



## Candidate Pack

For the vacancy of

# SENDCo and Complex Needs Teacher

at



National  
Autistic  
Society

Autism Specialist  
Award Advanced  
2025



## Letter from the Executive Headteacher of The Springfields Academy:

Dear Candidate,

Thank you for taking the time to consider applying for the role of SENDCo & Complex Needs Teacher at The Springfields Academy. Being a SENDCo Complex Needs Teacher at Springfields is a privileged opportunity as it is an innovative and inspirational place where both children and staff can learn, grow, and develop.

Our talented, multi-disciplinary team work together to ensure all our pupils achieve aspirational outcomes to live a 'safe, independent life' beyond Springfields through support, understanding and enablement. Our educational approach is child - centred, we value each pupil's uniqueness and view each pupil as an individual within our community.

We remove barriers to learning and social interaction so that each child can achieve their potential. Our therapy first culture is integral to giving each individual the best foundation for learning and development. We are proud to have our own in-house Therapy Team and bespoke Therapy facilities allowing us to offer a range of therapeutic interventions to meet a range of needs.

Our strength is the diversity of provision we offer, ensuring pupils access the right autism and communication friendly environment to enable them to thrive. Our curriculum pathways are specifically structured and sequenced to ensure pupils have the knowledge and skills they need to know more, remember more and apply this functionally to achieve both academically and, more importantly, to enable them to lead a 'safe, independent life' when they leave us.

We are proud to have achieved the National Autistic Society 'Advanced Specialist Award' for the second time in June 2025 and be accredited as a Dyslexia Friendly School with the Dyslexia Association.

This is an exciting time to join Springfields as we have grown to provide provision for 250 + pupils. To accommodate this growth we have renovated a new classroom block, have new classrooms spaces being developed for September 2025 and have developed outdoor learning spaces to complement our already well-resourced site.

We are SEND system leaders who contribute to the wider SEND system through our successful 'Springfields Autism Support' outreach service supporting a number of schools and organisations within Wiltshire, surrounding areas and Reach South. We are proud to be the home of A-Fest, a festival celebrating autism which has just successfully entered its

8<sup>th</sup> year and host regular Neurodiversity networks in addition to our high-quality professional development offer.

You would be joining a friendly and child-centred team who are passionate about providing high quality SEND education for our autistic community. You would be part of a highly skilled and knowledgeable staff team who make a difference in the lives of our pupils every day. We know that if we invest in our staff they will be the best practitioners for our pupils therefore we devote significant resource into professional learning opportunities and staff wellbeing. We have recently been accredited the Creative Education 'Staff Wellbeing Award' demonstrating our commitment to supporting our team.

The information in this candidate pack can only give you a glimpse of what life at Springfields is like. I invite you to come and visit us and experience Springfields for yourself!



**Nicola Whitcombe**

**Executive Headteacher - The Springfields Academy**

**Regional Director Wiltshire and Gloucestershire**



## Letter from the Head of SEND:

Dear Candidate,

Thank you for your interest in joining our team as a SENDCo at The Springfields Academy. As the Assistant Head and SENDCo, I am delighted to introduce you to this exciting opportunity and share a little about what makes our school such a special place to work, and what makes the SENDCo team so fantastic to be a part of.

Every staff member at The Springfields Academy plays a vital role in transforming the lives of our students. Our approach is rooted in understanding, enablement, compassion, and a relentless drive to help our students succeed in all aspects of life in order to live a safe, independent life.

The role you are considering is more than just a job—it is an opportunity to make a profound difference. Every day, you will have the chance to support young people who need dedicated, passionate, and resilient professionals to help them unlock their potential. You will be part of a highly skilled and supportive team of SEND professionals, all committed to creating a nurturing and structured learning environment. This role offers a balance between classroom engagement, where you will actively enable our pupils' progress, and key leadership responsibilities within the SENDCo team. Additionally, you will receive full support from myself and our experienced SENDCo team, ensuring that you are empowered to thrive in your role.

Your responsibilities will include supporting staff with enablement in the classroom, assisting with annual reviews, and helping staff create exceptional autism-friendly environments and practices. You will play a crucial role in ensuring that our students receive the highest standard of support and education tailored to their needs.

