

**Teaching Assistant  
/ Senior Teaching Assistant  
Part time or Full time**

**Job Details and 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 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.

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.

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 Carolyn Bevan (Headteacher's PA) by email ([vacancies@ansford.net](mailto:vacancies@ansford.net)) or telephone (01963 350895 extension 212). 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 Carolyn who will be happy to arrange this for you.

I hope, having read the information available to you, that you will decide to apply. If you do, the details about how to apply are located later in this pack. 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**

## How to Apply

All job vacancies can be found on [www.ansford.org.uk](http://www.ansford.org.uk)

To apply for a post please go to [Vacancies - FaceEd](#) and this will take you to our application portal run by Face-Ed. 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.

We require two 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, if possible, an email address for both your referees.

**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.

### A Note about References

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.

## The SEND Department

### Context

The SEND Department at Ansford Academy is committed to providing high quality support for students with a wide variety of difficulties. It has a reputation within Somerset for the care and support it offers and its commitment to inclusivity. The Department supports students with a wide range of needs including physical, medical, literacy, numeracy, social, emotional and behavioural factors. The department works as a very close team, working together and across the school with colleagues to support each other in raising the progress and achievement of all students with SEND.

If you would like to know any further details about how the Department works, please contact Su Perkins or Rebecca Wood, SENDCO's.

### Classroom Support and other Interventions

In addition to providing in-class support to students, the team runs multiple intervention programmes to assist with literacy, numeracy, English as an Additional Language, life skills, social and emotional needs and nurture.

### Staffing

The Department structure currently comprises a two part time (SENDCO's), an Interventions Lead Teacher who manages specialist intervention projects, Teaching Assistants and administrative support. Support is delivered in classrooms and, where students require individual or small-group work, in the Intervention Room or Learning Bridge. The LSC comprises 2 large teaching areas.

### Teamwork and Training

The Department meets weekly for information sharing and discussion of broad issues. All the Department's staff are encouraged to be involved in setting student targets and are required to attend a variety of review meetings for those students with whom they have a close involvement.

Training is encouraged for all staff within the department. This ensures we have a fully qualified and adaptable team, enabling us to meet the needs of our most vulnerable students. The Academy supports training through apprenticeships for staff wishing to pursue work related studies.

**Job Description: Teaching Assistant / Senior Teaching Assistant**  
**Grading dependant on experience**

**PURPOSE OF THE POST**

1	To support and promote the values and expectations of the Academy.
2	To work with class teachers to raise the learning and attainment of students.
3	To promote students' independence, self-esteem and social inclusion.
4	To provide a high standard of pastoral care for students through mentoring.
5	To give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.
6	To contribute to the wider objectives of the Academy through the provision of extra-curricular activities.

**MAIN AREAS OF RESPONSIBILITY**

	<p><b>Promoting Academy Ethos</b></p> <p>A. To promote learning for learning's sake.</p> <p>B. To ensure teaching leads to outstanding learning and progress for all.</p> <p>C. To create relationships based on mutual respect.</p> <p>D. To be an effective contributor to the team.</p> <p>E. To manage and actively engage in your own professional development and performance management process.</p> <p>F. To carry out any other duties which may reasonably required by the Headteacher.</p> <p>G. To set and maintain high standards of dress, behaviour and expectations.</p> <p>H. To contribute to the smooth running of the Academy by fulfilling duties, supporting colleagues, challenging behaviour and upholding the Academy rules within and outside of the classroom.</p> <p>I. To adhere to the principles of safeguarding and follow national and local policies.</p>
	<p><b>High Needs Student Key Worker</b></p> <p>A. Under the guidance of the SENCO assist with managing and delivering the learning, support and mentoring to the linked High Needs Students.</p> <p>B. Working with colleagues to ensure that linked Student's personal needs are recognised and provide advice to assist in their educational, social and general development.</p>
	<p><b>Curriculum and Planning</b></p> <p>A. To contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.</p> <p>B. To read and understand lesson plans shared prior to lessons.</p> <p>C. To plan how to support the inclusion of students in the learning activities.</p> <p>D. To contribute to other research and developmental projects.</p>

