



Job Opportunity

Assistant Headteacher: Community and Conduct Leadership Point Range 8-12 (Sept 2024 start)



Job Details and Information about our Academy

We hope this pack provides you with the information you need about this opportunity. However, we also welcome visits prior to application if you want to learn more about us.

Ansford Academy is committed to safeguarding and promoting the welfare of children and young people.

The Academy expects all staff and volunteers to share this commitment.

Dear Applicant

Thank you for your interest in working at Ansford Academy. I was appointed as Headteacher in September 2021 and was attracted to Ansford as an inclusive school where the whole child is valued and positive relationships are at the heart of our work with young people.



We are at a key point in our development journey and are undergoing a period of change at the Academy so this is an exciting time to join us as we live out our commitment to create the very best learning environment possible for our young people. The school is well positioned to continue improving so that we can offer our students the very best educational experience that we can, with every individual enabled and supported to achieve the very best they are capable of, whatever their starting point.

Every member of staff is able to contribute to shaping the future development of key areas of school life and we welcome applications from staff keen to progress

their careers and who are committed to improving the lives of our young people. Primarily, we want to appoint a candidate who loves working in education, with all of its challenges and rewards, and wants to make a difference to the lives of the young people we hold in our care.

In this pack you will find information about the role and the Academy. If you require further information or wish to clarify any of the details, please do not hesitate to contact Rebecca Comyns by email (mailbox@ansford.net) or telephone (01963 350895 extension 210). Visits to the school are welcome but are by no means an obligation and any visits or phone calls will not form part of the selection process. If you wish to visit, please contact Rebecca who will be happy to arrange this for you.

I hope, having read the information available to you, that you will decide to apply. I appreciate the time and effort that you will have put into the application process as I know and understand what an investment that is for you. I look forward to receiving your application and hopefully meeting you in due course.

With best wishes

Rachel Purnell, Headteacher

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The Application Process

To submit an application please go to [Vacancies - FaceEd](#) and this will take you to our application portal run. To apply you must register as a new user and then click on 'DASHBOARD' on the top left corner and follow the instructions to complete your profile. If you are a new applicant on Face-ed, you will firstly need to fill out each section of your profile which includes:

- personal information
- address history
- full employment history (click on the blue ADD EMPLOYER box until the history is complete)
- gaps in employment.
- qualifications and training
- details of referees

Please note that you will need to press save on some sections as you add the details. Once you have completed your profile, you will then be able to apply for any jobs of interest at Ansford Academy. You can do this by clicking on Jobs/View/Apply. You will then be guided through an application wizard, and asked to:

- complete any gaps in employment
- say whether you have a direct match to the qualifications required for the role
- upload your cover letter* or any supplementary information
- sign some declarations

*Your cover letter should be no longer than two sides of A4 (in a standard font which is no smaller than 11). Your letter should outline how your skills and experience make you a suitable candidate for this role.

Your application will not be received unless you press the SUBMIT button and receive a confirmation email. If you have problems completing the form, or require it in a different format, please contact the Academy on 01963 350895.

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A Note about References

We require two professional references, who will be contacted once you have been shortlisted for an interview. To ensure that we can obtain references as quickly as possible, please provide a telephone number and an email address for both your referees. Referees should be:

- of senior position
- not be colleagues who have not managed you
- if the referee is a school, the reference should be confirmed by the Headteacher as accurate in respect of disciplinary investigations
- a reference from the relevant employer from the last time the applicant worked with children (if not currently working with children), if the applicant has never worked with children, then ensure a reference from their current employer
- If you are unable to provide professional references, then please contact us before applying

Please note that your named references will be asked about relevant disciplinary offences (time expired or not), whether you have been the subject of any child protection concerns and the outcome of any subsequent enquiry or disciplinary procedure. We reserve the right to ask for information from any previous employer.

Our Selection Process

During our selection processes, each candidate's fulfilment of the requirements will be evaluated using a variety of tools and the process will also include an assessment of your suitability to work with children. Ansford Academy is committed to safeguarding and promoting the welfare of children. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure. Your current or previous employer will be contacted as part of the verification process. If you are short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

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Information about the Role

The Trustees of the Academy are seeking an Assistant Headteacher to lead our Pastoral Support Team with the knowledge, experience and skills to build on our strong values and our drive to improve outcomes for all the young people of our community.

