

Information about Ansford Academy



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.

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. We 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.

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.

You will find out more about the requirements for each role in the accompanying job description and person specification. However, as this is an exceptionally important process for the school and a significant decision in your own professional career, please do not hesitate to contact Carolyn Bevan, Headteacher's PA (by email vacancies@ansford.net or 01963 350895 extension 212) if we can add to or clarify any of the details.

Visits to the school are welcome but are by no means an obligation. Any visits or phone calls will not form part of the selection process. Please call or e-mail Carolyn who will be happy to try and accommodate your requests. 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

A handwritten signature in black ink, appearing to read 'R Purnell', with a long horizontal stroke extending from the end.

Rachel Purnell

Headteacher

Ansford Academy

Ansford is an inclusive school of around 600 students where the whole child is valued, and striving for positive relationships, as well as challenge, are at the heart of our work. 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.

The Trustees of the Academy

The Trustees of the Academy are drawn from the local community and increasingly from business and have a wealth of experience which they contribute to the running of the Academy. We have active Parent Governors and also encourage staff to have representatives on the Board. The main roles fulfilled by the Trustees are:

- *Ensuring clarity of vision, ethos and strategic direction*
- *Holding the Headteacher to account for the educational performance of the Academy and its students*
- *Overseeing the financial performance of the Academy and ensuring financial probity.*

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 with 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, IT specialists and the Facilities Team. The Academy is supported by other staff including a Counsellor, the Parent and Family Support Advisor, Educational Psychologist, Chaplain and Careers Advisor. The Academy works with Caterlink – a catering provider.

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. 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.

Our Curriculum and School Improvement Priorities

The curriculum

The curriculum is designed to give all students access to a breadth of knowledge, concepts, skills, values and attitudes. Students' experiences of revisiting essential knowledge, skills and understanding from previous learning will allow them to gradually develop a deeper understanding of skills and processes within each subject area. Learning is based on the study of National Curriculum subjects, namely: English, Mathematics, Science, French, Geography, Spanish, History, Design Technology, Art, Art Textiles, Music, P.E., Drama, RE, Computing, Citizenship and Horticulture (KS4 only). Drama also forms part of the compulsory curriculum at Key Stage 3.

In Key Stage 3 there are a number of key components to the organisation of learning with English, Maths, Science and Languages taught as distinct subjects. Online resources have been developed that allow students to access work which is appropriate to where they are and allows them to see the learning journey ahead rather than just what they are learning in a particular lesson or topic. Humanities, Arts and Technology subjects are taught in 10 weekly 'Themes' which connect distinct subject learning delivered by subject specialists. All students have regular coaching meetings with their tutor which are designed to support them to organise their work, reflect on what has gone well and next steps.

School Improvement Plan: January 2022 – September 2023

The Senior Leadership Team have identified the following key priorities for the Academy and these have been approved by the Trustees.

Quality of Education	
Key Priorities	Expected Outcomes
<ol style="list-style-type: none">1. Ensure our curriculum is broad and balanced, meeting the needs of all students, embedding knowledge and skills across and within key stages and subject areas.2. Deploy the catch up funding effectively to secure improvement in outcomes, closing the gaps for identified groups of students.3. Reduce variation across subject areas to secure improvement in outcomes.4. Develop students' literacy and communication skills, building cultural capital and ensuring equality of opportunity.5. Support teachers to develop their practice, ensuring that the quality of teaching and learning is consistently strong.	<ul style="list-style-type: none">▪ Intervention programmes show a positive impact on outcomes.▪ GCSE outcomes show a reduction in gap between students in vulnerable groups and those who are not.▪ Improved outcomes in Science and Design Technology

Behaviour and Attitudes

Key Priorities

1. Ensure that expectations of behaviour within and outside the classroom are clear, understood and applied consistently, with resulting impact on ethos and culture.
2. Promote positive behaviour choices and engage students in developing this aspect of school life.

Expected Outcomes

- Almost all students arrive at lessons on time and there is a reduction in lateness.
- After an expected increase in suspensions and use of re-tracking, numbers fall.
- Interventions with targeted students show a positive impact in the reduction of negative behaviour points and consequences.

Personal Development, Welfare and Wellbeing

Key Priorities

1. Ensure that all safeguarding matters are given high priority, with systems to support school specific responses.
2. Protect, promote and enhance the wellbeing and mental health of all students.
3. Improve attendance rates and develop a range of interventions where absence is a concern.
4. Raise the profile of PSHCE, reviewing and strengthening provision.
5. Provide a wide range of opportunities to support the personal development of students beyond the classroom.

Expected Outcomes

- Rates of absence and numbers of persistent absentees are at least in line with local and national figures.
- Increase in the range of extra-curricular activities and the numbers of students engaging.
- Increase in numbers of concerns logged on My Concern, with interventions for specific patterns showing impact.
- Safeguarding audit is successful showing compliance in all areas and with no areas rated red.

Inclusion/SEND Provision and Practice

Key Priorities

1. Ensure that SEND resources are used effectively to meet the needs of individuals.
2. Ensure that students are supported to overcome any barriers to learning.

Expected Outcomes

- Majority of students with SEND make progress in line with expectations.
- Reduction in concerns, queries and complaints about SEND provision and practice.
- Evaluation of interventions and alternative provision shows a positive impact on either attendance, behaviour or outcomes.

Leadership and Management

Key Priorities

1. Provide clear internal and external communication with consistent messaging, sharing information effectively, engaging stakeholders and promoting the Academy's ethos.
2. Protect, promote and enhance the wellbeing and mental health of all staff.
3. Ensure that the deployment of staff enables organisational growth.
4. Ensure that the Academy's educational provision is aligned with our ethos and values, enabling all students to succeed.
5. Ensure that the governing board fulfil their roles effectively, showing their contribution to securing high quality educational provision for all students.

Expected Outcomes

- Stakeholder surveys show increased levels of engagement and increasingly positive results.
- Increased external engagement with the website.
- Full staffing, effectively deployed with minimal overstaffing.
- Maintenance of a balanced budget and ability to invest reserves in capital assets.

Ansford Academy, Castle Cary and the Surrounding Area

Ansford Academy

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.



The main building, which was built in 1940 and expanded in the 1970s, has been greatly modernised in the last decade. A £1.7m sports centre was built in 2005. Apart from the mathematics area, all buildings are single-storey, with ramps at key points making wheelchair access relatively easy.

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



Castle Cary and the Surrounding Area



“Castle Cary is a small, attractive country town situated some 12 miles north-east of Yeovil and 24 miles south of Bath. It lies on the edge of rolling countryside between the Somerset Levels to the west and the high ridgeline of Penselwood to the east, halfway between the Mendip Hills and the Blackmore Vale”

Castle Cary Town Council website <https://www.castle-cary.co.uk>

Although rural, Castle Cary is on the mainline rail to London which is reachable in under 2 hours. Bath, Bristol and Bournemouth are within 1 hours drive. The Dorset coast is 45 minutes away.

The surrounding area is mainly rural with attractive villages and some smaller towns like Shepton Mallet and Bruton.



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