If you are someone who is dedicated, enthusiastic, and ready to embrace both the challenges and rewards of working in SEND education, then we would love to hear from you. We are looking for individuals who share our ethos and values, and thrive working as a team.

We look forward to receiving your application and hopefully welcoming you to our team.

Warm regards,



**Connie Knight**  
**Head of SEND**  
**The Springfields Academy**



## Who we are and what drives us

Reach South is a young and developing Trust which operates across the South West of England with the aim of delivering all through 3-19 education. We operate 17 academies in Devon, Dorset, Gloucestershire and Wiltshire. We are building this Trust on a clear set of values, behaviours and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows.

Our core business is delivering exceptional education for children and young people with a mission to help all pupils aspire to achieve beyond the expectations that others put on them. We do this through the development of a talented and committed workforce. In order to deliver exceptional opportunities for learning, we need highly motivated staff across all parts of the organisation.

Teachers within Reach South belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues, within and beyond their school, to continuously develop their skills and pursue professional excellence.

### **Equal Opportunities and Safeguarding our Children**

Reach Academy South is an equal opportunity employer. We are committed to creating an inclusive work environment for all employees and actively encourage applications from all parts of the community. We are working hard to create a dynamic and inclusive environment and it's important to us that our people come from a variety of different backgrounds. As part of this we are committed to ensuring that there is no discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy, maternity, race, religion or belief, sex or sexual orientation at any stage of the recruitment process or in the terms and conditions offered to new employees or promoted employees.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

We're proud of how we support our staff seeking to achieve high levels of job satisfaction for our workforce and are aware of the contribution our staff make for the children and families we deliver for and the contribution they make towards our community.

## About the School:

The Springfields Academy is specialist academy for 250 pupils aged 4-19 who have a diagnosis of autism and/or present with a speech, language and communication need. Over recent years the school has substantially grown in response to Wiltshire need and now offers high quality research based education to its population.

The Springfields Academy builds safe, independent lives through support, understanding and enablement for our autistic population. To achieve this goal, we look at the unique impact autism has on the individual child and as a result, personalise the child's curriculum, care and therapeutic package to ensure every child achieves and experiences success and independence. This model is based on personalisation and innovation, and we pride ourselves on approach to meeting the presenting needs of all pupils.



We are proud to be recognised as an Ofsted 'Good' school that holds the NAS Advanced Specialist Award. We have a clear strategic vision of becoming a 'centre and system of excellence' for autism and are two years through a four-year plan to achieve this.

### What is the Springfields Therapy Offer?

Our Therapy first culture lays the foundation for all our pupils to learn. Our Therapy Team implement our tiers of therapeutic support in Occupational Therapy, Speech and Language and Wellbeing. They detail our whole school and class approaches, group and individual therapy.



### What is the curriculum offer?

At Springfields we have two clear curriculum pathways. When pupils join us in Reception we assess which Curriculum pathway they will access from year 1.

- **Discovery Curriculum** – semi-formal Pathway. A Semi-Formal Curriculum Pathway is a sensory and developmental curriculum, aimed at learners that are in the very early stages of learning and development. Discovery learners work consistently below the National Curriculum, with aspiration to work towards end of Key Stage 1 expectations by the end of Key Stage 4.



- **Explorer/Pathfinder Curriculum** – following a formal curriculum pathway that makes reference to the National Curriculum. This Pathway is aimed at learners that are able to work within the levels of the national curriculum and Early Years Foundation Stage Framework. However, our curriculum is structured to bespoke curriculum journeys towards aspirational outcomes tailored for our pupils.

### What Autism Enablement approaches are in place?

Springfields' approach to autism enablement is based on the social model of support, removing barriers to enable our learners to thrive. Pupils benefit from an autism friendly environment and sensory support strategies where the TEACCH principles are embedded throughout our environment at whole school, class and individual level (as required).

Our learning approach ensures that pupils have the opportunity to retrieve/recap information, develop key vocabulary and learn key concepts in a variety of ways using our 8 Steps to Lesson Success Model. As well as experiencing a Total Communication Environment, specific speech and language approaches are embedded into our teaching such as Attention Autism, shape coding, word aware, sensory stories, task cards and graphical organisers. In addition, our Discovery learners benefit from Intensive Interaction, Identiplay, PECs, Communication boards and aids and follow a communication curriculum.