Person Specification

This person specification is designed to set out the personal qualities, qualifications and experience that applicants will need in the role being applied for. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should therefore refer to these requirements when completing your application form. The information given in your application form, through the interview process and from references will all be assessed in the selection process.

Qualifications and Training

It is essential that applicants hold:

1. Qualified Teacher Status (QTS) or a recognised equivalent.
2. A degree or equivalent relevant to the post.
3. Wider, recent and relevant professional development related to whole school leadership issues, including working towards or attainment of appropriate courses e.g. Aspiring Leaders, NPQSL

Experience and Skills

It is essential that you have experience of the skills and knowledge listed below and can evidence it through the selection process:

1. Relevant experience at middle leadership level in secondary education
2. Successful leadership and management in the identified areas in the job description
3. Leading significant and sustainable improvement (e.g. across a whole school area)
4. High level of engagement in own professional development
5. Excellent teaching practice which secures the high achievement of students

Professional knowledge and understanding

1. Current developments in the secondary curriculum
2. Current approaches to the development of the identified areas in the job description
3. Strategies for communication both within and beyond the school
4. The principles and practice of monitoring, evaluation and review

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5. The work of other agencies and opportunities for collaboration

Professional skills

1. Think strategically, build and communicate a coherent vision
2. Access, analyse and interpret data to understand strengths and weaknesses
3. Think creatively to anticipate and solve problems
4. Build good working relationships with stakeholders
5. Collaborate and network with others within and beyond the school
6. Communicate effectively orally and in writing
7. Demonstrate excellent interpersonal skills

Personal Qualities

1. High levels of motivation and energy
2. Calm under pressure with a good sense of humour
3. Flexible and collaborative with a 'can do' attitude
4. Well-organised with the ability to prioritise effectively
5. Enthusiasm for student welfare, their success and happiness

Information about the Pastoral Support Team

At Ansford we believe that, through a combination of challenge and care, students will develop the characteristics that will enable them to thrive in the rapidly changing world in which we live. Our Pastoral Student Team works hard to get to know every student as an individual so that we can do everything in our power to make sure they become the best version of themselves possible.

The team works closely with our SEND team to ensure that all students, whatever their starting point, experience success whilst at Ansford. The Student Support team is led by the Assistant Headteacher and is currently made up of the Heads of Year and two Pastoral Support Leaders who support the work of the team in all aspects of behaviour and attendance intervention and support and also act as DDSLs..

The team is united by a shared purpose and vision: all are striving to see our students unlock their potential and secure happy and successful futures; develop the skills to become motivated lifelong learners and, perhaps most importantly, become people who are capable of forming and maintaining high quality relationships.

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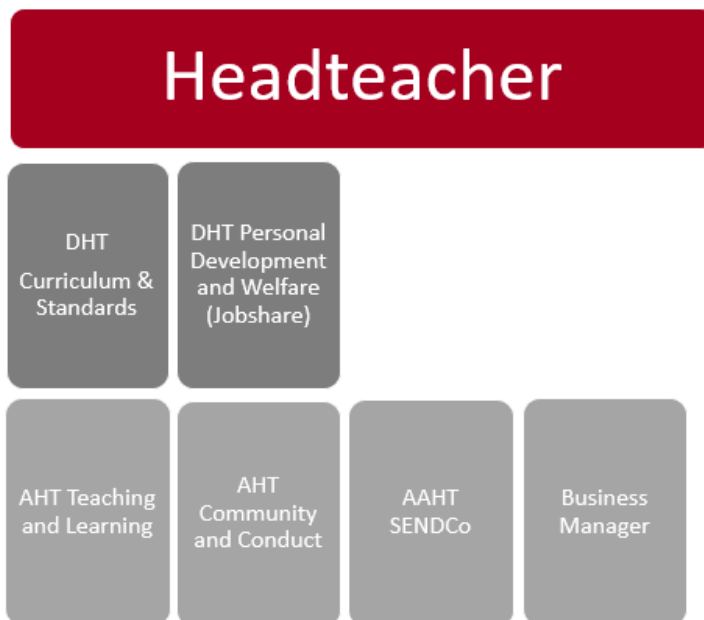
The team has four key objectives:

- support the whole school priority of improving student behaviour and conduct;
- support the whole school priority of improving attendance;
- support students and families at a time of increased need and in context of a reduction of capacity within external agencies;
- live out the school's vision of placing strong relationships at the heart of our community.

