



**Candidate Pack**  
For the vacancy of  
**Lead Autism Support Worker**  
at



## Letter from the Headteacher of The Springfields Academy:

Dear Candidate,

Thank you for taking the time to consider applying for the role of Lead Autism Support Worker at The Springfields Academy. Being a Lead Autism Support Worker 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 7<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**

**Headteacher**

**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 Lead Autism Support Worker to join our team at The Springfields Academy.

<b>Post:</b>	Lead Autism Support Worker
<b>Location:</b>	Curzon Street, Calne. Wiltshire, SN11 0DS
<b>Salary Range:</b>	NJC Pay Scale Grade H
<b>Contract Type:</b>	Permanent, Full Time

We are looking for a Lead Autism Support Worker (IASW) to join our child-centred team

Springfields is a fantastic, vibrant and caring community that engages pupils and develops positive attitudes to learning. Our autism approach is accessed by all our pupils and is personalised to meet specific needs. All our pupils have an education, health and care plan.

The Springfields Academy is a Reach South Academy for young people aged 4-19 with autism, we are proud to hold the NAS Advanced specialist award and to be recognised as an Ofsted good school. We have 250 pupils attending our provision. Our goal is to build safe independent lives for autistic young people through support, understanding and enablement.

Part of the excitement of working at Springfields is the broad range of individuals that you will care for. A key aspect of working at Springfields is taking the time to get to know pupils and their individual needs, and given their complexity, being able to create a safe, stimulating and supportive learning environment is crucial.

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 position of Lead Autism Support Worker (LASW) is an exciting opportunity for a passionate and compassionate individual to lead interventions, cover classes and support our autistic learners.

The Person/ Key skills:

- To have a good knowledge and understanding of autism and social communication needs and appropriate strategies to support pupils with this need. E.g. TEACCH
- To have knowledge and understanding of social, emotional & mental health needs and cognitive needs, that affect children and young people's development.
- To have a track record of successful leading groups. Able to cover classes.
- Excellent listening skills
- An ability to build strong, trusting relationships
- To be resilient and able to take regular responsibility for agreed learning /activities
- Promote and support the inclusion of all pupils in the learning and social skills activities
- To use positive and personalised anxiety management strategies

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

- The opportunity to make a difference to the lives of our autistic pupils.
- The chance to deliver an engaging and creative functional curriculum that builds independent life skills.
- A close-knit team of professionals who work in a supportive and inspirational environment.
- An outstanding learning community that engages pupils and develops positive attitudes to learning.
- The opportunity to be involved in wider-school life through trips, clubs, collapsed timetable days, Duke of Edinburgh etc.
- On-going, specialist professional development.
- A comprehensive CPD package with opportunities for individual development and development of knowledge linked to good autism practice
- A commitment to 'Healthy Working Lives' through a comprehensive trust Employee Assistance programme
- A work laptop
- Small class sizes

### **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 270 pupils on roll.

### **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 17 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.**

## Support Staff – Lead Autism Support Worker

### Job Profile

<b>Reference :</b>	SCH050	<b>Grade H</b>
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<b>Job Title :</b>	Lead Autism Support Worker
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<b>Main Job Purpose :</b>	<p>To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within the Academy. The ages of the pupils involved will be from 4 to 16 range.</p> <p>To support pupils' academic and social communication needs (linked to diagnosis of autism) and to support positive social and emotional wellbeing, enabling them to engage in learning in and out of the school environment.</p> <p>To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.</p> <p>To have regular responsibility for agreed learning activities including leading classes/large groups/small groups and 1:1 when planned or unplanned.</p>
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Main Duties	
1.	<p><b>Lead pupils learning, either in groups or through 1:1 work. Supporting the curriculum</b></p> <p>The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none"> <li>- supporting the development of skills in literacy, numeracy and/or social and communication needs through structured additional intervention</li> <li>- differentiating work for individual pupils to suit their ability</li> <li>- using knowledge of pupils learning support needs to suggest appropriate</li> </ul>

- adjustments to lesson plans
- using personalised scaffolds to clarify and explain instructions
- ensuring pupils are able to use equipment and materials provided
- motivating and supporting pupils
- providing learning support resources that help pupils to access learning activities (during intervention and within the classroom)
- promoting independence and self-reliance and problem solving skills in relation to academic activities
- liaising with class teacher and Special Educational Needs Coordinator about individualised provision for pupils.
- listening to pupils' problems and taking appropriate action or seeking advice to resolve the issue

2.