### How is Springfields structured?

When pupils join us in Reception access a bespoke early years environment where we can gain a greater understanding of their academic and communication profile before they move onto a semi – formal or formal curriculum pathway.

Primary and Secondary pupils up to Year 8 benefit from a 'core class' approach with consistent staff Pupils in Year 9/10 benefit from a 'core class' approach, with limited transitions to their chosen Pathway. We find this approach helps pupils to have a sense of belonging and reduces transitions, which may cause anxiety. Pupils in Year 10/11 can access a subject specific class having built up the self-reliance skills. In order to transition and organise themselves during their Springfields journey.



## How are pupils prepared for adulthood?

We appreciate that every child's developmental journey to adulthood is unique. Our curriculum has a specific Personal Development focus which helps our pupils develop the knowledge and skills to inform post-school planning regards employment, independent living, community inclusion and health. The Annual Review of Education, Health and Care Plans encompasses a personal centred 'My Life, My Way' PATHs approach to planning provision and pupils' next steps. All pupils access an accredited 'Life and Living' program personalised to their needs and we aspire that pupils achieve Duke of Edinburgh Award and qualifications in first aid, travel training and health. We are proud to host our annual Neurodiverse 'Futures Fair' which brings together employers, support services and further and higher education establishments to inspire our pupils at the possibilities that lie ahead post Springfields.

## Come and Join us!

This is an exciting time to join Springfields! The school supports many schools and organisations across the South West of England and is positioning itself positively to support and respond to an ever changing national SEND picture.



## About the role:

Are you looking for a new challenge? We are looking for a passionate and inspirational SENDCo to join our team at The Springfields Academy.

<b>Post:</b>	SENDCo & Complex Needs Teacher
<b>Location:</b>	Curzon Street, Calne. Wilshire, SN11 0DS
<b>Salary Range:</b>	Main Pay Scale/ Upper Pay Scale + SEND Allowance +TLR2A
<b>Contract Type:</b>	Permanent, Full Time

### The Role:

Are you a passionate, visionary educator dedicated to transforming outcomes for our autistic pupils.

We are seeking an inspirational **SENDCo & Complex Needs Teacher** to join our team at The Springfields Academy, a specialist school for autistic pupils and those with speech and language differences in Calne.

### The Role: A Unique Dual Leadership Opportunity

This is not a traditional classroom role. You will bridge the gap between high-level strategic oversight and hands-on specialist teaching:

- **Lead our Complex Needs Provision:** Take ownership of a dedicated provision for up to 6 learners, shaping its curriculum, therapeutic environment, and culture to meet the unique sensory and communication needs of our pupils.
- **Extended Leadership Team (SENDCo):** Work in partnership with our established team of SENDCos. You will contribute to whole-school strategy, policy development, and the implementation of inclusive practice across the entire school.
- **Collaborative Impact:** Act as a conduit between the complex needs provision and the wider school, ensuring seamless integration, knowledge sharing, and consistent high standards of support.

You will be joining a happy, hardworking and well-established team. You will also work in partnership with our multi-disciplinary therapy team as part of our therapy first culture.

### The Person:

We are looking for someone with:

- A passion for making complex concepts accessible for the autistic learner.
- A child-centred practitioner who responds to the individual needs of each child.
- A creative SENDCo able to adapt provision to meet a wide range of needs.

- A teacher with a commitment to developing a good knowledge and understanding of autism and social communication needs and appropriate strategies to support pupils with this need. E.g. TEACCH
- A creative and flexible approach to teaching that builds success through challenge, personalisation and innovation.
- The confidence and skills to build positive relationships that help to break down barriers, build self-esteem.
- A commitment to enabling all our pupils to overcome their challenges and achieve their potential both socially and academically.
- Experience of primary, secondary, or specialist provision beneficial.

#### **What we can offer you:**

We understand that to provide the best care for our pupils, we must prioritise the people who work with them.

- **Staff Wellbeing First:** We have embedded a robust culture of wellbeing. We don't just talk about it—we protect your time, provide manageable workloads, and ensure you have the space to thrive.
- **Professional Investment:** Your growth is our priority. We offer bespoke professional learning pathways, leadership coaching, and access to the latest research in autism and complex needs.
- **Specialist Focus:** We are a school dedicated to autism. You will be working in an environment where your expertise is valued, understood, and nurtured.