This will be a busy and exciting role with huge variety. It will require tenacity and confidence in the dealings with students rooted in the belief that barriers to learning can be overcome in order to re-engage them with their learning and with the school community. This role is central to the ethos of the Academy and the Assistant Headteacher will touch the lives of every student in our care.

The Senior Leadership Team

The current structure is illustrated below. The Team has a regular cycle of meetings which concentrate on either operational matters or strategic work. Each member of the team benefits from a fortnightly line management meeting. The team is supportive and collegiate in approach.



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Indicative Roles and responsibilities amongst the team are illustrated below:

SLT ROLES AND RESPONSIBILITIES 2024-25 DRAFT							
	Rachel Purnell Headteacher	Karl Musson DHT Curriculum and Standards	Rob Mitchell AHT Teaching and Learning	Eleanor King/Fran Hirst DHT Welfare and Inclusion	VACANT AHT Community and Conduct	Becca Wood AAHT SENDCo	Rebecca Comyns Business Manager
		Quality of Education		Personal Development, Behaviour and Attitudes			
Key Whole School Roles and Responsibilities	Whole School Performance Ethos/Values Strategic direction Improvement Planning Staffing (incl staff performance + appraisal) Resourcing (incl financial sustainability) Chief Accounting Officer Community + external links Admissions Appeals	Curriculum Reporting Data Tracking/Monitoring Progress/Academic Interventions Exams Timetable CEIAG Transition Y9-10 + Post Y11 Vocational Provision PP/Disadvantaged Progress School Calendar Cover Arrangements	Teaching and Learning (incl marking + assessment) MER of Q of T and L Professional Learning + Induction (Teachers) Early Career Framework ITT Independent Learning Whole School Literacy + Communication Student Leadership Student Voice Learning Beyond the Classroom	DSL Y7 + Y10 (FH) DSL Y8 , Y9, Y11 (EK) Student Well-Being (FH) Online Safety (EK) Attendance (EK) Alternative Provision (EK) Anti-Bullying (FH) Vulnerable Students (EK) LAC/PLAC (FH) Pastoral Interventions (EK) SMSC (EK) British Values (EK) Transition Y6 to Y7 (FH) Uniform	Behaviour Rewards Uniform Parental Engagement School Council Student Leadership Team Student Leadership Student Voice Support to Learn Re-tracking Buses Duty rotas	Inclusion SEND Weakest Readers	Finance Human Resources (wellbeing, attendance, safer recruitment) Professional Learning (Support Staff) Health and Safety Coordinator Risk Management Legal Compliance Estates Resourcing and Admin Strategy Information Technology Contracts/External Support
Direct Report Teachers	DHT C and S DHT W and I AHT C and C AHT T and L HoD Hums	HoD English HoD Maths HoD Science	HoD DT HoD PE HoD Creative Arts	SENDCo = EK HoD MFL = EK HoD PSHCE = FH	HoY 10 and 11 HoD Comp + Business	SEND Teacher Deputy SENDCo	
Direct Report Associate	HT's PA Business Manager	Cover Supervisor Careers Adviser		PSL: Attendance = EK PFSA: EK	HoY 8 and 9 PSL: Behaviour	Teaching Assistants	Finance Team, IT Contractor, Site Manager, Comms + Ops Manager
SLT Link to...	Humanities	English, Maths, Science Examinations	Design Technology PE Creative Arts	SEND, MFL (EK) PSHCE (FH)	Computing and Business		
Meeting Lead	Senior Leadership Team	Middle Leaders		Safeguarding Team	Middle Leaders	SEND Team	
Governor Committee	Full Governing Board Strategy Planning All committees	Curriculum and Standards	Curriculum and Standards	Community, Culture + Welfare Curriculum and Standards	Community, Culture + Welfare	FGB	FBAR CCW (Human Resources)

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Job Description - Assistant Headteacher: Community and Conduct

Core purpose of this post

1. To provide the strategic leadership of the Academy's Behaviour Management Policy, including the implementation of the school's provision and the day to day management of associated systems and processes, including the line management of the Heads of Year and the Pastoral Support Leader: (Behaviour Intervention and Support).
2. To provide strategic leadership of the Academy's approach to rewards and recognition, creating a positive ethos, developing opportunities to celebrate all aspects of students' development and embedding the Academy's values.
3. To lead and develop strategies and approaches to maintain positive partnerships with families, ensuring high levels of engagement, strengthened networks and effective communication that build confidence in the school in the wider community.
4. To develop approaches and initiatives to create opportunities for student leadership within and beyond the classroom, promoting exceptional attitudes to learning and empowering students to make a positive difference, enabling them to grow as individuals.

