“Where else could you learn to fly aerobatics, visit Royal Air Force Stations, tour foreign countries, play sports from local to international level, learn the skills to lead expeditions, become a target shooting marksman, gain your Duke of Edinburgh Awards, canoe through white water, assist your community, join a band, learn aviation subjects, go caving, parachute, climb, sail, ski...? These and much more are readily available to you as a member of the Air Cadet Organization.”

Air Commodore Jon Chitty OBE.
Introduction

The school cadet organisation originates from 1859, when schools at Eton, Harrow, Rugby, Rossall, Felsted, Hurstpierpoint, Winchester and Tonbridge formed armed uniformed units as part of a national reserve to counter a perceived threat from abroad. By 1900, cadet units were established in over 100 schools across the country and in 1908, these units were re-titled the Officer Training Corps (OTC). In 1948, the OTC was renamed the Combined Cadet Force.

The aim of the Combined Cadet Force is to provide a framework through which young people develop the qualities of team work, self-reliance, resourcefulness, leadership and responsibility. A weekly programme of military training is designed to give young people at King’s a chance to exercise responsibility and leadership, to provide them with knowledge of our defence forces, and to encourage those who might be interested in becoming officers of the Armed Services. Uniform members of the Combined Cadet Force will regularly stay on Royal Air Forces bases, therefore it is important that cadets are able to demonstrate an awareness of the structure and organisation of the Royal Air Force, its role in the defence of the United Kingdom and her interests and the operations in which the Royal Air Force are currently engaged.

The self-confidence and self-discipline required in service life are equally vital in the civil life of the nation today. As such, the King’s CCF also aims to engender a sense of public service and provides opportunities to take part in some military training together with outdoor activities, including the Duke of Edinburgh Award and leadership qualifications accredited by the Institute of Leadership & Management which they will find very useful in the outside world. Furthermore, Adventure Training and Challenge Pursuits are seen as a very important part of the Cadet Experience, defined as challenging outdoor training in specified activities, involving controlled exposure to risk, to develop leadership, teamwork, physical fitness, moral and physical courage among other personal attributes and skills vital to the development of the rounded cadet.

This Aide Memoire has been specially designed to assist you in your understanding of the role, remit and composition of the Combined Cadet Force (CCF) Royal Air Force (RAF) Section, as well as how the CCF fits into the RAF in its present form. Whether you have aspirations to apply for a military commission in the future or just to gain invaluable experience from being part of the King’s CCF Officer Cadre, you will be able to digest and apply huge amounts of important information from this booklet throughout your journey within the King’s CCF.

Per Ardua ad Astra

Flight Lieutenant Dr Andrew Reay PhD RAF
Section 1: Background

The Royal Air Force
The RAF was founded on 1st April 1918 through the merging of the Royal Flying Corps and the Royal Naval Air Service. The creation of the new force, with Lord Sir Hugh Trenchard as first Chief of the Air Staff, was based on the Smuts Report, prepared by Field Marshal Jan Smuts, for the Imperial War Cabinet on which he served.

Motto of the Royal Air Force – ‘Per Ardua ad Astra’
The motto of the Royal Air Force dates back to 1912 and the formation of the Royal Flying Corps (RFC). The first Commanding Officer of the RFC (Military Wing) was Colonel Frederick Sykes. He asked his officers to come up with a motto for the new service; one which would produce a strong esprit de corps. A junior officer, JS Yule, mentioned the phrase “Per Ardua ad Astra”, which he translated as, “Through Adversity to the Stars”. Colonel Sykes approved of this as the motto and forwarded it to the War Office. It was then submitted to the King, who approved its adoption. It is particular to the Royal Air Force and has been made famous by the heroic and courageous deeds of our air forces over the years.

Role of the Royal Air Force
The Royal Air Force’s role, in conjunction with the defence organisations, is to deliver the UK Defence vision:
- Defend the UK and its interests
- Strengthen international peace and stability
- Be a force for good in the world

The Royal Air Force Vision
‘An agile, adaptable and capable Air Force that, person for person, is second to none, and that makes a decisive air power contribution in support of the UK Defence Mission.’

Royal Air Force Command Structure
The Defence Council of the United Kingdom, part of the Ministry of Defence (MOD), is the legally entrusted body responsible for the defence of the United Kingdom and its overseas territories. The Defence Council is headed by the Secretary of State for Defence. It consists of three service boards, the Admiralty Board, the Army Board and the Air Force Board.

The Air Force Board is the management board of the Royal Air Force, consisting of several high ranking officers including:

AS OF JULY 2014
Chief of the Air Staff (CAS)
AIR CHIEF MARSHAL Sir Andrew Pulford KBE CBE RAF
Assistant Chief of the Air Staff (ACAS)
AIR VICE MARSHAL Edward Stringer CBE MA BEng RAF
Deputy Commander Operations
AIR MARSHAL Greg Bagwell CB CBE MSc RAF
Deputy Commander Capability & Air Member for Personnel
AIR MARSHAL Baz North OBE MA RAF
Air Marshall for Materiel
AIR MARSHAL Simon Bollo MBSC CENG RAF
Section 2: Structure of RAF

Commands
While there used to be individual commands responsible for various aspects of the RAF; for example, bombers, fighters, personnel and training, etc., there is now only one: AIR COMMAND.

Air Command is headed by the CinC Air and its headquarters, HQ Air Command, is situated at RAF High Wycombe in Buckinghamshire.