**Autism Enablement:**

**To be an excellent autism practitioner demonstrating embedded autism enablement strategies**

**Encouraging Independence** (personalised to the individual &/or cohort)

- Using scaffolding such as task cards, TEACCH approaches, personalised schedules, concrete resources or vocab mats etc.
- Use of personalised reward systems
- Use of motivators, possibly linked to the individual's special interest
- Giving all pupils opportunities to attempt activities as independently as possible (within context), enabling them to experience a sense of completion and achievement

**Emotional wellbeing**

- Ensure all pupils have the opportunity to identify how they are feeling at the start of each session, and regularly check in throughout as appropriate
- Apply appropriate regulatory intervention in response to check in, in order to prevent behaviours from escalating
- Aware of and implementing preventative strategies, based on individuals pupil need, identified in the one page profile, pupil profiles and care plans.

**Communication**

- Visual supports used e.g. pictures, gestures, objects of reference, written words
- Appropriate tone/ volume of voice for the activity
- providing opportunities for pupils to develop communication skills e.g. group work, paired talk, discussion
- Providing alternate methods of communication when needed e.g. pictures, objects of reference, scribing, laptop
- Consistent communication style used with all pupils
- Simplifying verbal language and communication to ensure pupils can understand
- Calling each pupil by their name when gaining attention



	<p><b>Sensory Issues</b></p> <ul style="list-style-type: none"><li>- Autistic children are supported to regulate sensory experiences which interfere with what they are trying to do or cause discomfort e.g. ear defenders, work stations, request for time out, low arousal approaches.</li><li>- Supporting children to access sensory activities which they find enjoyable or relaxing</li><li>- Supporting children to tolerate a range of sensory experiences within a safe and secure context</li></ul>
3.	<p><b>Teaching/ Leading groups</b></p> <ul style="list-style-type: none"><li>- To lead the teaching of whole classes, when necessary, in the absence of the teacher, including providing regular planned and unplanned cover to meet the needs of the Academy.</li><li>- Deliver lessons to pupils, using clearly structured teaching and challenging learning activities which interest and motivate pupils and advance their independence as learners. This includes lessons delivered via distance learning or computer aided techniques.</li><li>- Promote and support the inclusion of all pupils in the learning activities in which they are involved, using anxiety management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures.</li></ul>
4.	<p><b>Provide physical/personal care to pupils, e.g.</b></p> <ul style="list-style-type: none"><li>- dressing, washing, feeding, carrying, and changing; changing of incontinent pupils and cleaning wet and/or soiled floor and furniture, clothing and nappies</li><li>- administering medication on instruction from the Lead Healthcare practitioner and supervising sick children e.g. those with epilepsy or other medical conditions</li></ul>
5.	<p><b>Supporting Staff</b></p> <ul style="list-style-type: none"><li>- Using knowledge and experience of the pupils concerned, to contribute, with the teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support</li><li>- Contribute to the development of individualised provision and reviews of pupil progress</li><li>- In conjunction with the teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record</li><li>- Providing regular feedback about pupils to the Teacher/s</li></ul>
6.	<p><b>Supporting the school</b></p> <ul style="list-style-type: none"><li>- where appropriate, fostering and develop links between a pupil's home and school</li><li>- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment,</li></ul>



- photographic equipment etc
- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- administering minor First Aid under the guidance of a qualified person
- ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment
- retrieving, setting up and storing pupils' individual eating equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies as required
- Ensure that all equipment for outings (e.g. drinks, food, weather protection, first aid) accompanies the pupils

### **Supervision and Management**

The jobholder does not have full regular management responsibility for staff but provides guidance and direction to Autism Support Workers when the SENCo/Deputy SENCo/ a qualified teacher is not present.

### **Creativity and Innovation (i.e. Problem Solving)**

The jobholder regularly contributes to the planning of lessons and other learning activities and uses a variety of interpersonal skills and strategies to deliver effective lessons and to establish supportive and positive relationships with pupils, parents and carers.

### **Key Contacts and Relationships**

The jobholder coaches and mentors pupils, and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils.



### Decision Making

There will regularly be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the jobholder must select the appropriate decision.

### Resources

The jobholder is required to use resources with care



<b>Person Specification – Lead Autism Support Worker</b>		
	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
GCSE grade C in English and Maths or equivalent qualification	x	
Further/Higher Education qualifications		x
Additional qualifications or awards e.g. Autism qualifications, ELSA, Eiklan or a willingness to work toward an autism specific qualification within 12 months in post	x	
<b>Knowledge and Experience</b>		
Experience of success in ensuring pupils with autism are able to engage positively and make progress academically and with social communication skills.	x	
Recent experience of supporting pupils with SEND/Autism	x	
Experience supporting pupils with specific learning difficulties		x
Track record of interventions that have had a positive impact on pupil progress.	x	
An excellent SEND/Autism practitioner	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
<b>Personal Qualities</b>		
Ability to engage with, motivate and adapt for pupils with autism where there are barriers to learning	x	
Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, teachers, outside agencies	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	
Resilient and committed to preparing pupils with autism for a 'Safe Independent Life' beyond Springfields.	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.