

Springfield School



**Information for
prospective candidates
[Teaching Assistant role]**

November 2019

Springfield School:

Springfield School is a popular, and oversubscribed, community special school situated in the market town of Witney. We currently have 111 pupils.

History:

The school was first opened as a Junior Training Centre in 1967 and became a County school in April 1971, situated in a residential area on the southwest of Witney. This site was then relocated in 2003 to become part of a new, purpose-built mainstream primary and special school on the Madley Park estate in northeast Witney. In 2005, all of the secondary pupils transferred to a new, purpose-built building on the site with Wood Green mainstream secondary School.

Facilities:

The school is situated on two sites. The Bronze Barrow, a unique integrated site with Madley Brook Community Primary School, is home to our early years and primary provision where we have 8 classes. The building was specially designed for the dual location of the two schools and promotes positive integration opportunities. Our secondary provision is co-located on the Wood Green site and we have five classes located here. We promote inclusive activities with our partner schools and the wider community.

Within both buildings, we offer a bespoke facilities designed around the needs of our children. These are maintained to a very high standard and include:

The Bronze Barrow:

- Light and airy classrooms with flexible spaces for learning
- A shared library, IT room, Food tech room, Music and drama studio, Community room
- Sensory room
- Soft play and ball pool space
- Laundry
- A large and sunny staffroom with space for eating and for relaxation
- Hydrotherapy pool

Wood Green:

- Spacious classrooms
- Library
- Studio
- Hall
- Large Food Technology room
- Use of the Wood Green mainstream restaurant

Vision and values:

We aim to provide a safe, happy learning environment in which individuals achieve, flourish and develop self-confidence and respect for others. Please refer to our school website for more details about our school vision, values and aims.

Our long term strategic goal is to be recognised as an outstanding community school that offers:

- an exciting and relevant curriculum
- pupil centred learning that focuses on independence, communication and social skills
- effective teaching and learning and therefore individual progress for all pupils
- enhance learning and opportunities through the co-located provision
- inclusive opportunities in a range of settings
- highly skilled staff who also support SEN in local schools and other provision
- a supportive and informative network for parents and carers

Teaching and learning:

Springfield is a very special school offering a flexible approach to learning, respecting the individuality of each pupil. We are able to do this by means of a high staff-pupil ratio. The staff are skilled in teaching groups of children with a range of abilities who are taught through whole group sessions and on an individual basis according to the learning activity and the specific needs of the children.

The school provides good quality education for children and due to the excellence of the teaching across the school, pupils consistently make good progress. We have recently reviewed our Key Stage 1 to 3 curriculum and have designed an innovative and engaging series of learning programmes that stimulate the interest of our pupils and facilitate their engagement in their learning, as well as being fun to teach. The Nursery and Reception classes follow the EYFS framework. The Key Stage 4 pupils follow a curriculum with increased focus on independence skills and use of the community facilities.

Every member of staff within the school is valued and is responsible for the effective environment to promote good teaching and learning for all.

Application Pack:

- Advert
- Information for prospective candidates
- Application Form
- Job Description
- Person Specification
- The School's Safeguarding and Child Protection Policy
- The School's Whistleblowing Policy
- The School's Safer Recruitment Policy

How to apply:

The application information is available on the school's website www.springfield.oxon.sch.uk under 'Job Vacancies' in the 'About The School' section.

Your referees must include your most recent employer. Since references can be required within a short timeframe, it is helpful if you have notified referees of your application to assist them in providing the required information at short notice. References will be sought directly from the referee. Open references or testimonials provided by the candidate will not be accepted. Where necessary, previous employers who have not been named as a referee may be contacted in order to clarify any anomalies or discrepancies.

Please send your completed application form to office.7012@springfield.oxon.sch.uk by **5.00pm on Monday 9th December 2019**.

Shortlisting will take place on Tuesday 10th December 2019, the selection will be with reference to the job description and person specification. The interviews will be held on **Tuesday 17th December 2019**. The interview process will include a series of tasks and a panel interview [comprised of staff and Governors].

Successful shortlisted candidates will be called for interview initially by email. If you have not heard from us by the end of Wednesday 11th December 2019, then please accept this as notification that your application at this time has been unsuccessful and we thank you for your interest in working at Springfield School. We hope that you will consider further opportunities to work with us in the future.

Safeguarding:

Springfield School is committed to safeguarding children and young people and promoting their welfare. All staff are expected to share this commitment. Applicants must be willing to undertake an enhanced disclosure from the Disclosure and Barring Service. Any offer of employment is entirely subject to the receipt of a satisfactory DBS check, a health check and appropriate references.

Springfield School Code of Conduct

- Value everyone as a unique individual, acknowledging strengths and weaknesses.
- Allow everyone their dignity and respect.
- Allow everyone their privacy.
- See each pupil as a person, irrespective of their disability.
- Ensure safety and well-being of all.
- Speak to everyone with respect.
- Involve everyone in conversations.
- Give all pupils time to respond, even if it takes a long time or they are difficult to understand.
- Use pupils name when you talk to them. Don't talk about them as if they weren't there.
- Don't ask pupils a question at the same time as giving them an instruction. (Don't say "Do you want to go out now?" when they really have no choice).
- Let pupils know what is going to happen, rather than it just happening to them.
- Give pupils the opportunity to make their own mistakes, being aware of their potential vulnerability.
- Maintain a high expectation of everyone's abilities to develop independence.
- Ask all pupils if they need help, don't assume it, give them time to achieve the goals.
- Respect all pupils' individual and group teaching time.
- Involve everyone in decisions that affect them.
- Encourage all pupils to make choices and give their views, and give them the opportunity to do so.
- Fully involve parents/guardians in any planning for their child's needs, and acknowledge them as having the greatest responsibility.
- If anyone needs physical support, handle them with care and respect.
- Protect all pupils from unkind actions, intended or otherwise, and help them cope with difficult situations.
- Give all pupils the same rights and considerations you would any other pupil in the school.
- A pupil's behaviour may be a problem sometimes, but don't always expect this.
- Don't cuddle or touch pupils inappropriately.
- Encourage all pupils to behave in a way that is appropriate for their needs and continuing growth