Cabot Learning Federation

Inspiring Learning.
Transforming Futures.



Teacher Candidate Information Pack

Your journey to becoming a CLF teacher starts here.



Contents

03	CLF Introduction
04	Our Mission, Vision & Values
05	Our Strategy
06	The Cabot Learning Federation
08	The Institute
10	Job Description
14	Additional Expectations
15	Person Specification
16	Benefits
18	Working at Cabot Learning Federation
19	Applying
20	Contact

In partnership with

ROLLS ROYCE

UWE Bristol | University of the West of England

CLF Introduction

On behalf of the Board of the Cabot Learning Federation (CLF), we thank you for your interest in a teaching career with our trust.

Cabot
Learning
Federation





By downloading this pack, you have taken a first step towards a rich and rewarding career shaping young lives within a trust which is home to 37 academies operating across differing phases and specialisms, and grouped in five clusters in Gloucestershire, South Gloucestershire, Bristol, North Somerset and Somerset.

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

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

Those who join us become part of a team of 3,000 colleagues, all of whom are committed to a shared moral purpose of providing the best opportunities and educational experiences for every young person within our schools.

You will be joining an organisation with a proud and proven track record of growing leaders and creating opportunities for career development at all levels.

We promote a culture in which openness to peer and external scrutiny and an active willingness to share and promote the very best practice are key factors in the improvement of our schools.

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

We very much hope the opportunities and challenges facing the CLF will excite you, as they do us, and we hope that, after having read the contents of this pack, you will feel inspired to take your interest further and join us on the next chapter of our story.

S. Taylor

Sir Steve Taylor
Chief Executive

Our Mission, Vision and Values

OUR MISSION

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

OUR VISION

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

The hallmarks of our vision are:

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

OUR VALUES

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



CLF CORE PURPOSE

H — Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.

E — Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.

A — Champion the success and life chances of **All children**.

R — Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.

T — Harness our **Togetherness** to achieve more, collaborating proactively in seamless unity.