	<p><b>Teaching and Learning</b></p> <p>A. To fully implement all Academy policies and procedures.</p> <p>B. To make effective use of resources, including ICT.</p> <p>C. To demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND).</p> <p>D. To promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities.</p> <p>E. To use effective behaviour management strategies consistently in line with the school's policy and procedures.</p> <p>F. To support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment.</p> <p>G. To organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.</p> <p>H. To observe student performance and pass observations on to the class teacher.</p> <p>I. Undertake any other relevant duties given by the class teacher.</p>
5	<p><b>Standards, Achievement and Assessment</b></p> <p>A. To ensure students make outstanding progress.</p> <p>B. To implement all actions following reviews of student progress.</p> <p>C. To fully implement the Academy policy and procedures to a high standard.</p> <p>D. To plan for assessment for learning in every lesson.</p>
6	<p><b>Care, support and guidance</b></p> <p>A. To develop positive can do attitudes within students, encouraging high aspirations and ensuring all students make exceptional progress.</p> <p>B. To be aware of and implement when necessary, the Academy's Child Protection procedures and commit to keeping all children safe in education</p>
7	<p><b>Liaison</b></p> <p>A. To work closely, courteously and professionally with all Academy colleagues including adhering to deadlines set by other colleagues.</p> <p>B. To work collaboratively with the Academy community to develop ideas, opportunities for students and best practice.</p> <p>C. To form effective relationships with parents and Academy stakeholders.</p>
8	<p><b>Organisational Priorities and Issues</b></p> <p>A. To contribute to work streams identified within the Academy Development Plan.</p> <p>B. To adhere to procedures relating to Data Protection.</p> <p>C. To use email and other forms of communication in line with procedures.</p> <p>D. Attend and participate in the Open Evenings and other Academy events.</p>
<p><b>This job description is current at the date shown but in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the role commensurate with the grade and job title.</b></p>	

<b>POSITION</b>	Teaching Assistant / Senior Teaching Assistant
<p><b><i>The Governing Body is committed to safeguarding and promoting the welfare of children and young persons and head teachers must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. An Enhanced Disclosure from the Disclosure and Barring Service (DBS) will be required from the successful candidate.</i></b></p> <p>This person specification is related to the requirements of the post as determined by the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.</p>	

	<b>PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE</b>	<b>Ess en tial</b>	<b>De sir abl e</b>	<b>Ap pli cat ion</b>	<b>Int erv ie w Pr oc ess</b>	<b>Ref ere nc e</b>
<b>Qualifications and Training</b>						
<b>1</b>	At least 5 GCSEs or equivalent level 2 qualifications including Maths and English	✓		✓		
<b>2</b>	A level or equivalent level 3 qualifications		✓	✓		
<b>3</b>	Practical knowledge of supporting young people in their learning	✓		✓	✓	✓
<b>4</b>	An understanding of inclusion and supporting students with differing needs including SEMH		✓	✓	✓	✓
<b>5</b>	An understanding of academic assessment		✓	✓	✓	✓
<b>6</b>	An understanding of child Protection and Safeguarding procedures		✓	✓	✓	✓
<b>Personal Qualities and Skills</b>						
<b>1</b>	A genuine liking of young people and a willingness to support and assist them	✓		✓	✓	✓
<b>2</b>	Tenacity, resilience and the ability to repair relationships	✓		✓	✓	✓
<b>3</b>	Commitment to maintaining the caring and supportive ethos of the school	✓		✓	✓	✓
<b>4</b>	Commitment to the safeguarding of children and young people	✓		✓	✓	✓
<b>5</b>	Good behaviour management skills	✓		✓	✓	✓
<b>6</b>	Excellent written and verbal communication skills		✓	✓	✓	✓
<b>7</b>	Excellent planning and organisational skills	✓		✓	✓	
<b>8</b>	Ability to work both as part of a team and individually	✓		✓		✓
<b>9</b>	Excellent time management skills	✓		✓		✓



<b>10</b>	Ability to stay calm and work effectively when under pressure	✓		✓	✓	✓
<b>11</b>	IT competent		✓	✓		✓
<b>12</b>	Ability to carry out tasks set by others	✓		✓	✓	✓
<b>Experience</b>						
<b>1</b>	Previous work with young people	✓		✓		✓
<b>3</b>	Responsibility for managing own workload		✓	✓		✓
<b>4</b>	Experience of working in a school		✓	✓		
<b>5</b>	At least one year in a role working closely with young people		✓	✓		✓
<b>6</b>	Confident in a classroom environment both at KS3 and KS4		✓		✓	✓

## 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. The main roles fulfilled by the Trustees is:

- *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 staff 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.

