



SPRINGFIELD
SCHOOL

TEACHING ASSISTANT WILMSLOW CAMPUS





SPRINGFIELD SCHOOL

Springfield School is a Cheshire East Maintained School for children and young adults from the ages of 4-18. Springfield is an Outstanding special school catering for a wide range of pupils with varying special educational needs.

We consider ourselves extremely privileged to work with such wonderful pupils. Our aim to provide Outstanding teaching, learning and care for all in a safe, supportive environment. The milestones our pupils make are significant at all levels however big or small, everything we do is celebrated.

Springfield has grown considerably over the years and currently has 213 pupils on role within the main school and 8 interns on the Springboard programme. The school is split between Primary, Secondary and Sixth Form departments with a newly established Supported Internship programme supporting young people into employment.

Due to the demand for specialist places within the Local Authority Springfield School is due to open a satellite site in September 2023. The satellite site will carry the same principles and ethos as Springfield Crewe serving the other side of the borough. Springfield Wilmslow will be an 80-place provision providing specialist education for pupils aged 4-18. The two sites will work together collaboratively to share policy, procedure, and best practice.

Please find enclosed further information about the school and some key information further information can be found on the school website.

After considering this information pack, if you feel Springfield is the place you wish to pursue your career you will need to complete the following.

- Cheshire East Application Form
- A supporting statement no longer than 1 side of A4 font size 11

We hope you enjoy finding more about our wonderful school.

Lisa Hodgkison
Headteacher Crewe and Wilmslow





Every day is a new
chance to shine



Every day is a new chance to shine

Respect



Respect and value all those we work with and the contributions they make.

Inclusion



To create tailored life and learning opportunities to meet individual needs.

Strive



To create a positive environment to enthuse and motivate staff and pupils.

Excellence



High expectations and continued growth of pupils.

 Springfield School Crewe



Curriculum

INTENT

Springfield School is a Special School for children with a variety of complex needs and, as such, has to cater for a wide range of aptitudes and abilities. Our curriculum is designed to secure, in students' long-term memory, an ambitious body of developmentally appropriate essential knowledge for both academic and personal development. This is based on an adapted National Curriculum to meet pupils' needs.

We recognise that it takes repetition and a carefully sequenced curriculum in order for long-term memory to develop.

Learning is always appropriate and, over time, varied with the aim of building strong schemata in students' long-term memory. Within one lesson the activities may look different for each student, appropriate to their individual needs.

At the heart of all learning is the child's Education Health and Care Plan

IMPLEMENTATION

Our curriculum meets the requirements for a broad and balanced curriculum based on the National Curriculum.

- We aim for our pupils to leave Springfield having received a broad and balanced curriculum and have access to a range of accreditations which promotes 'Life after Springfield' in allowing all pupils to make a positive step into society.
- This may be work (paid or voluntary), college, accessing a range of local services including supported or independent living.
- The EHCP is the driver for a personalised curriculum for our pupils.

In order to meet the needs of all of the learners we have Flexible Curriculum Pathways. Each of these core pathways is ambitious, carefully sequenced, well-considered and progressive. Each pathway has its own curriculum, but they are part of a greater learning continuum with each student getting a personalised curriculum to meet their academic and personal development needs.

There are some shared aspects, for example PSHE, work related learning, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood. **Students can move between the pathways or experience elements of more than one.**

The four curriculum paths each offer a different curriculum based on the pupils' needs (please see curriculum paths document). Pupils are assessed on entry to the school through observations and professional judgements. After discussions with the class teacher and leadership team a decision will be made as to which path a pupil will follow.

Our curriculum is based on 4 key areas, 1 - Learning (Academic and Vocational Studies), 2 - Independence (Including Life Skills), 3 - Medical and Health needs, including mental health and wellbeing, 4 - Additional Therapy (Sensory OT, Counselling, Play Therapy etc.)

Plans are set out in three phases monitored by each subject leader; these are the long-term plan, the medium-term plan and the weekly plan. The weekly plan is personalised to each individual pupil and adapted where needed during the day.

The curriculum aims to provide motivating and relevant learning and development activities to maximise pupil engagement and support learning. Personalised provision allows teachers to plan in direct response to a pupil's individual needs and interests and taking account of their barriers to learning.