Our Strategy 2030:
Equity through Education

CORE PURPOSE

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

INVESTING IN CLF PEOPLE

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

INVESTING IN CLF PARTNERSHIPS

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

THROUGH THE LENS OF DISADVANTAGE

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





Cabot Learning Federation

BACKGROUND

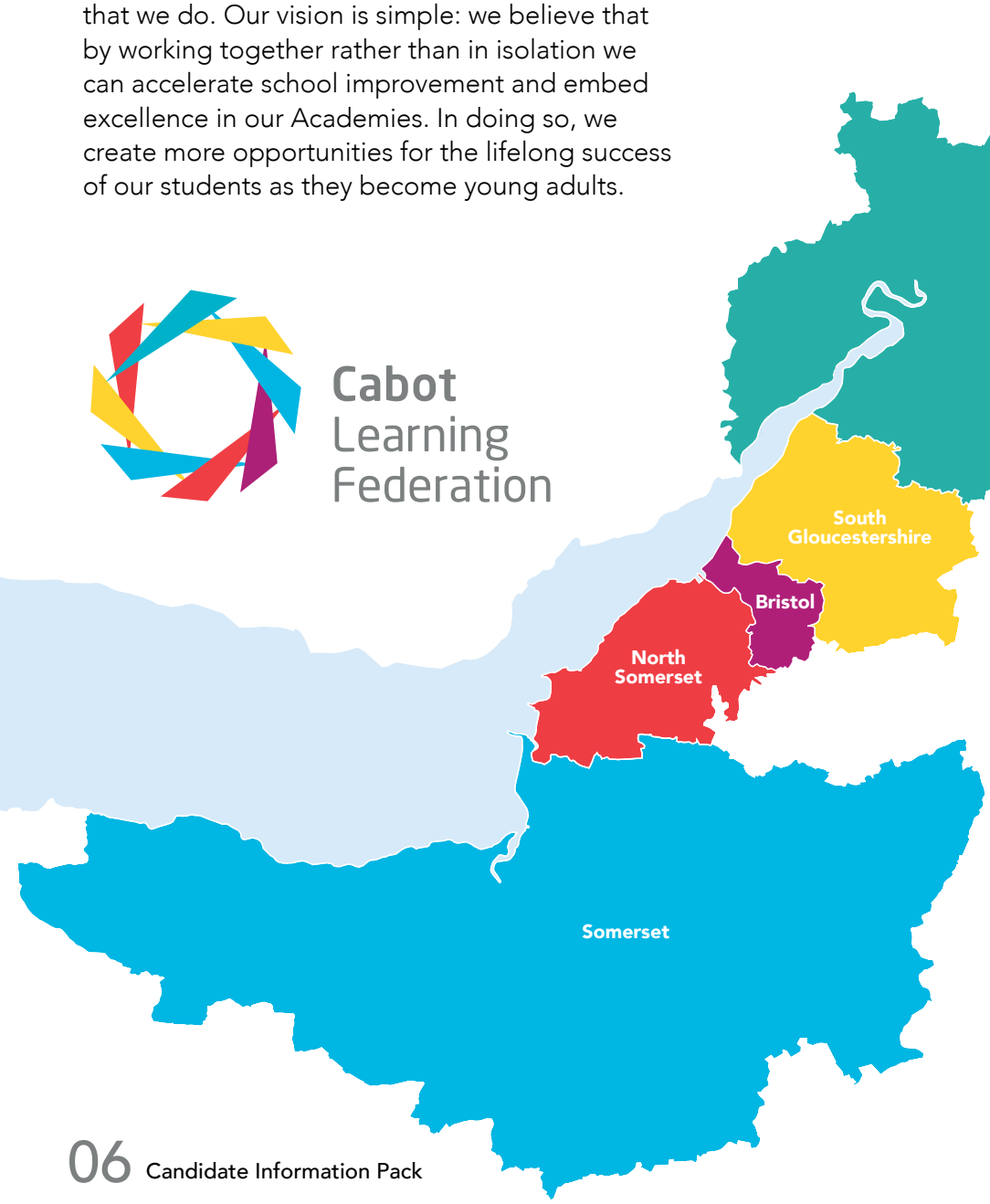
The journey that has seen the development of the Cabot Learning Federation (CLF) began in September 2007 when John Cabot Academy (JCA) and Bristol Brunel Academy (BBA) were opened on the same day. In September 2009, we were joined by Bristol Metropolitan Academy (BMA) and the CLF was formed, jointly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

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

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

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

Cabot Learning Federation



37 Academies

3,000 Employees

18,000 Pupils (Aged 2-19)

400 Volunteer Governors

BRISTOL

Primary

- Evergreen Primary Academy
- Begbrook Primary Academy
- MINERVA PRIMARY ACADEMY
- Frome Vale Academy
- Woodlands Academy
- Waycroft Academy
- WICKLEA ACADEMY
- Summerhill Academy

Secondary

- BRISTOL METROPOLITAN ACADEMY
- City Academy
- Bristol Brunel Academy

Post-16

- P16 CABOT LEARNING FEDERATION

Alternative Provision

- LANSDOWN PARK ACADEMY
- Snowdon Village
  POSITIVITY | EQUITY | RESILIENCE | LOVE
- The Nest
- Engage
- Bristol Futures

SOUTH GLOUCESTERSHIRE

Primary

- King's Oak Academy
- Wallscourt Farm Academy

Secondary

- King's Oak Academy
- Hanham Woods Academy
- JOHN CABOT ACADEMY

Post-16

- Digitech Studio School Bristol

Alternative Provision

- Snowdon Village
  POSITIVITY | EQUITY | RESILIENCE | LOVE
- City School

NORTH SOMERSET

Primary

- Uphill Village Academy
- Herons' Moor Academy
- Haywood Village Academy
- Airfield Primary Academy

Secondary

- Hans Price Academy
- BROADOAK ACADEMY

Secondary & Post-16

- WHA WINTERSTOKE HUNDRED ACADEMY

Special

- LIME HILLS ACADEMY

SOMERSET

Primary

- Castle Primary School
- Priorswood Primary School
- Minerva Primary School
- The Redstart Primary School