Behaviour and Conduct

1. Provide strategic leadership, informed by current research, to develop approaches that lead to the raising of standards of behaviour and attitudes of all students throughout the Academy, resulting in the continued improvement of student behaviour, and a reduction in incidents of negative behaviour, referrals, suspensions and permanent exclusions
2. Lead on the development, monitoring, implementation and review of clear and effective policies and practice related to behaviour, attitudes and personal standards, including uniform, which are shaped by trauma informed principles and approaches with intelligent, fair and effective actions to support students to succeed
3. Ensure that the Academy's Behaviour Management Policy and associated systems are understood by all stakeholders and implemented consistently so that disruption is minimised, barriers to learning are removed and effective learning can take place
4. Monitor and evaluate behaviour patterns and trends across the Academy, including the logging of positive and negative incidents, the use of detentions, internal exclusions and suspensions
5. Lead and oversee responses to behaviour incidents, working with other leaders to ensure proactive actions and support are in place to reduce the number of incidents of negative behaviour at all levels, ensuring that interventions are appropriate, timely and effective
6. Regularly sample a range of stakeholder views about student behaviour and conduct and the school's support, and use this evidence to inform judgements and actions
7. Investigate major behaviour incidents and persistent/complex patterns of behaviour, taking appropriate actions and monitoring their impact e.g. Behaviour Support Plans
8. Respond to parental complaints and interactions, as escalated from Heads of Year
9. Advise on suspensions, ensuring that in all cases that their use is proportionate, legal and justified, including liaising with the clerk to the governors and external agencies as necessary and monitoring the quality of educational provision that is provided for students who are suspended.
10. Liaise with the DHT: Welfare and Inclusion and the Headteacher regarding serious behaviour incidents and potential suspensions, acting as the operational senior lead for suspensions and reintegration meetings
11. Ensure the effective reintegration of students following suspension

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12. Develop intervention programmes to promote positive behaviours and attitudes and support students at risk of suspension/permanent exclusion
13. Liaise with the DHT: Welfare and Inclusion in relation to the allocation of internal or external alternative provision to provide support and appropriate education for students who are at risk of repeated suspensions or permanent exclusion
14. Lead the organisation and management of the Academy's duty rotas, including before school, during social times and after school, monitoring their effectiveness and making changes as necessary to ensure that student behaviour is well-managed
15. Ensure the smooth running of the arrival and departure of buses, and other local authority transport to and from school, acting as the Academy's link with relevant authorities
16. Lead all aspects of the organisation, management and monitoring of the Academy's on call (Support to Learn) and internal exclusion (Re-tracking) ensuring that clear and effective systems are in place which are understood and implemented effectively with appropriate and timely follow up actions to support disruption free learning
17. Update all policies relevant to this post in line with statutory guidelines
18. Provide both strategic and operational support for the development of the pastoral team, including the line management of the Heads of Year and the Pastoral Support Leader (Behaviour Intervention and Support) and leading regular meetings of the pastoral team
19. Keep abreast of current best practice, actively monitoring and responding to development and initiatives at national, regional, and local levels.
20. Lead on strategies to enable staff to manage and address challenging behaviour through effective CPD
21. Provide expertise to support colleagues to effectively meet the needs of more challenging student behaviour; preventing, anticipating and responding to potentially disruptive incidents; reinforcing positive student behaviours; encouraging warmth, empathy and emotional intelligence and an understanding of the individual and minimising any negative impact on learning
22. Identify the need for, plan and deliver behaviour management CPD with individual staff and teams as required
23. Liaise with outside agencies to access external support and provision for subject leaders, support staff and students to enhance behaviours and attitudes.
24. Regularly meet with relevant colleagues within the LA to determine strategic approaches to managing and improving student behaviour

