

Head of Year MPS/UPS plus TLR 2b

(additional TLR available for whole school responsibility)

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. We will be equally as excited to receive your application if you are in the early stages of your educational leadership career and if you are already an experienced leader looking for further challenges as you build your portfolio for senior leadership. 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. 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) or telephone (01963 350895 extension 212). If you are interested in the opportunity for a whole school contribution in addition to the Head of Year role and would like to discuss that further, please get in touch. 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 Wednesday 18 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



Rachel Purnell, Headteacher

How to Apply

All job vacancies can be found on 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 Student Support Team

At Ansford we believe that through a combination of challenge and care, students will develop the characteristics that will enable them to thrive in the rapidly changing world in which we live. Our Student Support Team work hard to get to know every student as an individual so that we can do everything in our power to make sure they become the best version of themselves possible.

The team work closely with our SEND team to ensure that all students, whatever their starting point, experience success whilst at Ansford. The Student Support team is led by an Assistant Headteacher and is currently made up of the Heads of Year and two Pastoral Support Leaders who support the work of the team in all aspects of Behaviour and Attendance Intervention and Support.

The team is united by a shared purpose and vision: all are striving to see our students unlock their potential and secure happy and successful futures; develop the skills to become motivated lifelong learners and, perhaps most importantly, become people who are capable of forming and maintaining high quality relationships.

The team has four key objectives:

- support the whole school priority of improving student behaviour and conduct;
- support the whole school priority of improving attendance;
- support students and families at a time of increased need and in context of a reduction of capacity within external agencies;
- live out the school's vision of placing strong relationships at the heart of our community.

This will be a busy and exciting role with huge variety. It will require tenacity and confidence in the dealings with students rooted in the belief that barriers to learning can be overcome in order to re-engage them with their learning and with the school community.

English Faculty Context

We expect colleagues to have a real, infectious enthusiasm for their subject in particular and for teaching in general. Staff work hard and as a matter of routine go that 'extra mile' to help students attain their best. The Academy's success is rooted in the quality and motivation of staff. We provide a comprehensive induction and support programme for new colleagues as well as a detailed professional development programme.

At Key Stage 3, the Bedrock Vocabulary Learning Programme has had a demonstrable impact on reading ages for many students. Good teaching and effective intervention are at the heart of what we do and we strive to secure the best possible results year on year and narrowing the attainment gaps between groups of students.

Each year students will study a variety of fiction and non-fiction using our 'Quad Structure'. Each quad is designed to interleave reading and writing ensuring that students have regular opportunities to revisit and build on the skills required in English.

English Faculty Curriculum

Year 7	After baseline testing, students begin reading their first novel: 'Wolf Hollow'. Following this, students explore the Sci-Fi genre studying a variety of extracts and then applying skills into their own fiction writing. Students then study a variety of poems throughout the ages; in this unit they will gain exposure to Shakespeare, Chaucer and other famous poets throughout British history. Finally, year 7 study non-fiction writing and produce a 'Dragon's Den' style pitch of a product; this provides an opportunity to refine non-fiction writing and S&L skills.
Year 8	Year 8 begins by studying a variety of female characters across the Gothic genre. There is an appropriate balance of extract analysis and opportunities to develop creative writing skills and refine the crafting process. Students then build on prior learning of poetry by exploring a variety of poets, cultures and identities through 'Poems from different cultures'. Year 8 then study a Shakespeare text, building on prior learning and becoming more aware of form, structure and language. Finally, students finish year 8 with reading 'Stone Cold' and developing non-fiction writing skills through newspaper articles and crime reports.
Year 9	The Autumn term opens with 'Romeo and Juliet' before exploring war poetry and descriptive writing. Students then consider wider contexts and the skills of literature initially developed in years 7 and 8 within the study of the novel 'Of Mice and Men' before finishing the year with non-fiction writing to present a viewpoint.
KS4	We currently offer AQA GCSE English and English Literature to all students. The two-year course prepares students for four final examinations sat during the summer of Year 11; two examinations in English Language and two in English Literature. There is no controlled assessment element to this course. In Year 10 the Literature course covers everything from 'Macbeth' to Poetry; while the Language course explores fiction, non-fiction and writing for a variety of purposes.

Student Grouping

The English team is committed to mixed ability teaching. Students in Years 7 - 11 are taught in mixed ability groups. Good progress thrives on good relationships and a detailed knowledge of how each student learns best. Where possible, teachers will take a class from Year 8 into 9 and then from Year 10 into 11.

Extra-Curricular Work

The faculty provides a very good range of opportunities for students beyond the Curriculum. Staff commitment to these is excellent and it is important that the successful candidate is able to contribute to the offer.

Activities this year have included:

- Debating club
- Shadowing Carnegie
- Regular Creative Writing competitions
- Youth Speaks

There are also regular lunchtime and after-school homework clubs and catch up sessions for students.

Job Description: Head of Year

PURPOSE OF THE POST

- 1 To support and promote the values and expectations of the Academy.
- 2 To secure teaching that leads to outstanding learning and progress for all.
- 3 To secure strong progress for all of our students.
- 4 To provide a high standard of pastoral care for our students through tutoring and mentoring.
- 5 To ensure that all the students in our school are well supported so that they are able to maximise their achievement and make the most of opportunities to develop their individual character and personality.
- 6 To track our students' progress regularly and work with tutors and teaching staff to intervene when a student is at risk of underachievement.
- 7 To lead a team of form tutors to secure quality first tutoring across our academy.
- 8 To build strong working relationships with students, parents and other stakeholders.
- 9 To contribute to the wider objectives of our Academy through the provision of extra-curricular activities.
- 10 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.

