



Job Opportunity

Assistant Headteacher: Personal Development

Leadership Point Range 8-11 (Easter 2024 start or sooner)



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.

Closing Date 09.00 on Thursday 12 December 2024

Proposed Interview Date on Tuesday 17 December 2024

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. Children only have one chance at an education and I am committed to every Ansford student receiving an inspiring and challenging education which provides the grounding and qualifications to live the very best version of their lives. High expectations alongside a genuine care and regard for every individual sits at the heart of this and is the result of hard work and commitment from all our community.

I joined Ansford Academy in September 2024 under secondment from my current role as Director of Secondary Education with the Midsomer Norton Schools Partnership (MNSP). In that role I have significant experience of senior leadership and supporting schools in moving on to the next stage of their development journey; particularly moving schools into a Good or Outstanding Ofsted grading and using my experience and knowledge work with the staff team to have a clear impact on the quality of education for every child. Although my position as Interim Headteacher will be only temporary, I will be continuing to work with support the Academy once it has joined the MNSP Trust, so I have a clear commitment to its journey and success for years to come.

My role at Ansford Academy is to operationally lead the school, however I am also supporting the academy's transition into the MNSP Trust, and continuing the development work from the Ofsted 2023 actions. My primary focus at Ansford Academy however is to ensure that all children are provided with a first class education in a safe and secure environment that allows them to academically flourish. Ansford's strong sense of community, along with the warm, friendly and welcoming culture is something that very much stands out.

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 my PA Zoe White by email (mailbox@ansford.net) or telephone (01963 350895 ext 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 Zoe 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

Mr Duncan Powell



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Information about the Role

The Trustees of the Academy are seeking an Assistant Headteacher (AHT) to lead on our Personal Development portfolio. The Assistant Headteacher (Personal Development) is responsible for the development and implementation of our pastoral strategy including management of student transitions, tutoring, student voice and the overall community journey through the Academy. The role oversees the spiritual, moral, social and cultural (SMSC) curriculum as well as leading programmes to allow students to understand their place and opportunities in the world beyond our walls.

As a member of the Senior Leadership Team, the AHT will also join in the leadership and management of all shared SLT responsibilities. AHT roles normally hold a teaching allocation of around 18-20 periods per 50 period fortnight.

Job Description - Assistant Headteacher: Personal Development

Core purpose of this post

1. To provide the strategic and operational leadership of the Academy's Personal Development portfolio which covers:
 - Attendance
 - Transition from Y6-Y7 and Post 16
 - Pastoral and Assembly programme & provision (inc Tutor time interventions)
 - Spiritual, Moral Social and Cultural development
 - British Values
 - Careers Education, Information, Advice and Guidance (CEIAG)
 - Student Voice
 - Student leadership
2. To undertake responsibilities as a member of the Senior Leadership Team of the school, providing professional, strategic and operational leadership to ensure all young people in our care achieve success.

Personal Development

1. **Attendance:**
 - Manage the work of the Pastoral Support Leader: Attendance Intervention and Support, and in collaboration with them, develop strategies to improve attendance and punctuality so that disruption is minimised and barriers to learning are removed.
 - Oversee the development, monitoring and implementation and quality assurance of policies, plans, targets, practices and procedures related to attendance and punctuality.

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- Regularly meet with relevant agencies and partners to determine strategic approaches to managing and improving student attendance.

2. Transition

- Oversee the transition processes, including any enhanced transition, from primary to secondary school and liaise with the Admissions Officer, Pastoral staff and SENDCO to ensure that the process is well-planned, effective and ensures a smooth start for students.
- Take a leading role in transition events, including offering opportunities at KS 2, Year 6 summer school activities and open events and accompanying marketing and publicity.
- Oversee the transition process for Post 16 routes for students including working with the CEALG provider on 'moving on' events and the celebration of successes, post exam.

3. Pastoral and Assembly programme & Extra-Curricular Activities

- Provide both strategic and operational support to the Executive Head and Headteacher in the development of the pastoral team, including the opportunity progress to manage the Heads of Year and the Pastoral Support Leader (Behaviour Intervention and Support) and leading regular meetings of the pastoral team, including:
 - Planning tutor deployment, using staff resources efficiently and effectively.
 - Define and communicate clear expectations for tutors, ensuring that all staff deployed as tutors understand the central role and purpose of tutoring.
 - Provide guidance and support for Heads of Year, including in meeting with parents and external agencies.
 - Oversee the Assembly programme and other pastoral Key Stage or Year based events.
 - Ensure the effective induction of new tutors.
 - Ensure the effective and efficient admission of new students to the school.
- Shape, implement and develop and quality assure the strategic vision and strategies for pastoral care at Ansford Academy ensuring that the welfare, safety, health and happiness of every student is at the core of our purpose.
- Ensure there are clear lines of responsibility for supporting and addressing students' pastoral needs.
- Lead pastoral WAVE meetings to secure appropriate intervention for students most in need.
- Collaborate and engage with external agencies to ensure effective leadership and partnerships are in place to support the pastoral system and student welfare.

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- Lead and deliver CPD to ensure all staff are trained and supported for their pastoral roles enabling them to uphold school policies, practices and systems effectively with regards to pastoral care.
- Ensure that communication of the school's pastoral ethos and values are clearly disseminated through school literature and the website.
- To be responsible for the promotion and coordination of extra-curricular activities and for reviewing their suitability and effectiveness.
- To be responsible for monitoring the uptake of students engaging in extra-curricular activities to ensure equity of opportunity.