Attitude and Aspiration

1. Empower students to take responsibility for their behaviour so that they demonstrate an unwavering respect for themselves, others, their environment and their community
2. Encourage students to act as positive role models for their peers, promoting understanding of the balance between individual rights and responsibilities
3. Develop strategies and initiatives to ensure students feel a strong sense of belonging and affiliation to the Academy and are actively proud to be part of Ansford and its wider community
4. Act as the senior leadership link for the Student Council, supporting its work and ensuring that half termly meetings take place, students' voices are heard and acted upon and it operates effectively as a vehicle for student agency within the Academy
5. Work in partnership with the Assistant Headteacher: Teaching and Learning to promote exceptional attitudes to learning, removing barriers to learning so that all students achieve their best regardless of their starting points or personal circumstance
6. Work in partnership with the Assistant Headteacher: Teaching and Learning to create opportunities for student leadership within and beyond the classroom, empowering students to make a positive and lasting difference and enabling them to grow as individuals

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7. Work with the Heads of Year to lead the Academy's team of student leaders, including their recruitment, deployment, training and day to day contributions
8. Monitor and evaluate students' contribution to the Academy and the wider community
9. Regularly sample a range of stakeholder views about student attitudes and contributions and use this evidence to inform judgements and actions
10. Lead on pastoral student voice to gather students' attitudes on, for example, the quality of tutoring and pastoral care

Pastoral Care

1. Work alongside the DHT: Welfare and Inclusion to shape, implement and develop the strategic vision for pastoral care at Ansford Academy ensuring that the welfare, safety, health and happiness of every student is at the core of our purpose
2. Work alongside the DHT: Welfare and Inclusion to develop and implement strategies to raise pastoral standards, leading the Heads of Year to support and address students' pastoral needs
3. Support and challenge Heads of Year and tutors to maintain high standards and excellence in tutoring
4. Plan tutor deployment using staff resources efficiently and effectively.
5. Define and communicate clear expectations for tutors, ensuring that all staff deployed as tutors understand the central role and purpose of tutoring
6. Provide guidance and support for Heads of Year, including in meeting with parents and external agencies
7. Oversee the Assembly programme and other pastoral Key Stage or Year based events
8. Ensure the effective induction of new tutors
9. Ensure the effective and efficient admission of new students to the school

Rewards and Recognition

1. Lead and encourage a positive rewards and recognition culture that links to the values of the Academy
2. Create a positive ethos where students' self-confidence and self-esteem are promoted by regular praise, recognition, reward, and affirmation
3. Develop opportunities to recognise, praise, reward and celebrate students' achievements, success, and active demonstration of the core values of the school, both formally and informally, publicly, and discretely
4. Develop a wide range of positive praise and reward systems and protocols appropriate to students' individual circumstances, context and age
5. Monitor and evaluate reward patterns and trends across the Academy, ensuring that all aspects of the Academy's approach to rewards and recognition are implemented consistently and to ensure that all staff consistently use positive and regular praise and reward and use this to inform future actions and next steps
6. Regularly sample a range of stakeholder views about the Academy's approach to rewards and recognition and use this evidence to inform judgements and actions
7. Promote and support the organisation and delivery of celebration events

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Parental Engagement, Networks and Communication

1. Encourage parents and carers to be supportive and involved with their child's education at Ansford
2. Communicate effectively with parents and carers with regards to students' conduct both inside and outside of school, to ensure confidence in the school in the wider community
3. Contribute to continued improvements to the effectiveness of regular, positive communications with parents and carers
4. Develop and implement practical approaches and strategies to involve parents and carers in their child's learning and welfare
5. Lead strategies to improve relationships and parental engagement where there are barriers to engagement in order to build trust and foster strong and productive partnerships
6. Develop parent and carer voice, including a parent forum, creating an open and transparent culture which takes stakeholder views into account
7. Forge, develop and maintain positive parent partnerships and networks for the benefit of students and the wider community

Additional information

- In addition to the responsibilities specific to the post, we have a set of responsibilities common to all SLT roles that are shared and understood.
- This job description only contains the main accountabilities relating to this post and does not describe in detail all duties required to carry them out.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- As strategic leaders with significant whole-school responsibilities, Leadership Team members have a contract which goes beyond the 1265 hours Directed Time applicable to teachers.
- Ansford Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A satisfactory enhanced Disclosure and Barring Service Certificate is required for this post prior to commencement. The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- This job description is current at the date shown but will be reviewed annually as part of the Performance Management process or at any other appropriate time as determined by the Headteacher

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Information about Ansford Academy

Ansford is an inclusive school of around 550 students, with intake from the rural town of Castle Cary and its surrounding villages. We are a community school at heart with a central role in developing the lives of the young people in our care.

