



SPRINGFIELD SCHOOL

Excellence Through Effort

TEACHER CREWE CAMPUS





SPRINGFIELD SCHOOL

Springfield School is an Outstanding, forward-thinking special school supporting over 300 pupils aged 4–18 across two sites in Crewe and Wilmslow. We cater for children and young people with a wide range of complex special educational needs, including SLD, PMLD, ASD and associated needs.

We consider it a privilege to work with our pupils and their families. Our aim is to provide outstanding teaching, learning and care within a safe, supportive and aspirational environment. Every achievement matters at Springfield, and we celebrate progress at all levels however big or small.

Our provision spans Primary, Secondary and Sixth Form, alongside our successful Supported Internship programme, which supports young people into meaningful employment and adulthood.

Springfield is a growing and dynamic organisation. Our two sites work collaboratively, sharing expertise, systems and a strong, unified ethos.

Please find enclosed further information about the school. Additional details can also be found on our website.

If, after reviewing this information pack, you feel that Springfield School is the right place to further your career, please complete the following:

- Cheshire East Application Form
- A supporting statement (maximum one side of A4, font size 11)

We hope you enjoy learning more about our wonderful school and look forward to receiving your application.

Lisa Hodgkison
Headteacher Crewe and Wilmslow





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 wide range of complex needs. As such, we provide a curriculum that caters to diverse aptitudes and abilities. Our curriculum is designed to secure, in pupils' long-term memory, an ambitious body of developmentally appropriate knowledge and skills that support both academic and personal development. This is underpinned by an adapted National Curriculum, carefully tailored to meet individual needs.

We recognise that effective learning requires repetition and a carefully sequenced approach to support the development of long-term memory.

Learning experiences are appropriately differentiated and, over time, varied to build strong schemata. Within a single lesson, activities may differ significantly between pupils to ensure they are aligned with individual needs and learning goals.

At the heart of all learning is the child's Education, Health and Care Plan (EHCP), which drives a highly personalised approach to teaching and learning.

IMPLEMENTATION

Our curriculum meets the requirements of a broad and balanced curriculum, based on the National Curriculum and adapted to meet the diverse needs of our pupils.

We aim for all pupils to leave Springfield having accessed a rich and meaningful curriculum, alongside a range of appropriate accreditations that support 'Life after Springfield'. This enables every pupil to take positive next steps into adulthood, which may include employment (paid or voluntary), further education, or accessing a range of local services, including supported or independent living.

The Education, Health and Care Plan (EHCP) is the key driver of our personalised curriculum, ensuring that learning is tailored to each pupil's individual needs, strengths and aspirations.

To support this, we offer Flexible Curriculum Pathways. Each pathway is ambitious, carefully sequenced and progressive, with its own distinct curriculum offer. However, all pathways form part of a wider learning continuum, ensuring that every pupil receives a personalised programme that supports both academic and personal development. Pupils may move between pathways or access elements from more than one, depending on their needs.

There are also shared curriculum components across all pathways, including PSHE, work-related learning, SMSC, Fundamental British Values, personal safety, health education and Preparation for Adulthood.

Pupils are assessed on entry through observation and professional judgement. Following this, the class teacher and leadership team determine the most appropriate pathway to meet each pupil's needs.

Our curriculum is structured around four key areas:

1. Learning (academic and vocational studies)
2. Independence (including life skills)
3. Health and wellbeing (including medical and mental health needs)
4. Additional therapies (e.g. Speech and Language, Occupational Therapy, counselling, play therapy)

Planning is structured across three stages: long-term, medium-term and weekly planning. Weekly plans are highly personalised and adapted throughout the day to respond to pupils' needs and engagement.

The curriculum is designed to provide motivating, relevant and meaningful learning experiences that maximise engagement and support progress. Personalised provision enables staff to plan in direct response to each pupil's individual needs, interests and barriers to learning.

We ensure that pupils are well prepared for each stage of their education and for transition into meaningful, aspirational and as independent an adult life as possible.