The current structure of the RAF, consisting of a single command, was formed on April 1st 2007, merging what were two separate commands, Strike Command and Personnel & Training Command. On the diagram below the shaded boxes highlight the route from HQAC to Air Command.
Groups

Commands of the Royal Air Force are divided into groups, responsible for various types of operation. As of April 1st 2007, Air Command consists of three groups:

<table>
<thead>
<tr>
<th>No 1 Group</th>
<th>No 2 Group</th>
<th>No 22 (Trg) Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand, control, and exploit the battle space in order to deliver battle winning Combat Air Power and to support the generation, development and sustainment of the RAF’s Support Helicopter Force so that they can best meet the JHC Mission.</td>
<td>To generate and develop effective combat support. There are 3 distinct elements within No 2 Group – Air Transport and Air-to-Air Refueling (AT/AAR); Intelligence Surveillance, Targeting and Reconnaissance (ISTAR); and Force Protection (FP).</td>
<td>To underpin the military effectiveness of the RAF and the other Services by timely provision of appropriately trained military and civilian personnel.</td>
</tr>
</tbody>
</table>

Stations

An RAF station is a permanent location of the RAF’s operations. Stations are sub-divided into wings; therefore, a station will usually have more than one wing and varying numbers of squadrons.

Wings

A wing is either an independent sub-division of a group, or an administrative sub-division of an RAF station. Independent wings are usually a collaboration of two or more squadrons which make up their own independent group.

In March 2006, the RAF formed nine Expeditionary Air Wings (EAWs) for different areas of operation. These EAWs were allocated nine operating bases throughout the UK. These EAWs are headed by a Group Captain who is the Station Commander of their respective stations.

The different roles of the EAWs are shown in the following table:

<table>
<thead>
<tr>
<th>Station</th>
<th>EAW</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAF Waddington</td>
<td>No 34 EAW</td>
<td>ISTAR</td>
</tr>
<tr>
<td>RAF Lyneham</td>
<td>No 38 EAW</td>
<td>Air Transport</td>
</tr>
<tr>
<td>RAF Coningsby</td>
<td>No 121 EAW</td>
<td>Multi Role</td>
</tr>
<tr>
<td>RAF Cottesmore</td>
<td>No 122 EAW</td>
<td>Fighter &amp; Ground Attack</td>
</tr>
<tr>
<td>RAF Leuchars</td>
<td>No 125 EAW</td>
<td>Fighter</td>
</tr>
<tr>
<td>RAF Leeming</td>
<td>No 135 EAW</td>
<td>Fighter</td>
</tr>
<tr>
<td>RAF Marham</td>
<td>No 138 EAW</td>
<td>Fighter &amp; Ground Attack</td>
</tr>
<tr>
<td>RAF Lossiemouth</td>
<td>No 140 EAW</td>
<td>Fighter &amp; Ground Attack</td>
</tr>
<tr>
<td>RAF Kinloss</td>
<td>No 325 EAW</td>
<td>Maritime Patrol &amp; Surveillance</td>
</tr>
</tbody>
</table>

There are now four EAWs based in the Middle East in addition to the nine UK-based EAWs.
**Squadrons**

A flying squadron, usually commanded by a Wing Commander, is an aircraft unit at a particular station which carries out the primary tasks of the RAF. Each consists of around 100 personnel and 12 aircraft (16 for Tornado F3 squadrons).

A squadron can also be a small operational or administrative unit of an RAF station, for example, the Air Traffic Control squadron of a particular station. These are usually commanded by a Squadron Leader.

**Flights**

Flights are simply divisions of a squadron.
- Flying squadrons usually have an A and a B flight, both commanded by a Squadron Leader.
- The small operational/administrative squadrons are also divided into flights; each commanded by a more junior officer, usually a Flight Lieutenant.

**A Brief History of the RAF**

The history of the Royal Air Force spans nearly a century of British military aviation. After WW1, the RAF was greatly reduced in size and during the inter-war years it was used to "police" the British Empire. The RAF underwent rapid expansion prior to and during the Second World War. During the war it was responsible for the aerial defence of Great Britain, the strategic bombing campaign against Germany and tactical support to the British Army around the world. During the Cold War, the main role of the RAF was the defence of the continent of Europe against potential attack by the Soviet Union, including holding the UK’s nuclear deterrent for a number of years. After the Cold War, the RAF has been involved in several large scale operations, including the Gulf War, the Kosovo War, the War in Afghanistan and the Iraq War.

**RAF Strength**

Following the end of WWI, the RAF was greatly reduced in size and only rebuilt in significant numbers in the years immediately preceding WWII. At its peak during WWII, there were over one million RAF servicemen. Following the demobilization after WWII, the RAF has steadily declined in numbers. As of 2014, the RAF consisted of approximately 35,660 active duty personnel and 1,540 Royal Auxiliary Air Force Personnel giving a combined total of 37,200.
The Royal Air Force is deployed overseas on a number of operations in support of NATO and UN operations and in the protection of UK interests. The list below is not exhaustive but includes the main overseas operations.

In the boxes below, the reasons for the RAF’s presence and where applicable the type of aircraft deployed are provided, but please check the RAF website for the most up to date information.