4. SMSC and British Values

- To provide strategic leadership and operational oversight of a comprehensive strategy to deliver a varied SMSC curriculum and the promotion of British Values.
- Audit and monitor the school's SMSC provision within and outside the curriculum and evaluate its quality and effectiveness.
- Have oversight of the PSHCE programme and line manage the PSHCE Co-ordinator.
- Monitor and evaluate the quality of the opportunities available to support the personal development of students beyond the classroom, ensuring that they have impact and improve equity of opportunity.

5. Careers Education, Information, Advice and Guidance

- Provide strategic leadership of the Academy's CEIAG programme, working closely with the independent Careers Adviser to ensure high quality provision across all year groups, including work experience during KS4 and effective post 16 transition.

6. Student Voice and Student Leadership

- To lead the development, implement and quality assure a comprehensive student voice system to ensure that their views are heard and may influence the wider life of the community and the way the Academy operates.
- 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.

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- 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.
- 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.

Responsibilities that apply as a member of the senior leadership team

To promote the vision and values of Ansford Academy

To provide professional leadership and management to secure:

1. Improvement in achievement and attainment for all students;
2. Raising of aspirations and standards of learning and teaching;
3. High quality provision of all services;
4. Effective strategic direction, leadership and management at all levels;
5. Effective deployment of resources;
6. A safe and healthy environment for members of the school community;
7. Outstanding levels of behaviour and behaviour for learning.

To take an active role in whole school leadership:

1. Share leadership at the most senior level, directly assisting the Headteacher to determine, plan and implement the direction of whole school issues.
2. Make significant contributions to meetings of the Senior Leadership Team and other staff meetings as required.
3. Undertake a proactive part in activities that are part of the self-evaluation of the school including quality assurance activities, appraisal and routinely gathering stakeholder views.
4. Line-manage other staff, in line with school policies, to ensure the effective delivery of all Academy functions.
5. Lead teams in areas of responsibility.
6. Meet student and staff needs on a day-to-day basis.
7. Contribute to the day to day organisation of the school and ensure it functions efficiently and effectively.
8. Supervise and manage student conduct and behaviour for learning.
9. Participate in the recruitment and deployment of teaching and associate staff.

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10. Be a highly visible presence around the school and model expectations of staff and students. e highly visible and accessible: reinforcing standards of student and staff behaviour and the school's core values and ethos (including supervision and duties).

To take an active role in developing the leadership of other staff:

1. Liaise closely with Headteacher to ensure that current as well as future leaders across the school are supported and challenged to make maximum impact on students' experiences and outcomes, as well as on the general ethos and success of the school.
2. Support the leadership development of Leadership Team and Associate Leadership Team to ensure continual improvements are achieved across the school, impacting positively on students' experiences, achievement, behaviours and attitudes.
3. Contribute to staff development programmes and coaching through both delivery of CPD and support of colleagues on leadership programmes.
4. Lead by example and routinely challenge and support any practice that falls below expectations as appropriate.
5. Support the Headteacher in enhancing leadership and building leadership capacity at all levels of the organisation.

Generic expectations of all members of the senior leadership team:

- Undertake a teaching commitment commensurate with the role of a senior leader and the needs of the school
- Undertake a regular commitment to duties and the assembly rota.
- Act as a role model to the rest of the SLT and all staff and students in setting and maintaining the highest standards in all aspects of work and in challenging and supporting others to achieve their personal best.
- Lead by example, acting with professional integrity at all times and providing inspiration and motivation for all stakeholders.
- Research and disseminate best practice in all key areas of responsibility.
- Play a lead role in the monitoring and evaluation of the School Improvement Plan, taking appropriate actions to ensure the school's goals are achieved.
- Play a lead role in the completion and quality assurance of the school's Self Evaluation Form to ensure that an accurate picture of the school's performance and any areas for development are recorded and updated frequently, and take actions to secure improvements.
- Ensure school policies relevant to leadership areas are up to date, compliant and any changes are effectively communicated.
- Maintain an up to date knowledge and understanding of all aspects of the Ofsted framework.
- Lead other relevant staff in understanding the aspects of the Ofsted framework relating to your role through timely communications and training.

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- Lead the strategic development of the areas of accountability relevant to your role, ensuring strategies are student-centred, have impact and are underpinned by a robust evidence base.
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work.
- Be present where required at meetings, performances and other functions /events.
- Proactively take opportunities to market the school, organising key events as appropriate and acting as an ambassador for the school at high profile functions.
- Attend governors' meetings as required, to ensure governors maintain a sound knowledge and understanding of all aspects of the school.
- Provide verbal and written reports at the relevant Governing Body meetings to inform members of issues related to your role.
- Actively work to develop the school's network of external partner organisations.
- Demonstrate a commitment to your own professional development and engage in the opportunities provided by the school.
- Work as part of a team, submitting draft proposals and documents for further development by the senior leadership team, and accepting and supporting final senior leadership team decisions.
- Assume a range of whole school responsibilities as assigned by the Headteacher and to undertake any professional duties that the Headteacher reasonably delegates.

With regard to leadership team meetings:

- All members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Headteacher (or Deputy Headteacher in their absence);
- All members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Headteacher. A consistent message should be given to staff and students at all times;

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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. 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
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

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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

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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 within 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 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 runs 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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