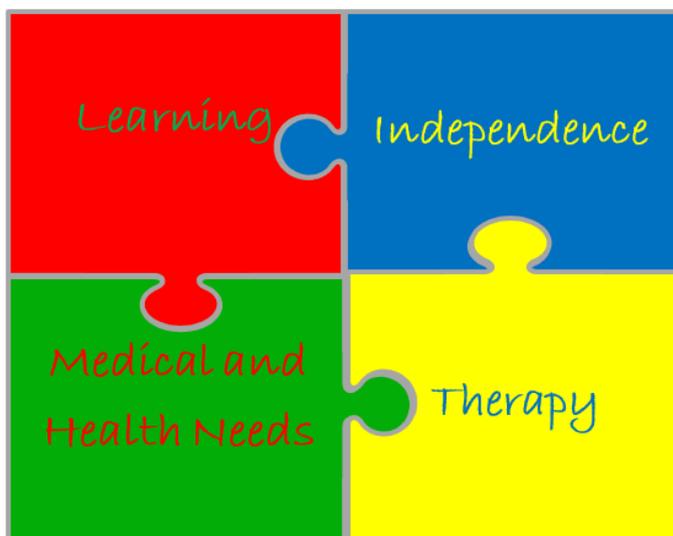
Pupils are well prepared for each phase of their education and transition in to meaningful, aspirational and independent adult life, well placed to make a positive contribution to life.

Pupils all have long term targets linked to their EHCP; the targets span over a Key Stage. These are monitored and evidence is produced and recorded through Evidence for Learning (online portal). Targets are reviewed by the class teacher and leadership team each half term.

IMPACT

At Springfield we expect that all children and young people will make the best possible progress from their individual starting points. The curriculum supports pupils to successfully move on to a range of post 18 education or social care provision. Some pupils move to paid employment. Pupils leave with maximised communication, confidence, self-help and independent life and living skills. Useful accreditation and qualifications are achieved to enable our pupils to continue their learning journeys into adult life.

We aim for our pupils to leave Springfield having received a broad and balanced curriculum and have access to a range of accreditations which promotes 'Life after Springfield' in allowing all pupils to make a positive step into society.



**“Life is like a jigsaw puzzle, you have to see the whole picture, then put it together piece by piece!”
Our curriculum is about learners having the pieces to help them make their life pictures.**

JOB DESCRIPTION

BASIC JOB PURPOSE

To support the teaching staff and work with the other support staff to enhance the development and education of pupils in accordance with the aims and policies of the school. Also, deputise in the absence of a teacher and conduct whole class lessons within an appropriate system of supervision by a qualified teacher which is not necessarily in the same classroom.

NO	MAIN RESPONSIBILITIES
1.	Using acquired skills, support and deliver learning activities and contribute to the development of work programmes to facilitate effective teaching and learning.
2.	Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
3.	Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
4.	Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
5.	Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' well being.
6.	Record pupil information as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
7.	Attend to the personal and physical needs of pupils so that their well being is maintained.
8.	Prepare and maintain learning resources and ensure that the classroom is kept tidy so that the needs of the lesson plans are met in a safe learning environment, which complies with relevant health and safety requirements.
9.	Display and present the pupils' work, under the direction of teaching staff so that it enhances the classroom environment and celebrates achievement.
10.	Attend staff and other meetings and participate in staff training development work and staff reviews as required

Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Head Teacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.

JOB TITLE: TEACHING ASSISTANT (INCLUDING CLASS COVER)

EVALUATION REFERENCE: AAAF5025

GRADE: 6

RESPONSIBLE TO: Class Teacher / Key Stage Lead

CRITERIA	DESIRABLE	ESSENTIAL	METHOD OF ASSESSMENT
Qualifications	Recognised qualification NNEB or equivalent	Evidence of recent or current professional development to NVQ Level 3 or above	Application / reference
Experience	Supported children in an educational setting	Recent or current experience working with children/young people in an educational setting with substantial experience working with special needs.	Application / reference
Job Related Knowledge		A theoretical and practical understanding of child care / child development. Able to offer knowledge / skill in a curriculum area, able to offer support to teaching colleagues to develop / extend a curricular area.	Interview / Application / reference
Skills and Aptitudes	Positive personality. Flexible attitude.	Enjoys the challenge of working with children/ young people. Can work as part of a team. Hard working. Willingness to learn.	Interview / reference

		<p>Able to work to high standard.</p> <p>Warmth of character / sense of humour.</p> <p>Sensitive to the needs of others.</p>	
Other Requirements		<p>A practical understanding of partnership with parents, governors and others in the school community.</p> <p>The postholder will have substantial experience of working in a school environment, and will possess appropriate qualifications/ experience.</p>	Interview / reference

Cheshire East Borough Council is committed to supporting people with disabilities and will make reasonable adjustments to these requirements where this enables a disabled person to do the job effectively.

APPLICATION GUIDANCE

○ Start date: April 2024

The safeguarding of our children is of paramount importance, and we are rigorous in our recruitment procedures. This post is subject to a satisfactory DBS check, and references will be pursued.