<table>
<thead>
<tr>
<th><strong>The Falkland Islands</strong></th>
<th>Maintenance of an air defence presence to deter aggression against the Falkland Islands. Aircraft: Typhoon F2, Hercules and Sea King.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ascension Island</strong></td>
<td>The RAF manages Wideawake airfield at Ascension Island as an invaluable link and airhead for the South Atlantic, especially the Falkland Islands and St Helena. A detachment of 1 Air Mobility Wing personnel from RAF Brize Norton ensure military people and freight using the Island as part of their flights are handled professionally. Aircraft: Tristar and Hercules</td>
</tr>
<tr>
<td><strong>Gibraltar</strong></td>
<td>The RAF manages the airport at Gibraltar which not only supports all military movements but is also a very busy airport for civilian movements to and from the UK as well as the new air link with Spain. Aircraft: Tristar and Hercules</td>
</tr>
<tr>
<td><strong>Cyprus</strong></td>
<td>Cyprus is an extremely busy Permanent Joint Operating Base with RAF personnel at Akrotiri. It supports ongoing operations in Afghanistan and Iraq as well as support for the Sovereign Base area on the Island. The RAF uses RAF Akrotiri as a forward mounting base for overseas operations in the Middle East and also for Fast Jet Weapons Training. Aircraft: Tristar, Hercules, Bell Griffin (SAR Role) Fast Jet as reqd.</td>
</tr>
<tr>
<td><strong>Nevada</strong></td>
<td>The RAF formed 1115 Flt in January last year at Creech Air Force Base to operate Predator, an unmanned, medium altitude, long endurance reconnaissance aircraft with additional ground attack capability. Aircraft: Predator UAV</td>
</tr>
<tr>
<td><strong>Afghanistan</strong></td>
<td>The RAF is providing major support in order to aid ISAF in its mission of facilitating reconstruction and the extension of government authority. This support comes in a number of different forms and comprises about 850 RAF personnel. Key to any successful operation is the support from non-flying units and enablers. In Afghanistan the RAF Regiment and RAF Police provide Force Protection around Kandahar airfield. Vital support also comes from a variety of other ground trades both deployed to Afghanistan and spread around the Gulf region. These deployed trades include aircraft, weapons and ground engineering, administration, communications, supply, medical, intelligence, bomb disposal, airfield maintenance, air traffic, air movements, meteorological and transportation personnel. Aircraft: Tornado GR4, HS125, BAe 146, Sentinel R1, MQ-9 Reaper, Chinook, Merlin, C17 and Tristar</td>
</tr>
</tbody>
</table>
Section 4: RAF Aircraft

The following represents a selection of RAF aircraft; the list is far from complete but does cover those aircraft employed in combat or combat-support operations. From the pictures provided you should identify the aircraft, its role and the locations at which it is stationed. This information is also available from the RAF website.

<table>
<thead>
<tr>
<th>Aircraft</th>
<th>Role &amp; Stations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Typhoon</strong></td>
<td>A multi-role combat aircraft, capable of being deployed in the full spectrum of air operations, from air policing, to peace support, through to high intensity conflict. RAF Leuchars and RAF Coningsby</td>
</tr>
<tr>
<td><strong>Tornado GR4</strong></td>
<td>A variable geometry, two-seat, day or night, all-weather attack aircraft, capable of delivering a wide variety of weapons. RAF Marham and RAF Lossiemouth</td>
</tr>
<tr>
<td><strong>Sentry</strong></td>
<td>Its roles include air and sea surveillance, airborne command and control, weapons control and it can also operate as an extensive communications platform. RAF Waddington</td>
</tr>
<tr>
<td><strong>Sentinel R1</strong></td>
<td>The Sentinel is an Intelligence, Surveillance and Reconnaissance (ISR) aircraft. RAF Waddington</td>
</tr>
<tr>
<td><strong>C130 Hercules – all variants</strong></td>
<td>Air Transport (AT) fleet used primarily to carry troops, passengers or freight. RAF Brize Norton and RAF Cranwell</td>
</tr>
<tr>
<td>Aircraft</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>C17A Globemaster</strong></td>
<td>The C-17 gives the RAF a long range strategic heavy-lift transport aircraft that offers the ability to project and sustain an effective force close to a potential area of operations for combat, peacekeeping or humanitarian missions worldwide.</td>
</tr>
<tr>
<td><strong>Tristar</strong></td>
<td>This aircraft is either used for Air Transport of personnel or in an Air to Air Refuelling role.</td>
</tr>
<tr>
<td><strong>Chinook</strong></td>
<td>Forms the heavy-lift element of the Joint Helicopter Command (JHC)</td>
</tr>
<tr>
<td><strong>Merlin</strong></td>
<td>An all weather, day and night, multi-role helicopter used in both tactical and strategic operational roles.</td>
</tr>
<tr>
<td><strong>Sea King</strong></td>
<td>Provides 24-hour cover around the UK and the Falkland Islands throughout each year.</td>
</tr>
</tbody>
</table>

**Further Reading**
This document contains most of the information you require to prepare adequately for the King’s CCF (RAF) and is also available in the public domain via the ACO and RAF websites, sources have been provided under the relevant sections of this document, however the following may be useful:

- The Ministry of Defence Website - www.mod.uk
- ACP 31, Section 1 - The Air Cadet Organisation
- The Royal Air Force Website - www.raf.mod.uk
- ACP 31, Section 2 - The Royal Air Force
- The Air Cadet Organisation Website - www.aircadets.org
- A newspaper or news website of your choice
The Aims of the Air Cadet Organisation

The Aims of the Air Cadet Organisation as set out in its Royal Warrant are:

1. To promote and encourage among young people a practical interest in aviation and the Royal Air Force
2. To provide training which will be useful in the Services and Civilian Life
3. To foster the spirit of adventure and develop qualities of leadership and good citizenship

Structure of the Air Cadet Organisation

The Air Cadet Organisation is made up of the Combined Cadet Force (RAF Section) and the Air Training Corps (ATC) and has its headquarters at RAF College Cranwell under the command of Commandant Air Cadets, a Full Time Reserve Service (FTRS) RAF officer, holding the rank of Air Commodore. The motto of the Air Cadet Organisation is “Venture, Adventure”.

The Commandant Air Cadets is responsible to Air Officer Commanding (AOC) 22 Training Group and in turn to Air Command via Deputy Commander-in-Chief Personnel (DC-in-C Pers). The pinnacle of the ACO structure is the Air Force Board of the Defence Council, which deals with matters of policy concerning the Air Cadet Organisation through the Air Member for Personnel who is the Chief of the Air Staff and holds Air Chief Marshal rank; he is a member of the Board by virtue of his position as head of the Royal Air Force. The Air Force Board is advised on matters concerning the Air Cadet Organisation by the Air Cadet Council, the President of which is the Parliamentary Under Secretary of State who is a serving Government Minister appointed by the Prime Minister and the Vice-President is Air Officer Commanding 22 Training Group (an Air Vice-Marshal). Commandant Air Cadets is a full voting member.

