



# Headteacher

Leadership Point Range 21-27 (preferably September 2024 start)



**We hope this pack provides you with the information you need about this opportunity. We also welcome visits prior to application to learn more about us.**

**Application Closing Date: 12.00 Tuesday 7 May 2024**

## Welcome Letter from Jennie White, Chair of Governors

Dear Candidate

Thank you for your interest in leading Ansford Academy. We are an inclusive community school with a key 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 possible. Staff, Governors and the wider school community are all entirely focussed on ensuring that Ansford offers all of our young people a happy, supportive and challenging environment that delivers an exceptional education.



The Academy has been commended for the positive relationships students have with adults; children tell us that they feel safe in school. The culture of safeguarding is very strong and staff are incredibly proud of working at Ansford. Over recent years the Academy has established clear routines for ensuring good behaviour and this is recognised as a success throughout the school community. Currently, the Academy is in the process of moving from a stand-alone academy into a multi-academy trust (MAT) in order to consolidate and accelerate the considerable progress made, whilst retaining our current ethos and values.

The Academy's motto "Learning Together To Lead Our Lives" reflects our central focus on teaching and learning, with a determination that every student should achieve their very best, whatever their starting point- we want our students to go on to lead fulfilling lives. Collaboration is at the heart of how we work and we expect all our staff to be learners too, developing their skills and their careers.

Ansford is an inclusive school of around 550 students, with intake from the small town of Castle Cary and its surrounding villages. The catchment is large and rural in nature and is characterised by beautiful countryside and small settlements. There are pockets of both affluence and deprivation within the catchment. For students, school is often the main place for developing peer relationships and learning to be part of a larger community.

The Academy seeks to promote this community atmosphere and prides itself on being friendly and supportive whilst challenging students to achieve and aspire beyond a rural frame of reference. The majority of students move on to further education at 16 and many then progress to higher education.



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Performance data demonstrates that outcomes are on an upward trajectory and our improvement work for the next 2 years is centred on curriculum refinement, ensuring high quality teaching and learning in all classrooms, developing our reading provision and reinforcing quality assurance processes. There is a detailed School Improvement Plan and Ofsted Action Plan in place for the new Headteacher to take forward backed by other leaders who know the school and children well. The Governors will continue to provide support and challenge to help the team make further important advances in standards and expectations. Additional support is in place via the Midsomer Norton Schools Partnership whilst we transfer to the MAT.



We invite you to come and visit us prior to application so you can see the community in action. Any visit will not form part of the selection process and is not mandatory. Appointments are available on Wednesday 1 May between 16.00 - 16.45 or Thursday 2 May between 9.30 - 11.00, with Governors in attendance for you to meet and ask any questions prior to submitting an application. Visits can be booked with our Business Manager, Rebecca Comyns. Please contact Rebecca on [rebecca.comyns@ansford.net](mailto:rebecca.comyns@ansford.net) to arrange a visit. Rebecca is also available for visits outside of the pre-arranged times.

Best wishes

Jennie White (Chair of Governors)



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## **A message from the outgoing Headteacher**

Dear Applicant

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 the school's work with young people: those values have strengthened and are lived out in our daily work.

It has been a real privilege to lead Ansford Academy during its period of recovery following the pandemic, laying firm foundations in all aspects of school life so that the Academy is well-placed for further rapid progress and a secure future. We have worked hard over the last 12 months to find the right partner to support us and are delighted that the consultation period for Ansford Academy to join the Midsomer Norton Schools' Partnership is now underway.



For me, the end of this academic year will mark the completion of 30 years working in education and, whilst it has been a much loved profession, it is now the right time for me to take the opportunity of early retirement so that I can explore new adventures and enable a new Headteacher to lead the school on the next phase of its journey.

If you decide to consider the position and make the application, you will find a school with supportive Governors, a committed staff body and the most wonderful, open and warm students. This is a school where you can really make a difference to the lives of young people and, if you are committed to doing that whilst placing people at the heart of your work, Ansford Academy will be the right place for you.

With best wishes

A handwritten signature in black ink that reads "Rachel Purnell". The signature is written in a cursive style and is underlined with a single horizontal stroke.

