



SPRINGFIELD  
SCHOOL

Excellence Through Effort

## TEACHER CREWE 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.

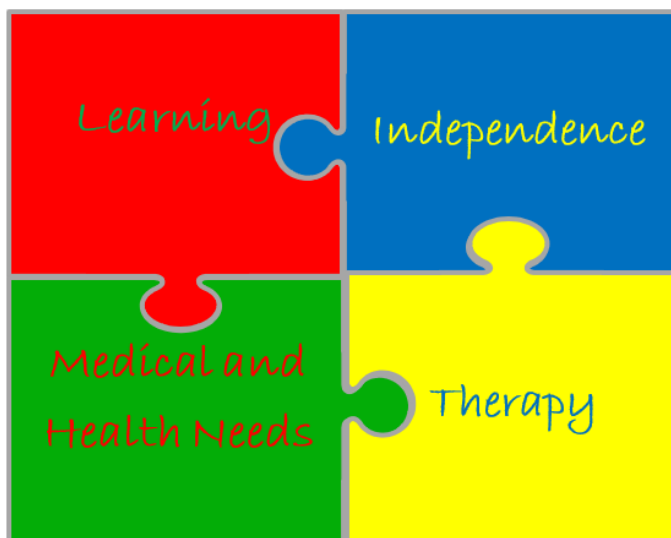
Pupils are well prepared for each phase of their education and transition into meaningful, aspirational and independent adult life, well placed to make a positive contribution to life.

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

## JOB PURPOSE:

To deliver high quality teaching and learning opportunities to ensure improved standards of learning and achievement of pupils in your assigned class / lessons.

## REPORT TO:

Headteacher:	<input type="checkbox"/>
Deputy Headteacher	<input checked="" type="checkbox"/>
Key Stage Lead	<input checked="" type="checkbox"/>

## KEY TASKS:

To plan, prepare, deliver and evaluate individual pupil and class learning activities.

In accordance with school policy and procedures, teach a range of subjects following schemes of work, to ensure pupil entitlement, engagement and progression.

To deliver inclusive teaching arrangements to support the involvement, participation and access of all pupils to curricular and pastoral opportunities.

Using your subject expertise, devise, implement and ensure the delivery of schemes of work, securing the active contribution of staff regarding consistent implementation, which contributes positively to the achievements of all pupils and the school improvement plan.

## PROFESSIONAL STANDARDS FOR TEACHERS

As part of the Teachers Performance Management process, all colleagues are expected to make reference to the standards. The standards provide the framework for a teacher's career and clarify what progression looks like. The standards clarify the professional characteristics that a teacher is expected to maintain and build on at their current career stage. **Please refer to the Teacher Standards & Career Stage Expectations document**

## GENERAL DUTIES:

- To ensure that a high standard of education is maintained at all times for all pupils in your class, in accordance with the requirements of the conditions of employment of school teachers current document, having regard to the requirements of the School Curriculum, the school's aims, objectives and schemes and any policies of the Governing Body, and to share in the corporate responsibility for the discipline and well being of all pupils
- to prepare and plan lessons in accordance with school policy and the school Curriculum guidelines
- to assess, record and report on the development of progress and attainment of all pupils in your class/charge.

- to maintain good up-to-date subject knowledge of assessment criteria
- to record and report on the emotional, social and personal needs of pupils
- to communicate and consult with parents of pupils via the electronic diary system, parent evenings
- to maintain clear and effective communications, management and co-operation between class support and multi-disciplinary staff
- to participate in meetings arranged for any of the purposes described above
- to provide and contribute to EFL for pupil assessment and reports
- to participate in Performance Management arrangements within the agreed national / school framework for the appraisal of your performance
- to actively participate in the arrangements for INSET and professional development of a teacher
- to maintain good order and discipline amongst pupils, safeguarding their health and safety both when they are on school premises and when engaged in authorised school activities elsewhere
- to participate and contribute to school meetings, work groups/briefings which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements
- to provide guidance and support and manage the work of the teaching and welfare assistants within your class
- to take part in assemblies and register the attendance of pupils
- to work additional contractual obligation time which refers to the time spent by the teacher in discharging his/her professional duties including preparation and marking of pupils' work, teaching programmes and the writing of reports
- to manage a class budget by monitoring the deployment of stock, maintaining accurate records, generating orders following consultation and ensuring that expenditure is in accordance with agreed curricular objectives

The Teacher is employed by the Local Authority (Cheshire East) on the terms such as those described above, and in addition with any direction which may reasonably be given from time to time by the Head Teacher.

The above job description does not replace or supplement the school Teachers' Pay and Conditions Document. It is subject to re-negotiation at the instigation of the Headteacher or colleague. It is not restricted to those professional duties set out in the Purpose or Key Tasks.

## PERSON SPECIFICATION

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>A graduate qualification</li> <li>Additional SEN qualifications</li> </ul>	Application DfE reference number
<b>Experience</b>	<ul style="list-style-type: none"> <li>Working with pupils with Special Needs</li> <li>Evidence of working in a multi-disciplinary setting.</li> <li>Evidence of continuing professional development</li> <li>Teaching experience at KS 2/3</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience across Key Stages</li> <li>Teaching pupils who have ASD</li> </ul>	Application and reference  ↓ Application and interview
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>Advocates entitlement and equality of opportunity and commitment to inclusive education for SEN pupils.</li> <li>Values all members of the school community.</li> <li>High expectations for pupil progression / achievement</li> <li>Enjoys working with demanding students.</li> </ul>		Career history Interview  Application career history and reference ↓
<b>Knowledge / Understanding</b>	<ul style="list-style-type: none"> <li>Evidence of skill using assessment techniques for special needs students</li> <li>Evidence of documenting pupil progress / achievement.</li> <li>Knowledge of developmental curriculum and approaches to access / differentiate National Curriculum for pupils with special needs.</li> <li>Familiar with effective Literacy and Numeracy interventions.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of recent legislation governing the school and its community.</li> </ul>	Interview  ↓ Application & interview  ↓
<b>Interpersonal / Personal Qualities</b>	<ul style="list-style-type: none"> <li>Effective self motivator/class team leader.</li> <li>Positive personality and flexible attitudes.</li> <li>Warmth of character / sense of humor.</li> <li>Approachable and able to relate to people and their ideas.</li> <li>Sensitive to the needs of others</li> <li>Commitment to pupils and school.</li> <li>Lots of energy / determination and resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Resilience in the face of changing demands and pressures</li> </ul>	Interview.  Interview and reference  ↓
<b>Managerial</b>	<ul style="list-style-type: none"> <li>Committed to team building throughout the class / department / school community.</li> <li>Ability to plan and develop new ideas into effective practice.</li> <li>Have high standards.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading and planning a specific curriculum initiative.</li> </ul>	Interview  Career History  Application and interview  Application and reference
<b>Parental / Community</b>	<ul style="list-style-type: none"> <li>Understanding of the need to promote a positive image of Special Needs pupils.</li> <li>Commitment to partnership with parents, governors and others in the school community.</li> </ul>		Interview    Reference
<b>Summary</b>	The post holder will have qualified teacher status and may hold a Special Needs qualification(s). You will have teaching experience relating to teaching students with special needs.		

## APPLICATION GUIDANCE

- Start date: September before where possible.

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.