Headquarters Air Cadets (HQAC)

The Headquarters of the ACO, Head Quarters Air Cadets (HQAC) is based at RAF Cranwell. While our Air-Commodore-In-Chief is HRH Philip Duke of Edinburgh with Her Majesty The Queen being the Captain General of the CCF, the Officer Commanding the ACO is Air Commodore Dawn McCafferty RAFR, who is known as “Commandant Air Cadets”.

The Commanding Officer of HQ CCF is Wg Cdr R Chalklin MBE RAFR who is known as “Wing Commander Combined Cadet Force” (Wg Cdr CCF). His deputy is Squadron Ldr GJ Johnston RAFR who is known as “Section Leader Combined Cadet Force” (Section Ldr CCF).

The structure of the Air Cadet Organisation is illustrated in the diagram on the next page.
The Combined Cadet Force
The Combined Cadet Force is a national youth organisation sponsored by the Ministry of Defence and which is based in schools and colleges throughout the United Kingdom. Each CCF Contingent consists of up to three Service Sections – Army, Royal Air Force and Royal Navy. The CCF has different governing bodies which make up the the Inter Services Cadet Committee (ISCC). The ISCC determines CCF policy concerning matters common to all 3 Services and consists of senior representatives from the RN, Army and RAF and from various Headmasters’ Associations. Responsibility for implementing the In-Service policy of the ISCC is vested in the Joint Cadet Secretariat (JCS), part of the Directorate of Reserve Forces and Cadets in the MOD.
**Strength**
At present the strength of the Air Cadet Organisation is; approximately 44,000 cadets and 10,000 adult staff. Approximately 10,000 are CCF RAF cadets and 4,000 CCF RAF adult staff, with 202 RAF sections in independent and state schools across Great Britain and Northern Ireland.

**TEST Areas**
In addition to the CCF team, there are six Training, Evaluation and Support Teams (TEST), each covering a certain area of the UK. Each TEST Team consists of an officer and up to three regular RAF Sergeants. Below is a map of the TEST areas.

**Combined Cadet Force (RAF) Area Organisation**

A member of the local TEST Team will visit King’s, usually at least three times per term. Their role is to provide advice to the Section officers, deliver training and ensure that the required standards are maintained.
Below is a table of the personnel assigned to the TEST Area which King’s Leadership Academy comes under:

<table>
<thead>
<tr>
<th>West TEST Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squadron Leader R Taylor RAFVR(T)</td>
</tr>
<tr>
<td>Sergeant G Bell</td>
</tr>
<tr>
<td>Sergeant A Dipple</td>
</tr>
</tbody>
</table>

Section Information
Sections, such as King’s Leadership Academy, are the base unit of the CCF. They are staffed by adult volunteers who are either former full time commissioned officers in the Royal Air Force or those who have been commissioned as officers in the Royal Air Force Volunteer Reserve (Training Branch) RAF VR(T) or as Civilian Instructors (CI). It will also have a Contingent Commander who is in overall command of the contingent and a School Staff Instructor (SSI) who is there to support all of the Sections at that school.

Leadership and Management
The Principal at King’s is responsible overall for the CCF Contingent at King’s, including the appointment of its officers and instructors. The King’s CCF Contingent has a Contingent Commander and each Service Section will have a Section Commander, Section Officers and a School Staff Instructor.

Contingent & Section Commander – Flt Lt A Reay RAF
Section Officers – Plt Off T Coase RAFVT(T); Plt Off M Garrity RAFVT(T); Plt Off K Graham RAFVR(T)

CCF Responsibilities
Section Commander:
- Order and Discipline
- Staff development
- Ensuring the Section is run in accordance with regulations
- Oversee the efficient running of the Section

School Staff Instructor:
- Rules
- Correspondence
- Transport
- Welfare
- Inventory (Form 37)
- Date planning
- Record maintenance
- Recruitment
- All equipment issues
- Register of Surplus Equipment

Section Officers/Civilian Instructors
- Teach lessons from the training syllabus
- Supervise project work
- Assist the Section Commander with the day-to-day running of the Section
Section 7: Cadet Uniform

Cadets in the RAF Section have two main types of uniform, both of which should be maintained at a very high standard. There are regular inspections of both uniforms by CCF (RAF) officers and appearance is graded. The following information will outline how each uniform is to be worn.

Working Dress (Blues)
1. **Beret.** The beret is to be worn so that the band is horizontal around the head, 25mm above the eyebrows. The badge clearly displayed in a position directly above the left eye.
2. **Dark Blue Working Shirt.** The dark blue working shirt is worn with the top button undone. In warm weather and when authorised by the Section Commander, the shirt is worn without a pullover and the sleeves are to be neatly rolled up, cuff width, above the elbow. The shirt is to be neatly ironed with creases running centrally from the epaulette to the cuff.
3. **Pullover.** The crew neck pullover is to be worn.
4. **No 2 Dress Trousers.** The trousers are to be worn neatly pressed with creases running centrally front and back, extending the full length of each leg.
5. **Belt.** Blue/grey issued belt, buckle smartly shined.
6. **Shoes/Socks.** Black shoes or boots, polished. Black socks.
7. **Brassard.** The brassard is worn on the right arm.

Combat Dress (DPM, Greens)
1. **Beret.** As per ‘Working Dress Beret’ standards.
2. **DPM Jacket.** The field jacket is to be worn with plain olive green t-shirt and/or DPM Jacket Lightweight (DPM Shirt) underneath. If worn, the DPM Jacket Lightweight (DPM Shirt) is to be neatly ironed. In warm weather and when authorised by the Section Commander, the DPM Jacket may be removed and the DPM Shirt is to be worn, sleeves rolled up, cuff width, above the elbow.
3. **DPM Trousers.** The trousers are to be worn neatly pressed with creases running centrally front and back, extending the full length of each leg. The trousers are to be tied off at the bottom and rolled inwards as to sit at the top of the boot.
4. **Belt.** Olive green or stable belt. A belt is not worn on the outside of the DPM Field Jacket.
5. **Boots.** Polished, laces tucked away.
Qualification and Proficiency badges are to be worn as follows.