**Rachel Purnell**

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## The Application Process

### How to apply

To submit an application please go to [Vacancies - FaceEd](#) and this will take you to our application portal. 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 covering letter and any supplementary information
- sign declarations

Your application will not be received unless you press the SUBMIT button and receive a confirmation email - If you encounter any difficulties using the system please contact the helpdesk of FaceEd on 01924 907319.

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[www.face-ed.co.uk](http://www.face-ed.co.uk)



### Covering Letter

Your cover letter should be no longer than two sides of A4 (in a standard font which is no smaller than 12) and should cover the following:

- why you are interested in this role.
- how your experience to date makes you a suitable candidate.
- how you would support staff to ensure strong school improvement whilst maintaining a healthy work-life balance.
- Your core values as a leader

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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:

- your direct line manager
- the reference should be confirmed by the Headteacher as accurate in respect of disciplinary investigations

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.

To ensure the fairness of the selection process, shortlisting will be based upon the information which you provide in your application and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.

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 on the Role

Job Role: Headteacher

Salary: Range L21 to L27

Responsible to: The Trustees of Ansford Academy

### Purpose of the role

1. To provide outstanding leadership which will ensure continued success, sustainability and improvement.
2. To ensure that every child receives a high quality education and achieves success.
3. To engage the community fully in all aspects of the school.
4. To manage school resources efficiently and effectively and to ensure value for money.
5. To ensure high expectations, high standards and strong accountability.

### Key areas of responsibility

#### Strategic direction and development of the school

1. To provide strategic leadership that secures the school vision, engendering high standards of behaviour, achievement and good social development for all children.
2. To secure a strong and sustainable working partnership with parents, other schools in the area and the local community.
3. To develop the school's emphasis on a broad formal curriculum and extracurricular activities.
4. To ensure that all aspects of school performance are monitored and evaluated thoroughly and regularly, including periodic external review.
5. To prepare for the Governing Body, evaluation documents and improvement plans which match the school's vision.
6. To ensure that the school improvement plan is based on the evidence from robust self-evaluation and that progress against plan targets and objectives is reviewed regularly.
7. To act as professional adviser to the Governing Body and to supply them with information with which it can fulfil its strategic leadership role and provide support and challenge to the work of the school.
8. To develop teaching and learning so that students make strong progress and gain knowledge and skills for life.

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## Management and Leadership

1. To develop the school, staff and students to their full potential, by being forward thinking and through inspiration, initiative, motivation and where appropriate, delegation.
2. To ensure that every child is stretched and challenged to make academic progress and that appropriate and challenging targets are set and met.
3. To comply with policies and other statutory requirements and maintain a regular and planned evaluation cycle.
4. To be familiar with current best practice in curriculum, assessment, monitoring and evaluation.
5. To be responsible for preparing, updating and ensuring implementation of the School Improvement Plan.
6. To ensure a robust culture of safeguarding for all students and adults in the school community.
7. To ensure that the school has effective policies and procedures covering all aspects of school operations, ensuring regular review and monitoring of implementation.
8. To line manage staff appropriately ensuring they are sufficiently supported and challenged to achieve excellent outcomes in their roles.

## Finance and Other Resources

1. To manage, deploy and utilise the Academy's resources to enhance the learning opportunities of all members of the school community. This means being responsible for:-
  - Acting as the legal Accounting Officer, meeting the requirements of the Academy Financial Handbook in respect to that role.
  - Ensuring the Academy's environment is managed effectively and efficiently to ensure it meets the needs of the curriculum and health and safety regulations.
2. To manage effectively and sustainably, the resources of the school including time, finance, people, equipment, facilities and site.
3. In conjunction with the Local Governing Body, ensure that finances relating to the school are monitored and that value-for-money is achieved.

## Staffing

1. Treating people fairly, equitably, with dignity and respect to create and maintain a positive school culture.
2. To oversee the selection and appointment of all teaching and non-teaching staff.
3. To lead the Senior Leadership Team, creating a collegiate approach and an atmosphere of mutual respect, support and challenge.
4. To ensure the implementation of appropriate policies on performance management and staff development.
5. Maintaining an effective Performance Management and Continuing Professional Development system.
6. Ensuring under-performance is investigated and management of support programmes are put in place.
7. Ensuring that teams and individuals have clear lines of responsibility that achievements are celebrated.
8. Reporting to the Governing Body annually on the professional development of all staff at the Academy.

