

# **Head of Maths and Computing Main Scale / Upper Scale plus TLR 1a**

## **Job Details & 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. Given that you will be leading the development of Maths and Computing at the Academy, a passion for the subject and an understanding of how to structure and deliver a successful curriculum will be key attributes. The successful candidate will be an authentic leader who is committed to working collaboratively, with optimism and hope.

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 and the closing date for applications is **09.00 on Monday 17 April 2023**. 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 underneath.

**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 Maths and Computing Department

### Context

The overriding ethos within the Department is that all students should be expected to do their best no matter what ability level they might have, whilst maintaining high standards of behaviour. A strong element of our teaching is supporting students to achieve this through high quality teaching.

Currently the department consists of four female and two male teachers along with an HLTA who solely works within the maths department. Staff work together by sharing ideas which in turn makes for a positive working atmosphere.

If you would like to know any further details about how the department works, please contact Karl Musson, Deputy Headteacher.

### Curriculum

Students follow the White Rose programme of study which has been written to interleave material, and so by revisiting material studied earlier in the scheme it allows students to deepen their knowledge. Students have 7 lessons every two weeks.

For Key Stage 4, we follow the Edexcel board specifications.

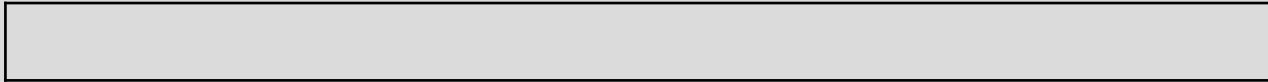
### Accommodation

We have four dedicated teaching rooms for Maths. Teachers in the department who have a large proportion of teaching have sole use of the classrooms where displays are used to stimulate the learning of Maths. The team also has the use of the Maths hub where teachers can work and store things. We also have a separate kitchenette to use.

### Extra-Curricular Work

There are currently numerous clubs that are run during lunchtimes and after school, these range from homework clubs, sudoku club, maths logic challenge and GCSE intervention and support.

We also run Numeracy Mentors each morning to provide additional support to identified Year 7 students.



## **Job Description Head of Maths and Computing**

### **PURPOSE OF THE POST**

<b>1</b>	To support and promote the values and expectations of the Academy.
<b>2</b>	To lead the Faculty team, curriculum delivery and monitoring of outcomes.
<b>3</b>	As a member of the Middle Leadership Team participate in aspects of the management and control of the Academy and play a role in its strategic development and operational management.
<b>4</b>	To secure teaching that leads to outstanding learning and progress for all.
<b>5</b>	To secure strong progress amongst all groups of students.
<b>6</b>	To provide a high standard of pastoral care for students through tutoring, mentoring and coaching.
<b>7</b>	To work with colleagues to develop and sustain a high performing curriculum team.
<b>8</b>	To contribute to the wider objectives of the Academy through the provision of extra-curricular activities.

### **MAIN AREAS OF RESPONSIBILITY**

<b>1</b>	<b>Promoting Academy Ethos</b> A. To promote learning for learning's sake. B. To ensure teaching leads to outstanding learning and progress for all. C. To create relationships based on mutual respect. D. To be an effective contributor to the team. E. To manage and actively engage in your own professional development and performance management process. F. To carry out any other duties which may reasonably be required by the Headteacher. G. To set and maintain high standards of dress, behaviour and expectations. 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. I. To adhere to the principles of safeguarding and follow national and local policies.
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<p><b>2</b></p>	<p><b>Team Leadership</b></p> <ul style="list-style-type: none"> <li>A. To adhere to the Academy principles of leadership.</li> <li>B. To provide the vision, direction and purpose to the team through documentation, meetings and discussion.</li> <li>C. To lead the development of curriculum, schemes of work, resources and assessment to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department.</li> <li>D. To be accountable for and monitor and support progress and development of students within the department.</li> <li>E. To manage the members of the Team including statutory performance management processes including ensuring deadlines are met by their staff.</li> <li>F. To welcome, support and provide appropriate work for cover/supply staff.</li> </ul>
<p><b>3</b></p>	<p><b>Strategic Remit</b></p> <ul style="list-style-type: none"> <li>A. To contribute to the development of our Academy's Improvement Plan.</li> <li>B. To conduct faculty reviews, data analysis and reports as required by the Academy calendar.</li> <li>C. To implement the Faculty and Academy Improvement Plan.</li> <li>D. To manage the available resources of space, staff, money and equipment efficiently and in accordance with Academy policy.</li> </ul>
<p><b>4</b></p>	<p><b>Curriculum and Planning</b></p> <ul style="list-style-type: none"> <li>A. To develop and maintain subject knowledge and understanding of teaching skills.</li> <li>B. To plan highly effective lessons, schemes of work and contribute to curriculum development.</li> <li>C. To review your own lessons and effectiveness of your own planning.</li> <li>D. To contribute to other research and developmental projects.</li> <li>E. To plan with SEND staff to meet the needs of individual students.</li> </ul>