We are at an exciting time in our development journey and the school is well positioned to continue improving so that we can offer our young people the very best educational experience that we can, with every student enabled and supported to achieve the very best they are capable of, whatever their starting point.

Our motto, learning together to lead our lives, reflects our commitment to equipping individuals with the skills to make a success of their lives - to secure useful and rewarding work, make and sustain good relationships and contribute positively to local and global communities. Through high expectations, a wide range of opportunities and a strong community ethos, we have created an academy that enables our students to be themselves and to thrive.



**Learning together to
lead our lives**

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The Trustees of the Academy

The Trustees of the Academy are drawn from the local community and business and have a wealth of experience which they contribute to the running of the Academy. The main roles fulfilled by the Trustees are:

Strategic leadership of the Academy trust: the board defines the trust vision for high quality and inclusive education in line with its charitable objects. It establishes and fosters the trust's culture and sets and champions the trust strategy.

Accountability and assurance: the board has robust effective oversight of the operations and performance of the academy trust, including the provision of education, pupil welfare, overseeing and ensuring appropriate use of funding and effective financial performance and keeping their estate safe and well maintained.

Engagement: the board has strategic oversight of relationships with stakeholders. The board involves parents, schools and communities so that decision-making is supported by meaningful engagement.

The Staff

The Academy employs around 90 staff of which around 40 are Teaching Staff. The vast majority of Teaching Staff are on the Upper Pay Scale and some have been at the Academy for the majority of their careers. The Academy actively supports the recruitment of Early Careers Teachers and seeks to provide development opportunities within the Academy to support their professional growth. The Academy also hosts Initial Teacher Training candidates through its partnership with the Mid Somerset Consortium. A team of Teaching Assistants works alongside our Teachers in supporting our SEND students.

The Support Staff work tirelessly to make the running and business of the school efficient and sustainable. The team consists of specialists Administrators, business and finance staff, and the Facilities Team. The Academy is supported by other staff including IT providers, Counsellor, the Parent and Family Support Advisor, Educational Psychologist, Chaplain and Careers Advisor. The Academy works with Caterlink – a catering provider.

Training

The Academy is committed to providing professional development for its staff through INSET and other training. We provide access to the National College for staff; a fantastic resource with a wide range of teaching and other training.

Wellbeing is a priority across the work of the school and we are supported in this work by Education Support giving staff access to a plethora of resources including professional and personal counselling.

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The Curriculum

Ansford Academy is committed to a broad and balanced curriculum that meets the needs of each individual. Every effort is made to ensure the balance between challenge and support is right so that students feel confident in their abilities and able to respond to an exciting and creative curriculum in a resilient and positive way. Enjoyment is at the heart of learning and the breadth of the extra-curricular programme ensures all students have the opportunity to excel. Preparing young people to make the next steps in life is central to everything we do. Throughout their time at Ansford Academy, each individual is encouraged and helped to aspire, reflect and engage with the ability to work independently but also in teams.

Please have a look at the curriculum pages of our website:

<https://ansford.org.uk/key-information/curriculum-and-enrichment/curriculum/>

Extra-Curricular Activities

Some of the most memorable moments of school life will be the learning outside of formal classes. At Ansford we commit to offering a broad range of school trips, activities and events for all year groups. Recent highlights have included drama trips to the West End and Bath, beach studies in Swanage, a trip to the sites of Normandy, ski trip to Switzerland, various gallery visits and STEM events. The Creative Arts department held a production of Elf: The Musical (Junior) in 2022 and Beauty and the Beast in December 2023. We have an active Duke of Edinburgh team of participants braving the physical challenges of the expedition as well as developing new skills and volunteering in the community. The PE department run many different clubs, both at lunch and after school. This includes the 'run a mile a day' challenge in the Summer term. There is a very active and keen Minecraft club.

We are always looking for new opportunities to offer and the staff enjoy this aspect as much as the students.



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Ansford Academy, Castle Cary and the Surrounding Area

The academy is situated on the edge of Ansford, adjacent to Castle Cary, surrounded by fields and overlooking the Brue Valley. We have extensive playing fields, together with a picnic area, amphitheatre, tennis courts, herb garden and conservation area.

There is a 3D tour on our website at https://www.ansford.org.uk/about_ansford/facilities

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