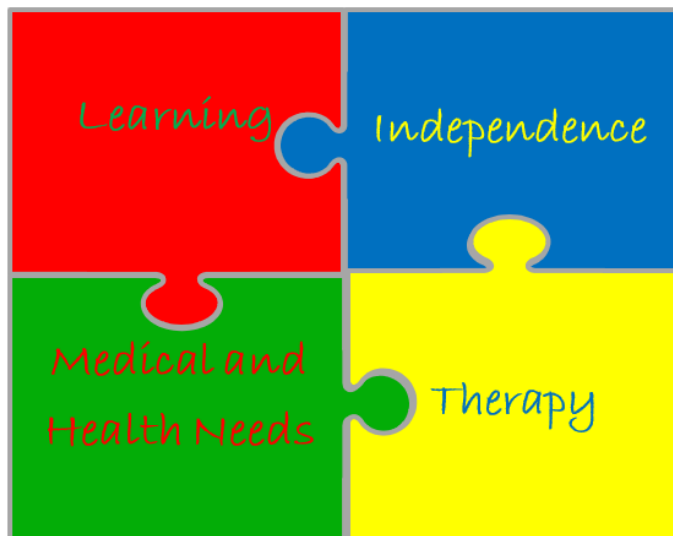
All pupils have long-term targets linked to their EHCP, typically spanning a key stage. Progress is regularly monitored and evidenced through Evidence for Learning. Targets are reviewed each half term by class teachers and the leadership team to ensure continued progress and appropriate challenge.

IMPACT

At Springfield School, we expect all children and young people to make the best possible progress from their individual starting points. Our curriculum is designed to support pupils in successfully transitioning to a range of post-18 pathways, including further education, social care provision and, where appropriate, paid employment.

Pupils leave Springfield with well-developed communication skills, increased confidence, and greater independence in their self-help and daily living skills. They achieve relevant accreditation and qualifications that enable them to continue their learning journeys into adulthood.

We are committed to ensuring that all pupils access a broad and balanced curriculum, alongside meaningful accreditation opportunities, which support 'Life after Springfield' and empower them to make a positive contribution to 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

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> A graduate qualification Additional SEN qualifications 	Application DfE reference number
Experience	<ul style="list-style-type: none"> Working with pupils with Special Needs Evidence of working in a multi-disciplinary setting. Evidence of continuing professional development Teaching experience at KS 2/3 	<ul style="list-style-type: none"> Teaching experience across Key Stages Teaching pupils who have ASD 	Application and reference ↓ Application and interview
Philosophy	<ul style="list-style-type: none"> Advocates entitlement and equality of opportunity and commitment to inclusive education for SEN pupils. Values all members of the school community. High expectations for pupil progression / achievement Enjoys working with demanding students. 		Career history Interview Application career history and reference ↓
Knowledge / Understanding	<ul style="list-style-type: none"> Evidence of skill using assessment techniques for special needs students Evidence of documenting pupil progress / achievement. Knowledge of developmental curriculum and approaches to access / differentiate National Curriculum for pupils with special needs. Familiar with effective Literacy and Numeracy interventions. 	<ul style="list-style-type: none"> Knowledge of recent legislation governing the school and its community. 	Interview ↓ Application & interview ↓
Interpersonal / Personal Qualities	<ul style="list-style-type: none"> Effective self motivator/class team leader. Positive personality and flexible attitudes. Warmth of character / sense of humor. Approachable and able to relate to people and their ideas. Sensitive to the needs of others Commitment to pupils and school. Lots of energy / determination and resilience. 	<ul style="list-style-type: none"> Resilience in the face of changing demands and pressures 	Interview. Interview and reference ↓
Managerial	<ul style="list-style-type: none"> Committed to team building throughout the class / department / school community. Ability to plan and develop new ideas into effective practice. Have high standards. 	<ul style="list-style-type: none"> Experience of leading and planning a specific curriculum initiative. 	Interview Career History Application and interview Application and reference
Parental / Community	<ul style="list-style-type: none"> Understanding of the need to promote a positive image of Special Needs pupils. Commitment to partnership with parents, governors and others in the school community. 		Interview Reference
Summary	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 2026

“Springfield School is committed to safeguarding and promoting the welfare of children and young people.... This post is subject to a satisfactory DBS check, and references will be pursued