#### **School Background:**

The Springfields Academy is an academy based in Calne. We aspire to build safe independent lives for autistic young people through support, understanding and enablement. Additionally, we hold the National Autistic Society Advanced specialist award and are recognised as an Ofsted good school.

We are an acknowledged centre of excellence for Autism; we are highly reflective in our practices, and are continually working to improve our provision and practices. We provide a personalised curriculum journey that enables our autistic learners to develop skills in areas of need and to overcome their barriers to learning.

The drive to build 'safe Independent lives' shapes this curriculum and everything else that we do. The Academy has a PAN of 250.

**Trust Background:**

Reach South is a young and developing Trust which operates across the South West of England with the aim of delivering all through 3-19 education. We operate 14 academies in Plymouth, Bournemouth, Dorset and Wiltshire. We are building this Trust on a clear set of values, behaviours and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows.

Our core business is delivering exceptional education for children and young people with a mission to help all pupils aspire to achieve beyond the expectations that others put on them. We do this through the development of a talented and committed workforce. In order to deliver exceptional opportunities for learning, we need highly motivated staff across all parts of the organisation.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues, within and beyond their school, to continuously develop their skills and pursue professional excellence.

**Next Steps:** If you have any queries about this role or would like an informal conversation, visits are warmly welcome, please get in touch by calling Marie Lopez on 01249 814125 or email at [marie.lopez@springfieldsacademy.org](mailto:marie.lopez@springfieldsacademy.org). If you are experiencing any technical issues, please contact [recruitment@reachsouth.org](mailto:recruitment@reachsouth.org) for support.

**Visits to the school, phone calls and TEAMS meetings are welcomed.**

## **SENDCO Job Description TLR 2A.**

Under the guidance of the Assistant Headteacher SENDCO, the SENDCO will provide leadership and oversight of SEND and autism provision and strategy within the academy (4-19) and will be responsible for monitoring and evaluating its overall effectiveness, especially related to all aspects of pupil progress.

### **Core Purpose**

As SENDCO, the post holder will be a member of the extended leadership team and will be required to:

- Monitor the quality and effectiveness of SEND and autism friendly provision for pupils throughout the academy in relation to their needs and their expected progress.
- Work collaboratively on curriculum design, pedagogy development to further build our provision and the Academy's reputation.
- To lead an 'in house' provision and team(s) and monitor the quality and effectiveness of individualised provision across the academy.

### **Strategic Leadership**

- To lead on aspects of the Academy's SEND and autism strategy
- To ensure the Academy's statutory SEND requirements are fulfilled in line with the SEND Code of Practice (2014), including but not exclusively the SEND register, monitoring the statutory requirements regards EHCP's and Annual Reviews, the SEND and autism policies and information reports.
- To collaborate with the Academy's AHT SENDCO and Therapy Team regards the development of autism provision, intervention and maintaining the Academy provision map.
- To work with SLT on flexible provision models to meet changing pupil need.
- To contribute to the provision of reports for the Governing Body as statutorily required
- To support the Academy ethos, playing a full part in the life of the Academy, and to be a positive role model at all times.
- To research and respond to SEND/autism initiatives at national, regional and local levels, identifying opportunities to expand the Academy's provision.
- To liaise with other Academies and schools in Wiltshire and Reach South as appropriate.
- To collaborate with the AHT SENDCO regards the strategy and operations for admissions to the academy.

- To lead on the autism support staff deployment model including the quality assurance and development of good autism practice within the model.

#### **Requirements & Responsibilities:**

- To set a high standard professionally and personally.
- To support the implementation of all Academy policy.
- To be responsible alongside other staff posts of responsibility for maintaining good order throughout the Academy.
- To follow the principles of the Springfields Way.
- To share with all other TLR holders and middle leaders, the responsibility for policy implementation and that high standard of provision are consistently maintained.
- To support and encourage career and personal development of all teaching staff.
- To carry out extra-curricular duties that are reasonable and practicable.