Secondary

- KINGSMEAD
  Achieving through Caring

Secondary & Post 16

- Monkton Wood Academy

Special

- The SKY ACADEMY

GLOUCESTERSHIRE

Primary

- QUEEN MARGARET PRIMARY ACADEMY

Secondary & Post 16

- TEWKESBURY ACADEMY

Special

- BROOK ACADEMY
  EQUITY, RESILIENCE, AND TOGETHERNESS

Institute



CLF Institute

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

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

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

Department for Education



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

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

SCITT

Ofsted Outstanding Provider

Five Counties
Teaching
School Hubs
Alliance

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

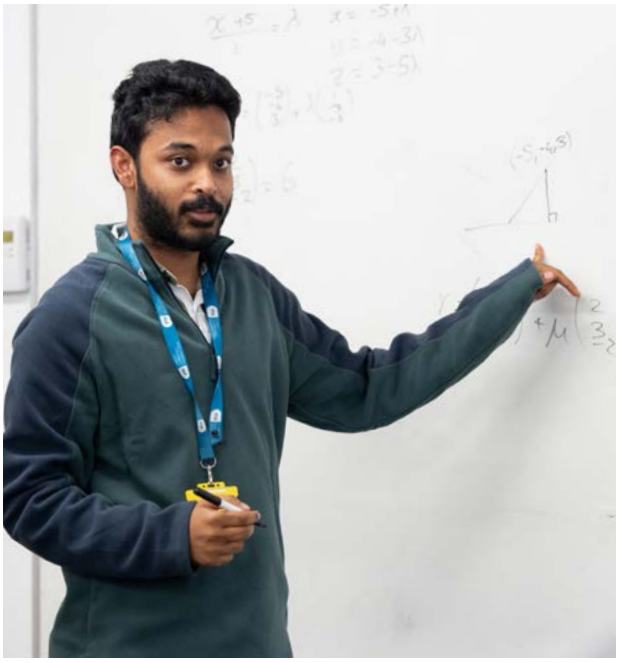
Integral to RISE delivery
MATHS HUBS
BOOLEAN

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



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

Job Description



JOB SUMMARY

All teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are reflective and self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their pupils.

Upper Pay Scale teachers are highly competent in all elements of the Teachers' Standards and their achievements and contribution are substantial and sustained.

MAIN PAY SCALE (MPS)	UPPER PAY SCALE (IN ADDITION TO MPS)

Sets high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Positively impact and influence colleagues in the setting and delivery of high expectations.
- Provide supportive challenge to colleagues to create appropriate and stretching pupil goals.
- Exemplify to others strong pupil interactions and high behaviour expectations of all pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Exceed pupil-based expectations.
- Support colleagues in the development and implementation of strategies that lead to good progress and outcomes.

MAIN PAY SCALE (MPS)	UPPER PAY SCALE (IN ADDITION TO MPS)

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

- Achieve an excellent understanding of the curriculum and develop others in their knowledge.
- Contribute positively towards development of the Federation's curriculum and the associated high expectations for achievement of all students.
- Model high standards in developing literacy through the curriculum.



Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Deliver lessons safely.

- Teaching consistently good and frequently outstanding lessons.
- Support colleagues to ensure teaching is prioritised and is the key driver for delivering the curriculum.
- Support the leadership of learning building on own consistently good practice.
- Where there are barriers to pupil progress pro-actively support colleagues with the design and delivery of appropriate strategies.
- Support teachers' empowerment and facilitate to follow the CLF teaching framework.
- Lead in creating a culture through which teachers enjoy teaching and thrive within the trust.

MAIN PAY SCALE (MPS)	UPPER PAY SCALE (IN ADDITION TO MPS)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- Proactively support colleagues to understand their cohort and offer solutions to overcome barriers to learning.
- Proactively identify higher attaining students and support the development of appropriate stretch and challenge.
- Contribute within the wider team on how to successfully support students with varying needs to access the curriculum and achieve good progress.



Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- Support colleagues in their understanding of how to use formative and summative assessment to achieve good progress.
- Take a pro-active and curious approach to review of pupil-based data to support colleagues in their interpretation of data and application of appropriate interventions and strategies to achieve good progress.
- Lead on intelligent use of assessment.