<p><b>5</b></p>	<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>A. To fully implement all Academy policies and procedures.</li> <li>B. To make effective use of resources, including ICT.</li> <li>C. To take part in peer skill exchanges, observations, coaching and mentoring.</li> <li>D. To ensure all students can engage and achieve in lessons.</li> <li>E. To maintain the professional standards for main scale teachers as set out by the Department of Education.</li> </ul>
<p><b>6</b></p>	<p><b>Standards, Achievement and Assessment</b></p> <ul style="list-style-type: none"> <li>A. To ensure students make outstanding progress.</li> <li>B. To implement all actions following reviews of student progress.</li> <li>C. To plan for assessment for learning in every lesson.</li> <li>D. To ensure goal setting is accurate.</li> </ul>
<p><b>7</b></p>	<p><b>Care, support and guidance</b></p> <ul style="list-style-type: none"> <li>A. To lead a tutor and mentor group adhering to Academy procedures and expectations.</li> <li>B. To develop positive 'can do' attitudes within students, encouraging high aspirations and ensuring all students make exceptional progress.</li> <li>C. To be aware of and implement when necessary the Academy's Child Protection procedures and commit to keeping all children safe in education.</li> <li>D. Play an active role in the Year Team.</li> <li>E. Deliver a high quality and structured tutorial programme.</li> </ul>
<p><b>8</b></p>	<p><b>Liaison</b></p> <ul style="list-style-type: none"> <li>A. To work closely, courteously and professionally with all Academy colleagues including adhering to deadlines set by other colleagues.</li> <li>B. To work collaboratively with the Academy community to develop ideas, opportunities for students and best practice.</li> <li>C. To form effective relationships with parents and Academy stakeholders.</li> </ul>

<b>9</b>	<b>Organisational Priorities and Issues</b> A. To contribute to work streams identified within the Academy Development Plan. B. To adhere to procedures relating to Data Protection. C. To use email and other forms of communication in line with procedures. D. Attend and participate in the Open Evenings and other Academy events within Directed time.
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**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.**

**Person Specification**

Head of Maths and Computing

**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.**

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.

		Measured By: ✓				
		Essential	Desirable	Application	Interview Process	Reference
<b>PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE</b>						
<b>Qualifications and Training</b>						
1	Degree or equivalent relevant to the post	✓		✓		
2	Qualified teacher status	✓		✓		
<b>Personal Qualities</b>						
1	Enjoy working with young people.	✓			✓	✓
2	Commitment to the principles of inclusion	✓			✓	✓
3	Approachable	✓			✓	✓
4	Committed to collaborative working, trust and team building with staff, students and the community	✓			✓	✓
5	Have a clear personal vision for Maths education	✓		✓	✓	
6	Ability to inspire and motivate	✓			✓	✓
7	Good communicator	✓		✓	✓	
8	Reflective and clear-headed thinker who makes considered judgements	✓			✓	✓
9	Resilient	✓				✓
10	Persistence and the ability to work hard	✓		✓		✓

<b>11</b>	Flexibility and creativity	✓		✓		✓
<b>Experience</b>						
<b>1</b>	Leadership experience within a school setting	✓		✓	✓	✓
<b>2</b>	Strong classroom teacher with a proven record of success	✓		✓	✓	✓
<b>3</b>	Evidence of consistently good or outstanding teaching		✓	✓	✓	✓
<b>Leadership and Management</b>						
<b>1</b>	Build, support and work as part of a high performing team	✓			✓	✓
<b>2</b>	Confident in the use of data to inform targeted interventions for students	✓			✓	✓
<b>3</b>	Able to manage staff, systems and resources effectively on a day-to-day basis	✓		✓	✓	✓
<b>4</b>	Committed to the need for continued professional development for all staff	✓		✓	✓	✓
<b>5</b>	Awareness of the importance of self evaluation as a basis for school improvement	✓		✓	✓	✓
<b>6</b>	Knowledge of the Ofsted inspection framework and its relevance to faculty leadership	✓			✓	
<b>7</b>	Ability to act as a coach for colleagues in order to improve standards of teaching and learning		✓		✓	
<b>8</b>	Full commitment to safeguarding and promoting the welfare of children and young people	✓			✓	✓

# 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.

## 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
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.	• Intervention programmes show a positive impact on outcomes.

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.

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



*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.*

## 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.

