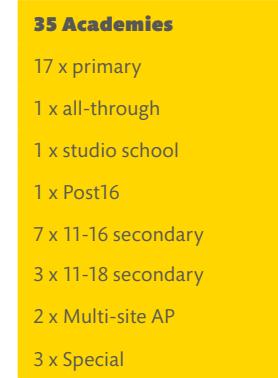
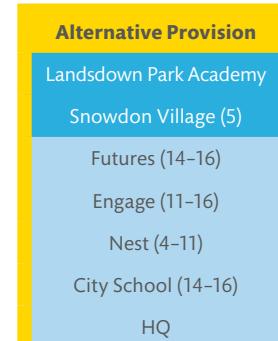
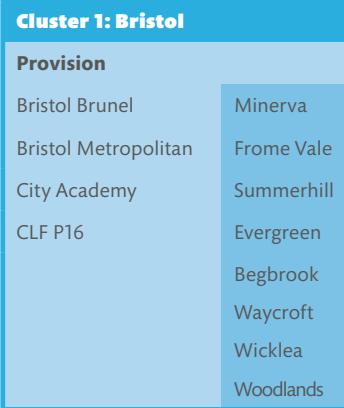
- Begbrook Primary Academy – Primary (BPA)
- Bristol Brunel Academy – Secondary (BBA)

- 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)