MAIN PAY SCALE (MPS)	UPPER PAY SCALE (IN ADDITION TO MPS)

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Escalate safeguarding concerns immediately to the Principal and/or Designated Safeguarding Lead.

- Take a leading role in ensuring behaviour management systems are implemented consistently, so that effective learning can take place.
- Support colleagues experiencing challenging pupil behaviour towards a successful solution.

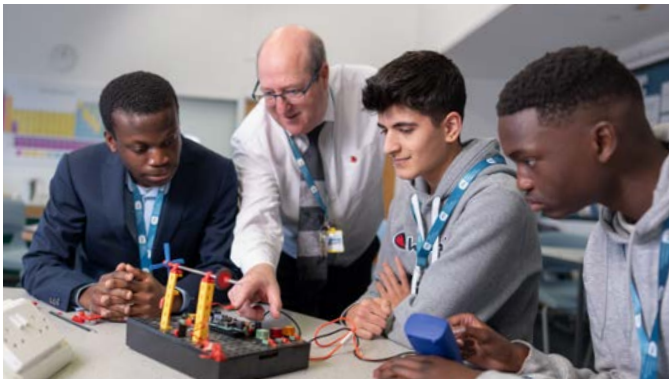
Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving own teaching through appropriate professional development (including attendance at off-site Federation wide CPD), responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Proactive and passionate about equality, diversity and inclusion.
- Communicate effectively with people from a variety of backgrounds.
- This role involves working with children on a daily basis and is therefore in regulated activity.

- Support a culture of positivity and a solution focussed working environment.

Person Specification

The six skills, qualifications and behaviours essential for the role of a teacher.



ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
1 **Qualifictions**	• Qualified Teacher Status • Evidence of degree • PGCE qualification or route into teaching qualification	• Evidence of additional qualifications or training
2 **Experience**	• Experience of teaching, or substantial classroom practice, within the age phase relevant to this post (e.g., Early Years, Primary, Secondary, or Post-16). This may include teaching placements completed as part of a recognised teaching qualification • Experience of planning and delivering a coherent, sequenced curriculum • Experience of adapting teaching and using data to inform planning and intervention • Experience of working with pupils from diverse backgrounds with a wide range of educational, social and pastoral needs • Experience of working collaboratively with colleagues, parents, and external professionals	• Experience of teaching in other Key Stages • Experience of teaching in a diverse context • Experience of contributing to whole-school initiatives or improvement priorities
3 **Associated Skills**	• Effective teacher with evidence of raising standards • Good subject knowledge, particularly in English and mathematics and relevant subjects taught • Adapt teaching to enable all pupils to understand and make good progress • Effective use of assessment to monitor progress and set challenging targets • Work safely ensuring the wellbeing of children and young people • Maintains high expectations and ambition for all pupils, using secure behaviour management strategies to create a positive learning environment • Strong classroom practice that promotes pupil independence and resilience	• Models a commitment to being a lifelong learner

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
	• Ability to communicate clearly and professionally with pupils, colleagues, and parents and other stakeholders • Competent use of technology to support learning and efficient systems of working	
4 **Application**	• Candidates should indicate their areas of expertise clearly • Evidence of how professional learning has informed classroom practice • A brief statement outlining how the candidate meets the Teachers' Standards	• An indication of any projects or initiatives you have participated in or led and their impact
5 **Associated Skills**	• Acts with integrity, honesty and professionalism, demonstrating the professional behaviours expected within the Teachers' Standards • Upholds safeguarding responsibilities and promotes pupils' wellbeing at all times • A commitment to personal reflection and continual development • Demonstrates a proactive and solution-focused approach to teaching and professional responsibilities • Responds constructively to challenges and feedback • Adapts effectively to changing priorities and the needs of pupils and the school • Shows consistent reliability and professionalism in carrying out responsibilities • Shows a commitment to CLF core purpose - our HEART values • A strong commitment to equity, diversity, inclusion and anti racism, demonstrated through practice and professional learning	• Interests outside school • IAn interest and commitment to contribute to the broader life of the school
6 **References**	• Two fully supportive references to cover all the candidate's professional and personal qualities. The post will also require a satisfactory disclosure check (DBS) at an enhanced level	

Additional Expectations

TEACHERS WILL:
Be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.