The following badges are to be worn on the brassard:

1. **Distinguishing Badge.** “King’s Leadership Academy CCF.” Worn centrally above all other badges.
2. **Proficiency Badge.** First Class, Leading and Senior Cadet Badges are to be worn centrally below the Distinguishing Badge. Only the highest classification gained is to be worn.
3. **Air Cadet Leadership Badge.** The Air Cadet Leadership Badge is to be worn centrally below the Proficiency Badge.
4. **Shooting Badge.** The highest Shooting Badge gained is to be worn centrally, 6mm above the lower edge of the brassard. If a Cadet Hundred Badge is earned, this is worn in addition to the Shooting Badge, the Cadet Hundred Badge on the left, 6mm above the lower edge of the brassard and the Shooting Badge on the right, 1cm away from the Cadet Hundred Badge.

The following badges are worn elsewhere:

1. **Flying Badges.** Two Flying Badges may be worn by cadets, one representing gliding and one representing conventional flying. The highest gliding badge attained is to be worn. The precedence of badges for conventional flying in ascending order is Air Cadet Navigation Scheme and Air Cadet Pilot Scheme. The highest flying badge attained is to be worn.

When a single badge is worn, it is to be positioned 1cm above the bottom edge of the left shoulder patch of the pullover. When two badges are worn, the gliding badge is to be positioned 1cm below the conventional Flying Badge, as detailed above.
Ranks and classifications are two distinct facets of a cadet’s career. A cadet’s classification refers to their progress through the training syllabus whereas their rank is awarded based on merit and leadership abilities. Cadets will undertake Proficiency Training, which includes learning about the Royal Air Force, Navigation, Airmanship, Principles of Flight and further advanced topics. Passing certain areas of Proficiency Training entitles cadets to participate in activities such as flying and gliding and to attend various courses and camps.

Classification Training
On joining a Section cadets undergo a short induction period culminating in their enrolment into the organisation. They will then begin working towards their Part One Examination in which they have to demonstrate an understanding of key principles to be signed off by the Section Training Officer.

Part I Training
Part I Training involves learning about the history and structure of the Royal Air Force, basic navigation skills and introductory theory about how airfields operate and how aircraft work. Part I Training will usually involve each Flight preparing a presentation on a certain area of what they have learnt and then presenting this in front of the other Year Flights, NCOs and Section officers.

Once Part I Training has been passed, cadets are entitled to wear the 1st Class Cadet badge.

Part II Training
Part II Training is taken on completion of Part I Training. It involves theory which builds upon that learnt in Part I, such as further navigation, airmanship and principles of flight.

Part II Training culminates with a short multiple choice paper. On passing Part II Training, cadets are entitled to wear the Leading Cadet badge.

Part III (Advanced) Training
Part III (Advanced) Training is taken by Cadet NCOs on successful completion of Part II Training. It introduces specific, in-depth advanced topics including: Air Navigation, Pilot Navigation, Propulsion, Airframes, Aircraft Handling, Operational Flying, Advanced Radio & Radar and Satellite Communications. There is a choice of topics studied for Part III. Part III Training culminates with a short multiple choice paper on the chosen topic(s). On passing Part III Training, cadets are entitled to wear the Senior Cadet badge.

Cadets should aim to pass one classification examination each year so that they finish their academic training as an Instructor Cadet at the age of 16.

Cadet Ranks
Promotion through the ranks is based on merit and the cadet’s leadership ability and is at the Section commander’s discretion, subject to his cadet NCO establishment (detailed in JSP. 313). The exception to this is promotion to Cadet Flight Sergeant and Cadet Warrant Officer which is by recommendation to Area TEST Staff.

- Cadet Lance Corporal
- Cadet Corporal
- Cadet Sergeant
- Cadet Flight Sergeant
- Cadet Warrant Officer
Powered Flying
King’s Leadership Academy RAF cadets fly with the Air Experience Flight at RAF Woodvale in the Grob 115E, known by the RAF as the Tutor. The Grob Tutor is used for Elementary Flying Training by 14 University Air Squadrons and 12 Air Experience Flights. The Tutor is also used at RAF College Cranwell for initial training of student pilots.

<table>
<thead>
<tr>
<th>Engine</th>
<th>Textron-Lycoming 180HP Piston Engine; Three-Blade Propeller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>7.59 metres</td>
</tr>
<tr>
<td>Span</td>
<td>10.0 metres</td>
</tr>
<tr>
<td>Height</td>
<td>2.82 metres</td>
</tr>
</tbody>
</table>

The Grob Tutor has side by side seating, a modern instrument panel with Global Positioning System (GPS) and all-round visibility. Cadets fly with Royal Air Force pilots and are given the chance to control the aircraft and experience aerobatics.

After arriving at RAF Woodvale, you will be shown a briefing video which will outline preparing for the flight, the flight itself and all relevant safety information. You will be fitted with a flying suit, helmet, parachute and cushions if required before being escorted to the aircraft by a member of the ground crew. Cadets sit in the left-hand seat of the aircraft and the five-point harness is fitted. After the pilot has completed the pre-flight checks, he will taxi out to the runway while he talks to you and asks what you want to get out of the flight.

During the flight, you should take advantage of the all-round visibility and point out any other aircraft you see. You will have the opportunity to take control of the aircraft and may be given the opportunity to experience aerobatics if the weather permits. In total, the flight will last about 25 minutes. Try your best to talk to the pilot (without interrupting radio transmissions!); don’t be afraid to ask questions and tell him what you want to do – after all, it’s your experience.