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## **Parents and the Community**

1. To maintain and continually develop good relations with parents and carers, and links with the local community
2. To ensure that regular information about the progress of children is given to parents and carers
3. To promote the school, upholding its reputation and attractiveness to existing and prospective parents
4. To promote positive links with all outside agencies to support students

## **Students**

1. To have overall responsibility for ensuring that the children are engaged in relevant, appropriate and balanced educational activities of high quality.
2. To ensure that all students enjoy an inclusive education in line with the requirements of the National Curriculum.
3. To ensure that students' individual needs are met and their achievement is commensurate with their ability.
4. To monitor the assessment and recording of children's progress.
5. To recognise the importance of and lead provision of social, moral, spiritual and physical development as well as academic achievement.
6. To ensure that every child matters and that safeguarding is outstanding.

## **Governors**

1. To maintain an effective working relationship with the Governing Body, advising and assisting Governors in the discharge of their duties.
2. To report to the Governing Body on all relevant matters affecting the conduct, performance and standards of the school, students and staff.
3. To keep Governors fully informed of school events and issues.

## **Additional information**

- 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.
- 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 as required.

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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 for which they are applying. Shortlisting 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. Possess Leadership Team experience
3. Wider, recent and relevant professional development related to whole school leadership issues

## **Experience and Skills**

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

### **Professional Knowledge and Experience**

1. Have senior leadership experience in a secondary school with a proven track record of success in raising achievement and bringing about improvement.
2. Lead by example through communicating, engaging and modelling outstanding practice; have a visible presence within the school and the wider community, with the will to represent the school to a variety of audiences.
3. In accordance with agreed policies, be willing to set challenging targets and deliver exceptional outcomes and results.
4. Demonstrate an understanding of sustainable financial and operational management and the impact on school effectiveness.
5. Show a clear understanding of, and commitment to quality in education, including experience of strategies which raise achievement and the qualities necessary to establish a strong school culture of personal development, commitment to learning, excellent behaviour and high standards.

### **Professional skills and Ability**

1. To be able to think and act strategically and communicate a vision for the school as part of leading edge developments in secondary education.
2. To forge and develop productive relationships with governors, staff, parents, students, the local community, other schools and partners.
3. Have outstanding communication and presentation skills that can reach a variety of audiences.
4. Know when to be decisive and when to adopt a collegiate approach.
5. To be able to network and be a positive force in the community.
6. To have knowledge of the structure, management and legalities of academies.

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7. To hold the ability to make an immediate impact on the school including the courage to take quick, well considered, decisions where appropriate.

### **Teaching and Learning**

1. Recognise and demonstrate high quality teaching skills appropriate to the differing needs and aspirations of all students.
2. Ability to foster an enthusiasm for learning through a varied programme of curricular and extra-curricular activity.
3. The ability to create and maintain an ethos that promotes and secures outstanding teaching and learning and constructive relationships between students and staff.
4. Experience of creating and maintaining an environment that promotes high academic standards and continual improvement.

### **Leadership and Management**

1. To be able to demonstrate visionary leadership, drive and ambition.
2. Have the ability to manage time and demands that headship needs and prioritise accordingly.
3. Demonstrate excellent interpersonal skills that are audience appropriate.
4. Demonstrate outstanding management of people and the complexities that impact on effective school management.

### **Personal Qualities**

1. Have integrity and reliability.
2. Possess professional pride and ability to command respect from others.
3. Have enthusiasm, energy and dynamism.
4. Understand the impact and pressures of the role on self and ensure measures to build resilience within self are followed.
5. Listen to others concerning his/her own personal contribution and modify style and behaviour as appropriate.
6. Be committed to the principles of equity, equality and diversity.
7. Have a willingness to reflect and engage in professional and personal development.

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## Supporting Information

### The Senior Leadership Team

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.

- Monday p3 - Operational meeting review upcoming events and other matters.
- Tuesdays 16.00 - 17.30 - Strategic Meeting to consider key issues and items prior to consideration by the Governing Body.
- Fortnightly Thursdays p3 - Strategic Meeting to consider areas of development of each member of team.
- Thursdays 9.20 - Meeting with Business Manager and Deputy Head (T&L) to consider applications for cover for teachers.