- Be committed to safeguarding and promoting the welfare of children and young people.
- Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- Demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
- Comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- Comply with financial regulations and ensure effective management and appropriate use of CLF resources to achieve value for money.
- Commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post.
- Secondary teachers will be primarily deployed to teach their specialist subject area, however may on occasions be required to teach outside of the specialism.

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



Benefits of working at Cabot Learning Federation

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

EMPLOYEE ASSISTANCE PROGRAMME

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

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

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

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

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

EDENRED

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



There is something for everyone, from supermarkets and high street stores to home improvements, holidays, days out, and eating out. Edenred also has offers for private medical insurance, health cash plans and gym discounts. As a new joiner, you will receive an invitation email from Edenred mylifestyle with access to the portal.

FLU JABS

We support colleague wellbeing by offering free annual flu vaccinations to those who are not eligible for an NHS vaccination.
Information on how to access the scheme is shared through our Heartbeat newsletter during Term 1 each year.

TEACHERS' PENSION SCHEME

As a teacher with CLF, you will be automatically enrolled into the Teachers' Pension Scheme, subject to the scheme's eligibility criteria. The TPS is a valuable defined benefit pension scheme, providing you with a secure income in retirement based on your pensionable salary and service.

CYCLE2WORK
You can purchase a bike through the Cycle2Work scheme, allowing you to save money through tax benefits while using your bike for commuting.

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

IT BENEFITS
As a CLF employee, you are entitled to access free downloads of the Office suite of programmes (Word, Excel, PowerPoint etc). You will also be able to download a free anti-virus software, provided by Sophos, for home use. Sophos extends to up to 10 devices so family members can benefit as well.

EMPLOYMENT MANUAL
The CLF's employment manual provides a framework of policies, guidance and expectations within which we all work. We are proud of our commitment to equality and diversity within this manual and the policies we have developed, which all have a family-friendly focus and have the wellbeing of our staff at the centre. You will be asked to read this as part of your induction and probation process.

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

CLF CONFERENCE

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







Working at Cabot Learning Federation

We asked our teachers to share how they felt about their jobs and being part of the CLF. Here are some of their thoughts. You can watch the full video and interviews with other members of staff on the CLF careers website here.



JOSH STERLING
Teacher of Business

"We have Federation Network Nights where we can sit down and discuss planning and things like that.

You can always go to someone if you need some support. You can always just have a really good chat and a laugh with people."

"You will be welcomed in, and be part of a really great team. Not just within the school that you're looking to work in, but within the CLF as well."



KELLY GREATOREX
Deputy Head of Maths



GEMMA THOMPSON
Teacher

"We do CPD (Continuing Professional Development) every week, to help us all progress, and I think that also helps with team spirit, that we're all collectively doing CPD together.

It's the best thing I ever did, I would recommend it to anyone. Knowing that there are children who are coming in because of you, you will always be someone's reason why."

Applying for a Teaching Role

We welcome applications from individuals who are committed to championing the success and life chances of all children within our trust. If you would like more information about our current vacancies, please visit our careers website: www.clf.uk/careers this will then direct you to the Eteach platform where you can submit your application.

If you are passionate about education and eager to make a difference but can't see an opportunity that matches your requirements/location/subject, you can keep updated with future vacancies by joining our Candidate Talent Pool - CLF Talent Pool

As part of our commitment to Keeping Children Safe in Education (KCSIE), we do not accept CVs – a full education and employment history must be provided through our application form.

We reserve the right to close this vacancy early, should we receive a high level of interest in the role. Therefore, candidates are advised to apply at their earliest convenience to avoid missing out.



COME AND SAY HELLO!

We welcome visits from potential candidates. If you would like to arrange a school visit prior to the closing date, please contact the academy/site directly to arrange a suitable appointment.

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

disability confident COMMITTED

Contact Us

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

Recruitment team
recrutiment@clf.uk
Tel: 0117 2446230 Ext: 2128

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