### Aircraft & Flight Facts
1. Maximum three minute inverted flight time – ideal for aerobatics
2. Little or no loss of height during aerobatic manoeuvres
3. Capable of -3G to +6G
4. Cruise Speed: 130 knots (= 150 mph)
5. Climb Rate: 5.33 m/s (5000 feet in 7 minutes)
6. Maximum Altitude (Service Ceiling): 10 000 feet
7. Maximum Fuel Load: 33 gallons (= 150 litres)
Gliding

Your first experience of gliding will take place on a Gliding Induction Course (GIC) which takes place in Shropshire. The GIC consists of three different areas of instruction. You will be shown the different parts of the aircraft and why they are important in terms of flying and aerodynamics. You will then have several launches and be taught the effects of the aircraft’s controls in the air. There will be the opportunity to take control and practise what you’ve learned. At the end of the GIC, you will receive a GIC certificate. During the GIC, you will be shown:

1. How the pitching plane is changed; movement of elevator
2. How the yawing plane is changed; movement of rudder
3. How the rolling place is changed; movement of ailerons
4. What happens when the glider is stalled

These areas of theory are covered in more detail during the Principles of Flight section of the Part II Proficiency Training. As gliding is an all-day activity, you will also be shown how to help out with various airfield duties, such as signalling the launch of a glider and attaching the cables to gliders. At the end of the day, cadets are also expected to help with cleaning the external surfaces and canopies of the gliders.

Viking T1

<table>
<thead>
<tr>
<th>Specification</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>8.18 metres</td>
</tr>
<tr>
<td>Span</td>
<td>17.5 metres</td>
</tr>
<tr>
<td>Max Altitude</td>
<td>8 000 feet</td>
</tr>
<tr>
<td>Max Speed</td>
<td>119 knots</td>
</tr>
</tbody>
</table>

During your time in the RAF Section, you may have the opportunity to apply for a place on a Gliding Scholarship course. These courses are an opportunity for cadets to undergo further training in gliding and to achieve Gliding Scholarship wings. Cadets will be assigned a place at a VGS which may fly the Viking glider or the powered Vigilant glider. The GS course consists of up to 40 launches in a Viking or 8 hours in a Vigilant and cadets who show the required aptitude are invited to progress to a ‘solo’ standard.

Gliding Scholarship Requirements:
1. Cadets must be 16 years of age at the start of the course.
2. Record of Service (ROS) Book must be completed and signed by the cadet’s parent/guardian.
3. RAF Medical Form 6424 must be completed and signed by the cadet’s doctor.

The aircraft flown during the GS course depends on the VGS to which the cadet is assigned. Either the winch-launched Viking glider or the powered Vigilant glider is flown.

Vigilant T1

<table>
<thead>
<tr>
<th>Specification</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thrust</td>
<td>95 lbs</td>
</tr>
<tr>
<td>Length</td>
<td>8.10 metres</td>
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<tr>
<td>Span</td>
<td>17.4 metres</td>
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<tr>
<td>Max Altitude</td>
<td>8 000 feet</td>
</tr>
<tr>
<td>Max Speed</td>
<td>130 knots</td>
</tr>
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</table>
General Description of Leadership

THE INFLUENCE EXERTED BY AN INDIVIDUAL ON THE BEHAVIOUR OF OTHERS. IT IS THE ABILITY TO INSPIRE OR PERSUADE OTHERS TO CONVERT PLANS AND DECISIONS INTO ACTIONS.

Introductory Leadership

Introductory Leadership theory is intended for Year 8 & 9 cadets as an extension to the leadership lessons delivered during their weekly core timetable and looks at some basic, key ideas about different approaches to leadership, with the main focus on the ‘Functional Approach’ to leadership used by the British Armed Forces. This explores the ‘Areas of Need’ that require a leader's attention and how they must be prioritised.

Cadets are also introduced to Practical Leadership, learning how to lead a team with the aim of achieving a task and the steps to take in order to do so. This theory is then put into practice with a series of practical leadership tasks (PLTs) which develop confidence and teamwork and leadership skills.

The Functional Approach

The functional ‘Action Centred Leadership’ approach was developed for the British Armed Forces by Dr. John Adair of the Royal Military Academy Sandhurst and fellow of the Brathay Leadership Trust. This approach to leadership is used by all of the British Services in the training and duties of officers.

The ‘functional approach’ to leadership is based on the interaction between a leader, his group of individuals, the situation, the environment and the needs that each of these require. There are three main areas of need: task, team maintenance and individual.

1. TASK NEEDS, referring to the task or ‘mission.’ This is the reason that the team has been brought together. The task itself is usually clear; it's how to achieve it that must be decided. The task needs to be comprehended and appreciated and then a good plan must be made. Progress and quality of the work being done must be monitored.

2. TEAM MAINTENANCE NEEDS. The group of people must be held together as a team for the task to be achieved. There should be a strong sense of motivation throughout in order to maintain the team as a united body aiming to achieve the task; however, the leader must ensure that positive actions and attitude is directed towards the team to make sure it stays at its best. Everyone should be kept informed of progress and encouraged, making use of good communication. The team should be properly organised, with sub-leaders appointed where necessary and jobs allocated.

3. INDIVIDUAL NEEDS, referring to the fact that each individual member of the team has their own personal needs; for example, in the field: food, shelter, clothing, warmth etc. Psychological needs of each individual must also be recognised. Members of the team should be allowed to use their knowledge or any specialised skills to contribute where possible. Everyone should be allowed to help achieve the task in one way or another and a good leader should make sure that everyone knows that their contribution is valued.
While the three areas of need must all be recognised, as indicated by the diagram of interlocking circles, they do not always have the same importance and a certain area of need may have to be prioritised given the circumstances. It is the leader’s responsibility to assess which area of need requires most attention.

