



SPRINGFIELD SCHOOL



## SUPPORT 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 260 pupils on role, across two sites located in Crewe and Wilmslow. The school is split between Primary, Secondary and Sixth Form departments on each site 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 continues to grow provision. Each site carries the same principles and ethos and run a parallel curriculum. The two sites work together collaboratively to share policy, procedure, and best practice. The therapy offer on each site does differ as the NHS trusts are different in each location.

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



## Vision and Values



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.

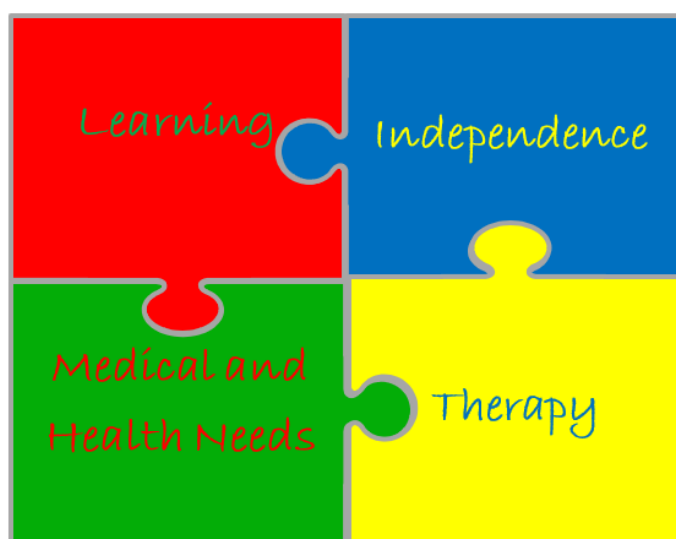
Pupils are well prepared for each phase of their education and transition into meaningful, aspirational and independent adult life, well placed to make a positive contribution to life.

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 work under the direct instruction of teaching staff/teaching assistants and to assist with the general welfare and care of pupils and students in relation to their physical, social and emotional needs and development.

<b>NO</b>	<b>MAIN RESPONSIBILITIES</b>
<b>1.</b>	Attend to the personal, social and physical needs of pupils including washing, toileting, assisting with feeding, bathing, dressing and undressing pupils.
<b>2.</b>	Under the direct supervision of the teacher or other staff, assist individual or groups of pupils in the classroom and ensure their safety and well being.
<b>3.</b>	Assist with the escorting of pupils on educational and recreational visits.
<b>4.</b>	Help pupils to transfer to and from their transport and escort them to designated area
<b>5.</b>	Relay pupil care information to teaching staff for updating of schools records.
<b>6.</b>	Carry out washing/laundry and cleaning of equipment duties
<b>7.</b>	Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
<b>8.</b>	Display and present the pupils' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
<b>9.</b>	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.

## PERSON SPECIFICATION

### IMPORTANT

#### THE REHABILITATION OF OFFENDERS ACT

The provisions of the Rehabilitation of Offenders Act relating to the non-disclosure of spent convictions **do not apply to this job, YOU MUST, THEREFORE, DISCLOSE WHETHER YOU HAVE ANY PREVIOUS CONVICTIONS ON THE APPLICATION FORM.**

If successful, you will be required to undertake an enhanced Disclosure and Barring Check and stringent pre employment checks.

**JOB TITLE:** SUPPORT ASSISTANT

**EVALUATION REFERENCE:** AAAF5012

**GRADE:** 4

**RESPONSIBLE TO:** CLASS TEACHER – KEY STAGE LEAD

CRITERIA	DESIRABLE	ESSENTIAL	METHOD OF ASSESSMENT
<b>Qualifications</b>	Care / welfare qualifications		Application / reference
<b>Experience</b>	Cared for children in a school setting/young people/adults in a care setting	Experience of caring for children / young people in either a paid or unpaid capacity	Application / reference
<b>Job Related Knowledge</b>		Basic care / child development. Awareness of the role and extent of caring for dependent others.	Application / reference / Interview
<b>Skills and Aptitudes</b>	Positive personality. Flexible attitude.	Enjoys working with children / young people. Can work within a team under the direction of other staff. Professional and conscientious. Willingness to learn and adapt to change. Warmth of character, patience and sense of humour. Sensitive to the dignity and needs of others.	Interview / reference
<b>Other Requirements</b>		Awareness of partnership with parents, governors and others in the school community. Able to work to high standards and maintain confidentiality. Awareness of safeguarding.	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: September 2025

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.