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## 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 and 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"><li>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.</li><li>2. Deploy the catch up funding effectively to secure improvement in outcomes, closing the gaps for identified groups of students.</li><li>3. Reduce variation across subject areas to secure improvement in outcomes.</li><li>4. Develop students' literacy and communication skills, building cultural capital and ensuring equality of opportunity.</li></ol>	<ul style="list-style-type: none"><li>▪ Intervention programmes show a positive impact on outcomes.</li><li>▪ GCSE outcomes show a reduction in gap between students in vulnerable groups and those who are not.</li><li>▪ Improved outcomes in Science and Design Technology</li></ul>

5. Support teachers to develop their practice, ensuring that the quality of teaching and learning is consistently strong.	
<b>Behaviour and Attitudes</b>	
<b>Key Priorities</b>	<b>Expected Outcomes</b>
<ol style="list-style-type: none"> <li>1. Ensure that expectations of behaviour within and outside the classroom are clear, understood and applied consistently, with resulting impact on ethos and culture.</li> <li>2. Promote positive behaviour choices and engage students in developing this aspect of school life.</li> </ol>	<ul style="list-style-type: none"> <li>● Almost all students arrive at lessons on time and there is a reduction in lateness.</li> <li>● After an expected increase in suspensions and use of re-tracking, numbers fall.</li> <li>● Interventions with targeted students show a positive impact in the reduction of negative behaviour points and consequences.</li> </ul>
<b>Personal Development, Welfare and Wellbeing</b>	
<b>Key Priorities</b>	<b>Expected Outcomes</b>
<ol style="list-style-type: none"> <li>1. Ensure that all safeguarding matters are given high priority, with systems to support school specific responses.</li> <li>2. Protect, promote and enhance the wellbeing and mental health of all students.</li> <li>3. Improve attendance rates and develop a range of interventions where absence is a concern.</li> <li>4. Raise the profile of PSHCE, reviewing and strengthening provision.</li> <li>5. Provide a wide range of opportunities to support the personal development of students beyond the classroom.</li> </ol>	<ul style="list-style-type: none"> <li>● Rates of absence and numbers of persistent absentees are at least in line with local and national figures.</li> <li>● Increase in the range of extra-curricular activities and the numbers of students engaging.</li> <li>● Increase in numbers of concerns logged on My Concern, with interventions for specific patterns showing impact.</li> <li>● Safeguarding audit is successful showing compliance in all areas and with no areas rated red.</li> </ul>

Inclusion/SEND Provision and Practice	
Key Priorities	Expected Outcomes
<ol style="list-style-type: none"> <li>1. Ensure that SEND resources are used effectively to meet the needs of individuals</li> <li>2. Ensure that students are supported to overcome any barriers to learning</li> </ol>	<ul style="list-style-type: none"> <li>● Majority of students with SEND make progress in line with expectations.</li> <li>● Reduction in concerns, queries and complaints about SEND provision and practice.</li> <li>● Evaluation of interventions and alternative provision shows a positive impact on either attendance, behaviour or outcomes.</li> </ul>
Leadership and Management	
Key Priorities	Expected Outcomes
<ol style="list-style-type: none"> <li>1. Provide clear internal and external communication with consistent messaging, sharing information effectively, engaging stakeholders and promoting the Academy's ethos.</li> <li>2. Protect, promote and enhance the wellbeing and mental health of all staff.</li> <li>3. Ensure that the deployment of staff enables organisational growth.</li> <li>4. Ensure that the Academy's educational provision is aligned with our ethos and values, enabling all students to succeed.</li> <li>5. Ensure that the governing board fulfil their roles effectively, showing their contribution to securing high quality educational provision for all students.</li> </ol>	<ul style="list-style-type: none"> <li>● Stakeholder surveys show increased levels of engagement and increasingly positive results.</li> <li>● Increased external engagement with the website.</li> <li>● Full staffing, effectively deployed with minimal overstaffing.</li> <li>● Maintenance of a balanced budget and ability to invest reserves in capital assets.</li> </ul>

## **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](https://www.ansford.org.uk/about_ansford/facilities)



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## 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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