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Indicative roles and responsibilities amongst the team are illustrated below:

DRAFT SLT ROLES AND RESPONSIBILITIES 2024-25							
	Headteacher	DHT Curriculum and Standards	AHT Teaching and Learning	DHT Welfare and Inclusion	AHT Community and Conduct	AAHT SENDCo	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 (Reading) <i>Student Leadership</i> <i>Student Voice</i> Learning Beyond the Classroom	DSL Student Well-Being Online Safety Attendance Alternative Provision Anti-Bullying Vulnerable Students LAC/PLAC Pastoral Interventions SMSC British Values Transition Y6 to Y7 <i>Uniform</i>	Behaviour Rewards <i>Uniform</i> Parental Engagement School Council Student Leadership Team <i>Student Leadership</i> <i>Student Voice</i> 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 HoD MFL HoD <u>PSHCE</u>	HoY 10 and 11 HoY 7 HoD Comp + Business	SEND Teacher Deputy SENDCo	
Direct Report Associate	HT's PA Business Manager	Cover Supervisor Careers Adviser		PSL: Attendance PFSA	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 PSHCE	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)

## School Improvement Plan Priorities

1	<p><b>Quality of Education</b></p> <p>Further improve GCSE outcomes, raising achievement of all students and closing the disadvantage gap</p> <p>Review our KS3 curriculum and KS3 assessment processes to ensure we meet the needs of all students, embedding knowledge and skills and enabling successful KS4 outcomes</p> <p>Use a range of interventions effectively to secure improvement in outcomes</p> <p>Support teachers to further develop their practice, ensuring that the quality of teaching and learning is consistently strong</p> <p>Further develop students' literacy and communication skills</p>
2	<p><b>Behaviour and Attitudes</b></p> <p>Ensure a shared understanding of expectations of behaviour, including responses for positive &amp; negative behaviour choices, &amp; a consistent application of the Behaviour Management Policy by staff</p> <p>Develop an Effective Learning Behaviours curriculum, building students' Social Emotional Literacy and supporting the promotion of positive behaviour choices</p> <p>Promote a culture of aspiration and celebration by further enhancing the Academy's approach to rewards and recognition</p> <p>Develop a staff professional development programme which focuses on behaviour for learning</p>
3	<p><b>Personal Development, Welfare and Wellbeing</b></p> <p>Develop a personal development curriculum which is carefully sequenced for progression</p> <p>Promote and enhance a whole school approach for mental health and wellbeing</p> <p>Use knowledge of school specific attendance patterns to develop an early identification and intervention strategy</p> <p>Know, understand and respond to the needs of our disadvantaged students, prioritising their welfare, development and progress</p> <p>Develop knowledge and skills across the Safeguarding and PSHCE Teams in response to contextual needs</p>
4	<p><b>Inclusion/SEND Provision and Practice</b></p> <p>Ensure that SEND provision and high quality teaching supports students with SEND to overcome any barriers to learning in lessons</p> <p>Further develop our approaches for students in need of additional support or alternative internal or external provision</p> <p>Review and enhance the SEND communication strategy</p>
5	<p><b>Leadership and Management</b></p> <p>Promote the positive reputation of the Academy and its role within the community</p> <p>Ensure the operational sustainability of Ansford within the context of the national agenda</p> <p>Develop flexible and creative approaches to retain staff and optimise recruitment</p> <p>Leaders at all levels embed planned opportunities for student voice in all aspects of school life</p> <p>Enable effective governance which supports improvement in educational outcomes for young people</p>

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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.

In addition to the meetings of the Full Governing Board, 3 sub committees exist:

- Finance, Business and Risk Committee
- Community, Conduct and Welfare Committee
- Curriculum and Standard Committee

Committees meet up to 6 times a year with a mix of in-person and online meetings. Meetings are generally held at 17.00.

## The Staff

The Academy employs around 90 staff of which around 40 are Teaching Staff. The vast majority of Teaching Staff are experienced and paid 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, a counsellor, the Parent and Family Support Advisor, educational psychologist, Chaplain and careers advisor. The Academy works with Caterlink – a catering provider.



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## 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.

## The Curriculum

Ansford Academy is committed to a broad and balanced curriculum that seeks to meet 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

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 has held productions of *Beauty and the Beast* and *Elf: The Musical (Junior)*.



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



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