Structure of the Cabot Learning Federation



Secondary Primary



Central Professional Services Teams

Operations

- Admin
- Communications
- Governance

IT

- IT Services

HR

- HR Services

Finance

- Finance
- Procurement

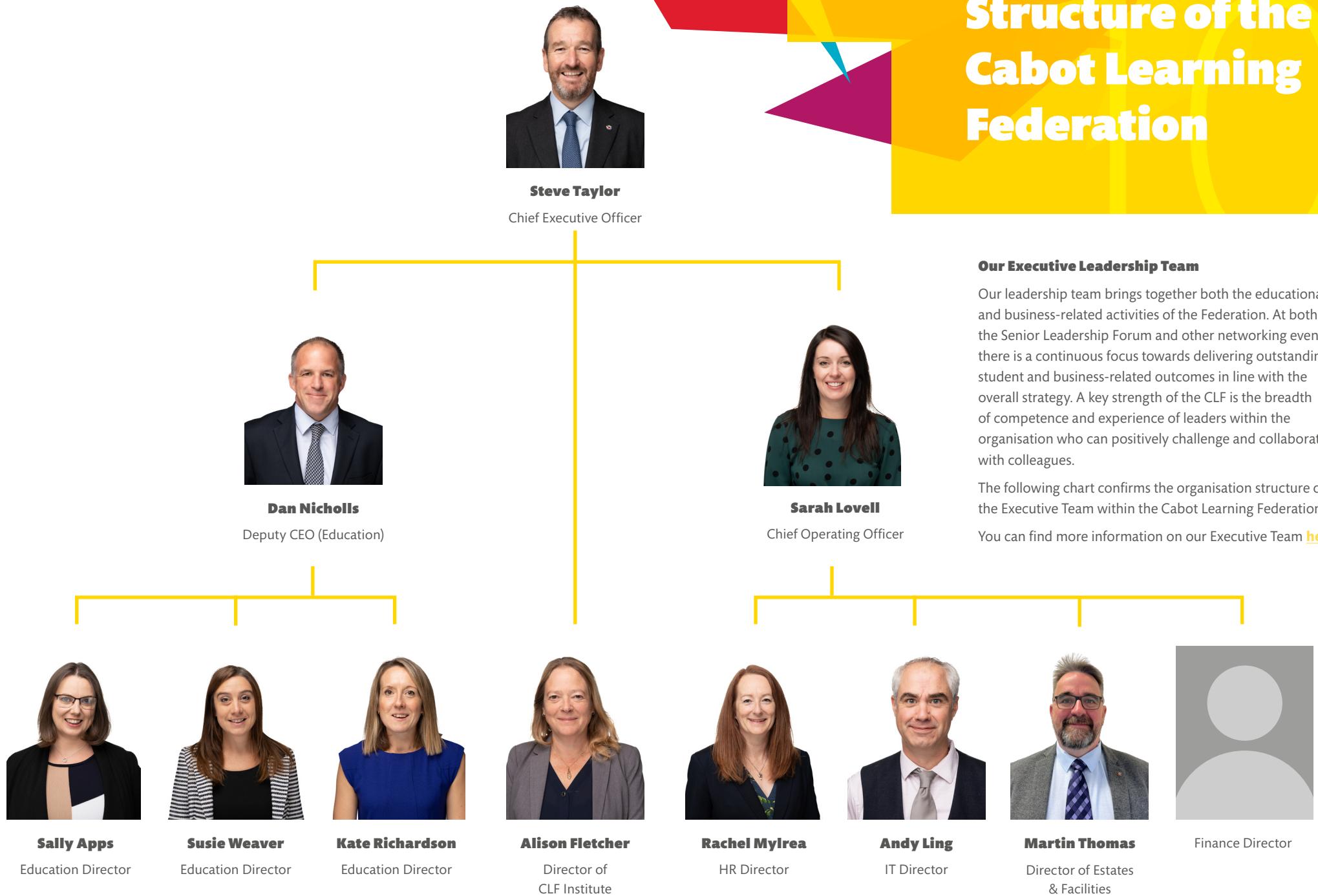
Estates & Facilities

- Estates
- H&S
- Leisure and Lettings

Pupil Related

- Attendance
- Data
- Safeguarding

Structure of the Cabot Learning Federation

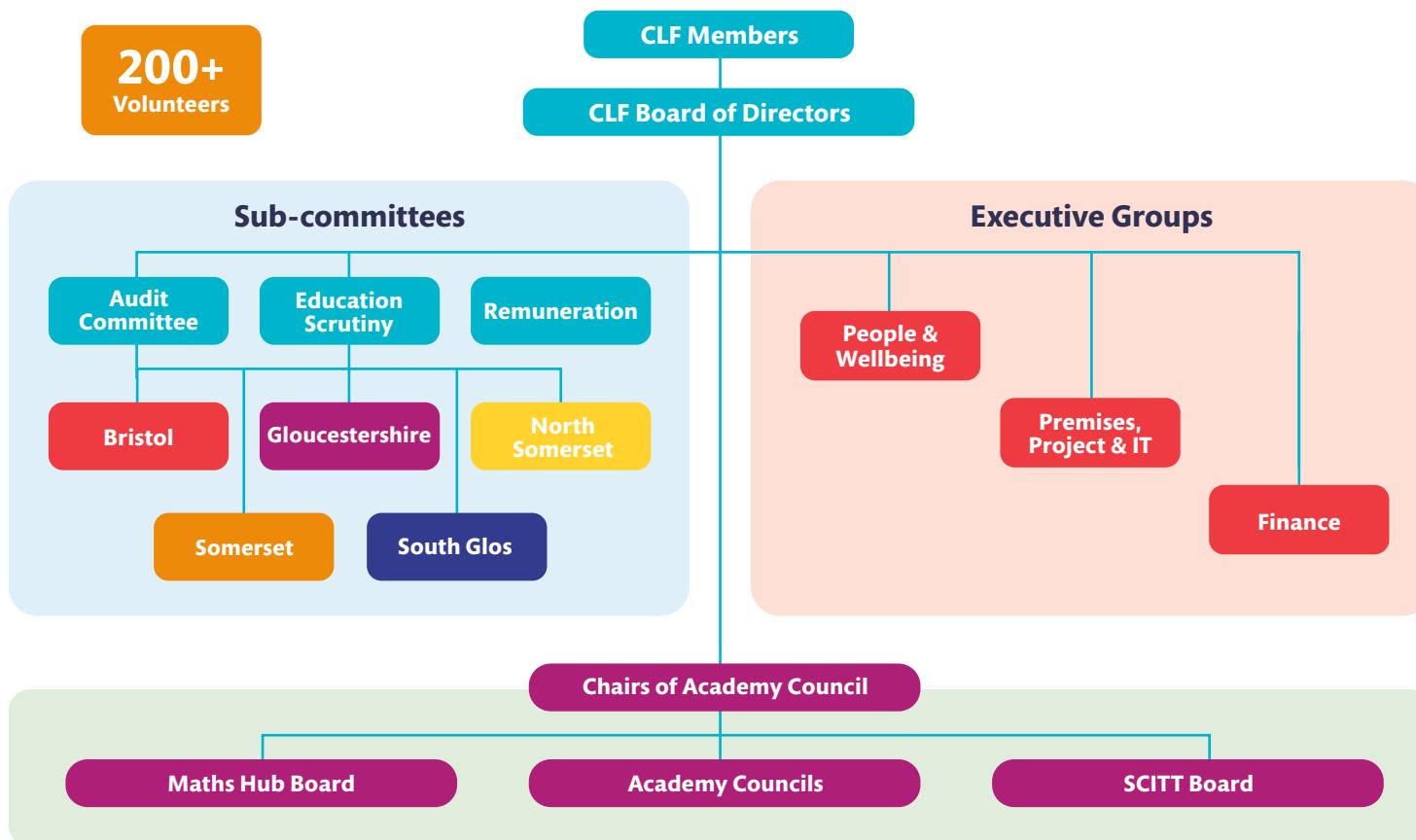


Governance

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, 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



CLF Institute & Professional Development



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.

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.



Our Vision

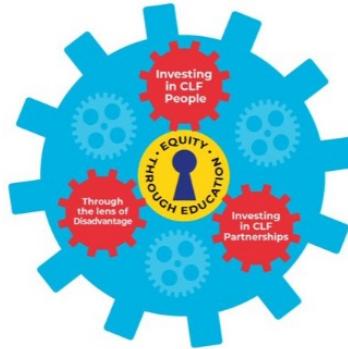
We believe that by **working together** rather than in isolation, we can **accelerate school improvement**, embed excellence in our academies, and deliver our mission. The hallmarks of our vision are:

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



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.





13 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.

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**