#### **Leadership Responsibilities:**

- Work effectively to share and communicate the SEND and Social Communication Needs of pupils linked to autism.
- To ensure positive pupil engagement and make recommendations of how to develop or improve this.
- To support and monitor curriculum development, ensuring autism friendly strategies are at the forefront of classroom practice.
- Support delivery of, and identify SEND/autism specific staff training.
- To advise on development of best autism practice and provision across the academy.
- To monitor and evaluate the outcomes of specialist interventions across the academy and monitoring effectiveness using the academy provision mapping tools.
- To liaise effectively with relevant staff, external agencies and parents.
- To contribute to the academy's Safeguarding team, attending additional multi-agency meetings as required
- Lead on cases related to issues that have triggered FTE, change of provision or change of placement for pupils in the phase.
- To support and promote good SEND and autism practice and effective utilisation of all staff and facilities.
- To recognise the financial implications of the whole Academy Improvement Plan for SEND and autism initiatives.

- To lead on the Academy's Pupil Progress and Assessment Cycle advising and supporting staff to implement best SEND/autism practice.
- To be a pro-active member of the Academy Middle Leadership Team to both direct and guide professional dialogue and discussion
- To be alert to potential for improvement and innovation within the Academy, and take the initiative in its implementation.

**Other:**

- To support a positive climate where collaborative leadership is encouraged.
- To help to guide, support and motivate colleagues.
- To be an excellent SEND/autism classroom practitioner.

**This role will additionally include:**

- Briefing
- Personal commitment to development of SEND skills/ knowledge.
- Delivery to, and planning of, teachers meetings.
- Annual reviews.
- Management of individual phase pupil caseloads if need arises for change of intervention/ strategy/ placement etc.

**Other Responsibilities. Development of Leadership breadth. This role builds transition towards senior leadership roles. Therefore, the post holders will be guided to build a portfolio that incorporates (indicative list)**

- Line management / coaching someone outside of teaching and learning.
- Presentations to SLT and governors.
- Chairing extended leadership meeting.
- Be able to cover for at least one of the other TLR roles
- The opportunity to 'run' the school (working with other Middle leaders) in the absence of members of Senior Leadership
- To fulfil criteria for the standard teaching contract

## SENDCO –Person Specification

	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher status	x	
National Award for SENCO or NPQ SEND/willingness to complete the qualification within 18 months of being in post	x	
Specialist qualifications related to SEND or autism		x
Postgraduate Leadership qualifications		x
<b>Knowledge and Experience</b>		
Track record of successful practice as a SENDCO in a specialist, primary or secondary setting.	x	
Track record of successful Leadership role(s) within a specialist, primary or secondary setting.	x	
Experience of success in ensuring pupil engagement and progress	x	
Experience of multi-agency working/lead professional	x	
Experience of being the Designated Teacher for Looked After Children		x
Has good knowledge of the SEND Code of Practice (2015) and is able to implement and monitor the Academy's Statutory responsibilities	x	
Recent experience of teaching pupils with SEND/autism	x	
Track record of implementing and monitoring intervention models that have had a positive impact on pupil progress.	x	
Knowledge of how to assess pupil need against the four areas of the code of practice.	x	
Ability to assess pupils for access arrangements		x
Excellent classroom practitioner	x	
Familiarity with using data to track/assess pupil progress	x	
<b>Safeguarding</b>		
Full understanding of the safeguarding requirements and how teachers promote the welfare of children	x	
Eligibility to work in the UK	x	
Recent safeguarding training	x	

Personal Qualities		
A self - motivated and resilient practitioner	x	
Ability to engage with, motivate and adapt for students who find learning a challenge	x	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, education staff, therapists, inspection teams, Local authority officers, health professionals.	x	
A flexible, innovative and consistently positive attitude	x	
Excellent communicator, both orally and written	x	
An ability to retain a sense of perspective and humor to motivate all pupils and colleagues.	x	

## Reach South Multi Academy Trust

### Our Vision, Values and Principles of who we are

#### Aspiration Beyond Expectation

Reach South is a new academy trust that was set up as a sister trust to REAch2. The trust is founded on the same values and draws strength from being linked to a wider family of schools. At our core, we are a local trust serving the South West of England with the objective of operating schools that deliver exceptional learning opportunities for children and young people of all school ages.

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

#### Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
  - high standards of educational achievement;
  - high standards of social skills and interpersonal skills;
  - high standards of communication skills;
  - high standards of critical thinking, problem solving and creativity; and
  - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.
- **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to contribute to securing a society capable of developing, evolving, improving and being sustainable.

## Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.

## Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.