**The Three Areas of Need**

![Diagram showing intersections of three areas: TASK, TEAM, INDIVIDUAL]

**Practical Leadership**

In order to achieve a task, a well-structured plan should be carried out, at the same time applying the principles of the ‘functional approach’ to leadership. A task should be structured as follows:

- **Define Aim.** The task, or mission, must be appreciated. The leader must reason out factors, understand any limitations there may be and clarify the aims with their team.

- **Plan.** A good plan should be thought out before starting the task. The leader should assess his or her resources and priorities and recognise the standards required throughout the task, matching these with the skills of their team and delegating jobs. There should be someone responsible for keeping time in order to monitor progress and someone responsible for monitoring safety and standards.

- **Brief.** The leader must brief their team, advising them of the plan and making sure everyone knows their role. The leader should listen to any feedback and ideas, make sure any questions are answered and then check the understanding of the team. In order to cover everything, the briefing sequence SMEAC should be used for the brief:
  - **SITUATION.** This should be a brief outline of the situation, not too complicated, simply ‘setting the scene.’
  - **MISSION.** This should be a short, sharp description about what needs to be done. What? Where? By when? The mission should be stated twice, word-for-word.
EXECUTION. Having formulated a plan, which can be done with the team during the brief, the execution is how the task will be achieved. Here, the team should be briefed on their individual tasks, including timekeeping and safety and standards.

ANY QUESTIONS. The leader should offer to answer any questions the team has about the plan, execution, roles, etc.

CHECK UNDERSTANDING. Once all questions have been answered, the leader should ask quick questions to check understanding.

Execute. The plan must then be put into action in order to achieve the task. Quality and progress must be monitored and good team spirit should be maintained by praising effort, reassuring and motivating – but at the same time, correcting faults, insisting upon obedience, etc. The following points are important:

CONTROLLING. The leader must remain in control, checking standards, co-ordinating efforts, overseeing the whole task, keeping discussion relevant.

SUPPORTING. There should be a good level of support from the leader, including encouragement, motivation, praising and discipline where required. He or she must attend to any personal requirements of certain individuals.

INFORMING. The task and plan must be clear to everyone and the team must be kept informed of any new information and of the team's progress.

Throughout the task, the leader should make use of CLAP when giving any instruction: CLEAR, LOUD, AS AN ORDER, with PAUSES.

Evaluate. After the task, whether success or failure, there should be a debrief involving the whole team in order to discuss positive and negative points and where improvements can be made.

Leadership Summary Points:

The three areas of need:

**TASK, TEAM, INDIVIDUAL.**

The structure of task:

**DEFINE AIM, PLAN, BRIEF, EXECUTE, EVALUATE.**

The briefing sequence:

**SMEAC: SITUATION, MISSION, EXECUTION, ANY QUESTIONS, CHECK UNDERSTANDING.**

Giving instruction:

**CLAP: CLEAR, LOUD, AS AN ORDER, with PAUSES.**
Section 12: Effective Communication

There is an emphasis in the CCF on giving instruction as a key quality and expectation of a JNCO. Cadets will be expected to give a lesson on a given topic related to CCF training at certain points in the programme. Here are some key points to remember:

**Giving a Lesson**
A lesson should have a clear structure:
- **Introduction** – 10%
- **Development** – 80%
- **Consolidation/Conclusion** – 10%

**Introduction**, using ‘INTRO:’
- **Interest** – gain the students’ interest
- **Need** – why they need to know what is being taught?
- **Title** – what is being taught?
- **Range** – of teaching methods, aids, etc.
- **Objectives** – what will be the outcome, what is being aimed for, will there be a test?

**Development.**
Teach points in a logical sequence.
- Use diagrams and other teaching aids as required. Are they necessary?
- Use existing knowledge of students to build points, discuss points and involve them.
- Always check understanding if the next point that you are going to make builds on the previous one.
- You can’t build on a point if it hasn’t been understood!

**Consolidation/Conclusion.**
- Do the students have any questions?
- Check their understanding – questions, test, etc. either now or later.
- Link what’s been taught with the next lesson, if appropriate.
- Tell students of any preparation required for next lesson or upcoming test/assessment, if appropriate.

**Asking Questions**
When asking questions to a class to check their understanding, use **PPP – Pose, Pause, Pounce.**
Avoid pointing at someone and then asking a question as they’re more likely to panic while everyone else relaxes. Instead:

- **Pose** – ask a question, avoiding ambiguity and questions with 50/50 answers.
- **Pause** – allow time for everyone to consider it.
- **Pounce** – choose someone to answer the question.
## Section 13: Rank Structure of the Air Cadet Organisation

### ACO Cadet Non Commissioned Officer (NCO) Ranks (CCF RAF)

<table>
<thead>
<tr>
<th>Badge</th>
<th>Rank</th>
<th>Abbreviation</th>
<th>Notes</th>
<th>Cap Badge</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Cadet Lance Corporal" /></td>
<td>Cadet Lance Corporal</td>
<td>Cdt LCpl</td>
<td>Junior Cadet Non Commissioned Officer (JNCO)</td>
<td><img src="image" alt="Cap Badge" /></td>
</tr>
<tr>
<td><img src="image" alt="Cadet Corporal" /></td>
<td>Cadet Corporal</td>
<td>Cdt Cpl</td>
<td>Junior Cadet Non Commissioned Officer (JNCO)</td>
<td><img src="image" alt="Cap Badge" /></td>
</tr>
<tr>
<td><img src="image" alt="Cadet Sergeant" /></td>
<td>Cadet Sergeant</td>
<td>Cdt Sgt</td>
<td>Senior Cadet Non Commissioned Officer (SNCO) Ranks</td>
<td><img src="image" alt="Cap Badge" /></td>
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<tr>
<td><img src="image" alt="Cadet Flight Sergeant" /></td>
<td>Cadet Flight Sergeant</td>
<td>Cdt FS</td>
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<td><img src="image" alt="Cap Badge" /></td>
</tr>
<tr>
<td><img src="image" alt="Cadet Warrant Officer" /></td>
<td>Cadet Warrant Officer</td>
<td>CWO</td>
<td></td>
<td><img src="image" alt="Cap Badge" /></td>
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### ACO Instructor Cadet Non Commissioned Officer (NCO) Ranks (CCF RAF)