MAIN AREAS OF RESPONSIBILITY

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| 1 | <p>Team Leadership</p> <ul style="list-style-type: none"> A. To adhere to our Academy principles of leadership. B. To contribute to the vision, direction and purpose of our pastoral team through documentation, meetings and discussion. C. To lead our pastoral and behavioural support for students within your year group, putting in place necessary support and liaising with parents and associated advisors. D. To contribute to our academy's work on all aspects of inclusion so that our students can achieve despite social, economic, learning and behavioural barriers to learning. E. To lead and manage the work of our form tutors. |
| 2 | <p>Leadership of Achievement and Student Support</p> <ul style="list-style-type: none"> A. Monitor the progress of all students using data systems and our wave intervention model. B. Lead tutors in the identification of students at risk of underachievement and in the delivery of appropriate intervention plans. C. Monitor the progress of student groups (i.e. SEN, MABLE etc) and secure effective intervention strategies. D. Under the leadership of the Assistant Headteacher, ensure students receive high quality careers education, information, advice and guidance. E. Provide clear guidance, support and monitor tutors on the use of tutor time to secure high quality first tutoring for all students. F. Regularly monitor student attendance to ensure attendance is at least 95%. G. Regularly monitor student behaviour using ClassCharts and intervene where necessary. |

	<p>H. Take assemblies and support tutors/tutor groups to contribute to the assembly programme.</p> <p>I. Understand how the roles of external agencies and know what they can offer to support students, how to refer students to them and when this is appropriate. Fully utilise the support available to maximise student achievement and wellbeing.</p> <p>J. Maintain accurate records for all aspects of the role and for each student in line with the Data Protection legislation.</p> <p>K. Work with members of the Leadership Team to organise events appropriate to the role.</p>
3	<p>Promoting the Academy Ethos</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 other duties which may reasonably be 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 our 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>
4	<p>Curriculum and Planning</p> <p>A. To develop and maintain subject knowledge and understanding of teaching skills.</p> <p>B. To plan highly effective lessons, schemes of work and contribute to curriculum development.</p> <p>C. To review your own lessons and effectiveness of your own planning.</p> <p>D. To contribute to other research and developmental projects.</p> <p>E. To plan with SEND staff to meet the needs of individual students.</p>
5	<p>Teaching and Learning</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 take part in peer skill exchanges, observations, coaching and mentoring.</p> <p>D. To ensure all students can engage and achieve in lessons.</p> <p>E. To maintain the professional standards for main scale teachers as set out by the DfE.</p>
6	<p>Standards, Achievement and Assessment</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 plan for assessment for learning in every lesson.</p> <p>D. To ensure goal setting is accurate.</p>

7	<p>Care, support and guidance</p> <ul style="list-style-type: none"> A. To develop positive ‘can -do’ attitudes within students, encouraging high aspirations and ensuring all students make exceptional progress. B. To be aware of and implement when necessary the Academy’s Child Protection procedures and commit to keeping all children safe in education. C. Play an active role in the Year Team. D. Deliver a high quality and structured tutorial programme.
	<p>Liaison</p> <ul style="list-style-type: none"> A. To work closely, courteously and professionally with all Academy colleagues including adhering to deadlines set by other colleagues. B. To work collaboratively with the Academy community to develop ideas, opportunities for students and best practice. C. To form effective relationships with parents and Academy stakeholders.
9	<p>Organisational Priorities and Issues</p> <ul style="list-style-type: none"> A. To contribute to work streams identified within the School Improvement 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.
<p>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.</p>	

Person Specification Head of Year (English Teacher)

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
Qualifications and Training					
Degree or equivalent relevant to the post	✓		✓		
Qualified teacher status	✓		✓		
Teacher of English	✓		✓		
Relevant ongoing professional development	✓				
Personal Qualities					
Enjoy working with young people.	✓			✓	✓
Commitment to the principles of inclusion	✓			✓	✓
Approachable	✓			✓	✓
Commitment to collaborative working, trust and team building with staff, students and the community	✓			✓	✓
Have a clear personal vision for pastoral care	✓		✓	✓	
Ability to inspire and motivate	✓			✓	✓
Good communicator	✓		✓	✓	
Reflective, able to make considered judgements	✓			✓	✓
Resilience and persistence	✓				✓
Flexibility and creativity	✓		✓		✓

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Experience					
Strong classroom teacher with a proven record of success	✓		✓	✓	✓
Relevant pastoral experience		✓	✓	✓	✓
Experience as a leader in a school context		✓	✓	✓	✓
Leadership and Management					
Build, support and work as part of a high performing team	✓			✓	✓
Confident in the use of data to inform targeted interventions for students	✓			✓	✓
Able to manage staff, systems and resources effectively on a day-to-day basis	✓		✓	✓	✓
Committed to the need for continued professional development for all staff	✓		✓	✓	✓
Awareness of the importance of self-evaluation as a basis for school improvement	✓		✓	✓	✓
Ability to act as a coach for colleagues in order to improve standards of pastoral care		✓		✓	
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 School Improvement Priorities

School Improvement Plan: January 2022 – September 2023

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

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



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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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