<table>
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<tr>
<th>Badge</th>
<th>Rank</th>
<th>Abbreviation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Staff Cadet Sergeant" /></td>
<td>Staff Cadet Sergeant</td>
<td>Cdt Sgt</td>
<td>The Instructor cadet classification has now been renamed “Staff Cadet”. However, the corresponding badges have not yet been produced and Instructor cadet rank slides are still used.</td>
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<td><img src="image" alt="Staff Cadet Flight Sergeant" /></td>
<td>Staff Cadet Flight Sergeant</td>
<td>Cdt Cpl</td>
<td></td>
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<tr>
<td><img src="image" alt="Cadet Warrant Officer" /></td>
<td>Cadet Warrant Officer</td>
<td>CWO</td>
<td></td>
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</table>
**Commissioned Officer Ranks RAF VR(T)**

Officers within the Air Cadet Organisation hold Commissions in the Training Branch of Royal Air Force Volunteer Reserve and wear the VRT badge on their rank slides or on the lapel when in No. 1 dress.

<table>
<thead>
<tr>
<th>Badge</th>
<th>Rank</th>
<th>Abbreviation</th>
<th>Notes</th>
<th>Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Off Cdt Badge]</td>
<td>Officer Cadet</td>
<td>Off Cdt</td>
<td>Not yet attended OIC at RAFC Cranwell</td>
<td>![Officer Cadet Cap]</td>
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<tr>
<td>![Plt Off Badge]</td>
<td>Pilot Officer</td>
<td>Plt Off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Fg Off Badge]</td>
<td>Flying Officer</td>
<td>Fg Off</td>
<td>Junior Officer Ranks</td>
<td></td>
</tr>
<tr>
<td>![Flt Lt Badge]</td>
<td>Flight Lieutenant</td>
<td>Flt Lt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Sqn Ldr Badge]</td>
<td>Squadron Leader</td>
<td>Sqn Ldr</td>
<td>Senior Officer Ranks</td>
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</tr>
<tr>
<td>![Wg Cdr Badge]</td>
<td>Wing Commander</td>
<td>Wg Cdr</td>
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**Headquarters Staff Senior Commissioned Officer Ranks**

<table>
<thead>
<tr>
<th>Badge</th>
<th>Rank</th>
<th>Abbreviation</th>
<th>Notes</th>
<th>Cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Gp Capt Badge]</td>
<td>Group Captain</td>
<td>Gp Capt</td>
<td>ACO Chief of Staff/Regional Commandant RAF RO</td>
<td>![Group Captain Cap]</td>
</tr>
<tr>
<td>![Air Cdre Badge]</td>
<td>Air Commodore</td>
<td>Air Cdre</td>
<td>Commandant of the ACO</td>
<td>![Air Commodore Cap]</td>
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</table>
### British Forces Equivalent Non Commissioned Officer (NCO) Ranks

<table>
<thead>
<tr>
<th>Royal Air Force</th>
<th>Royal Navy</th>
<th>Army / Royal Marines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badge</td>
<td>Rank</td>
<td>Badge</td>
</tr>
<tr>
<td></td>
<td>Lance Corporal (RAF Regiment only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Corporal</td>
<td>Leading Rate</td>
</tr>
<tr>
<td></td>
<td>Sergeant</td>
<td>Petty Officer</td>
</tr>
<tr>
<td></td>
<td>Chief Technician</td>
<td>Chief Petty Officer</td>
</tr>
<tr>
<td>Flight Sergeant</td>
<td>Warrant Officer Class 2</td>
<td>Warrant Officer Class 2</td>
</tr>
<tr>
<td>Warrant Officer</td>
<td>Warrant Officer Class 1</td>
<td>Warrant Officer Class 1</td>
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</table>
### British Forces Equivalent Commissioned Officer Ranks

<table>
<thead>
<tr>
<th>Royal Air Force</th>
<th>Royal Navy</th>
<th>Army / Royal Marines</th>
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</thead>
<tbody>
<tr>
<td>Badge</td>
<td>Rank</td>
<td>Badge</td>
</tr>
<tr>
<td><img src="image" alt="Pilot Officer Badge" /></td>
<td>Pilot Officer</td>
<td><img src="image" alt="Midshipman Badge" /></td>
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<tr>
<td><img src="image" alt="Flying Officer Badge" /></td>
<td>Flying Officer</td>
<td><img src="image" alt="Sub-Lieutenant Badge" /></td>
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<tr>
<td><img src="image" alt="Flight Lieutenant Badge" /></td>
<td>Flight Lieutenant</td>
<td><img src="image" alt="Lieutenant Badge" /></td>
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<td>Squadron Leader</td>
<td><img src="image" alt="Lieutenant-Commander Badge" /></td>
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<tr>
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<td>Wing Commander</td>
<td><img src="image" alt="Commander Badge" /></td>
</tr>
<tr>
<td><img src="image" alt="Group Captain Badge" /></td>
<td>Group Captain</td>
<td><img src="image" alt="Captain Badge" /></td>
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<tr>
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<td>Air Vice-Marshal</td>
<td><img src="image" alt="Rear Admiral Badge" /></td>
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<tr>
<td><img src="image" alt="Air Marshal Badge" /></td>
<td>Air Marshal</td>
<td><img src="image" alt="Vice-Admiral Badge" /></td>
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<tr>
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<td>Air Chief Marshal</td>
<td><img src="image" alt="Admiral Badge" /></td>
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<tr>
<td><img src="image" alt="Marshal of the Royal Air Force Badge" /></td>
<td>Marshal of the Royal Air Force</td>
<td><img src="image" alt="Admiral of the Fleet Badge" /></td>
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