



**Candidate Pack**  
For the vacancy of  
**Site Assistant**  
at



## Letter from the Headteacher of The Springfields Academy:

Dear Candidate,

Thank you for taking the time to consider applying for the role of Site Assistant at The Springfields Academy. Being a Site Assistant 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.

This is an exciting time to join Springfields as we continue to grow as a provision and resource our large site so it can be an inspirational learning environment for our pupils. We have recently opened a new 6 classroom block and are further expanding our estates with four new classrooms in September 2025.

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.

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 Site Assistant to join our team at The Springfields Academy.

<b>Post:</b>	Site Assistant
<b>Location:</b>	Curzon Street, Calne. Wilshire, SN11 0DS
<b>Salary Range:</b>	Grade G
<b>Contract Type:</b>	Permanent, Full Time

### The Role:

As our Site Assistant, you'll play a vital role in ensuring our school facilities are safe, functional, and conducive to learning. This isn't just about maintenance; it's about actively contributing to an environment that empowers our pupils. You'll be:

- **Maintaining a Safe and Stimulating Environment:** Regularly inspecting the school grounds and buildings, identifying and addressing maintenance needs promptly to ensure a secure and inspiring space for our pupils. This includes everything from minor repairs to ensuring equipment is in excellent working order.
- **Enabling Learning and Well-being:** Supporting the team in adapting spaces to meet the sensory and communication needs of our pupils, contributing to an environment that reduces anxiety and promotes engagement.
- **Working as Part of a Child-Centred Team:** Collaborating closely with teachers, therapists, and support staff to understand the unique needs of our students and how the physical environment can best support their development. Your input will be highly valued in our holistic approach.
- **Ensuring Compliance:** Adhering to all health and safety regulations, maintaining accurate records, and contributing to a culture of safety across the school.

### The Person:

We are looking for someone with:

- Someone with a strong understanding of the importance of an enabling and well-maintained environment, especially within a special educational needs setting.
- A proactive and organised individual with practical skills in maintenance and repair.
- An excellent communicator who can work collaboratively and respectfully with a diverse team.
- Someone who is adaptable, patient, and genuinely committed to making a difference in the lives of autistic children and those with SLCN.

### **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 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.**

Job Description			
<b>Job Title:</b>	Site Assistant	<b>Reports to:</b>	Operations Manager
<b>Location:</b>	The Springfields Academy /Wiltshire AP North	<b>Accountable to:</b>	Headteacher
<b>Salary/Grade:</b>	Wiltshire Grade G	<b>Hours of Work:</b>	37

## Principle Purpose of the Role

- The post holder will follow all policies and procedures as defined by the Learning Environment Manual and follow associated task sheets, keeping records as required.
- Under the supervision of the Operations Manager to assist with the general security of the school premises. To assist with the maintenance of the premises, machinery and plant equipment.
- To carry out daily inspections of the premises to identify damage and/or vandalism and to report findings to the Senior Operations Manager to help maintain the internal and external fabric of the school premises as a safe working and learning environment.

As well as the core responsibilities detailed above, other key areas of accountabilities and tasks include:

## Key Duties

- To be responsible for following the requirements of the Learning Environment task sheets which define minimum daily, weekly, monthly, termly and annual tasks associated to the safe operation of school buildings and their sites, recording details as required
- To be responsible for the general security of the school premises under the supervision of the Senior Operations Manager
- To carry out key holder duties and respond to emergency call-outs
- To assist with the maintenance of the premises, machinery and plant equipment
- To undertake letting duties ensuring the agreed user requirements are met
- To carry out daily inspection of the premises to identify damage and/or vandalism and report findings to the Senior Operations Manager
- To clear litter daily to ensure compliance with the Environmental Protection Act
- To carry out general maintenance duties to include; replacement of tap washers and ball valves; repair of door and window furniture; fitting of coat hooks, shelves and display boards; re-hanging of doors; carry out repairs/make good chairs and tables etc

- To carry out grounds maintenance tasks to include; weeding hard paved areas; treating pathways, steps etc. with salt, sand and grit; painting and decorating as required and undertaking spring-cleaning including some high-level cleaning
- To maintain and repair glazing, maintain and repair vinyl and ceramic floor and wall tiling, minor plastering i.e. patching walls
- To maintain compliance as identified on EVERY Compliance under with supervision of the Operations Manager with support of the Trust Operations Team
- To undertake other duties appropriate to the grade of the post

## Decision Making

- The job involves working from instructions but making minor decisions involving the use of initiative.
- Problems are referred to a supervisor/manager. Little close supervision is necessary beyond that provided by working arrangements and methods.

## Demands

- Ongoing considerable physical effort is required to push, lift, bend and stretch and to carry furniture, equipment and supplies.
- The post requires general awareness and sensory attention with periods of concentration for up to two hours whilst carrying out repair and maintenance work.
- There will be some work-related pressure from conflicting work demands, deadlines and interruptions.

## Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding Departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff, and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.
- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.
- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

## Staff Development and Performance

- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.
- If the postholder feels they are not achieving their objective as agreed in the development plan they will bring it to the attention of their line manager at the earliest opportunity.

## Working Conditions

- Post holder is required to work outdoors for a considerable proportion of the working week in all weathers.
- Post holder may be exposed to disagreeable working conditions e.g. cleaning up bodily fluids, working in confined spaces or with unpleasant/hazardous materials and exposure to dirt, dust and noise from machinery and equipment.

**Note:** You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.

## Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Minibus test certificate	D	X	X
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Understanding of basic maintenance work and the safe use of associated tools and equipment	E	X	X
Knowledge of Health and Safety at Work Act including COSHH regulations	E	X	X
Experience of carrying out administrative processes relevant to the job	E	X	X
Numeracy and literacy skills to carry out the above functions	E	X	X
Able to exchange information, both orally and in writing, with other staff and occasionally with contractors and visitors to the school. Some tact may be required.	E	X	X
Considerable precision to operate hand tools and associated equipment and machinery	E	X	X
Full clean driving licence	E	X	X
Able to participate in regular training associated to the safe operation of a school building and its site	E	X	X
Able to communicate with Learning Environment colleagues and consultants via email and telephone	E	X	X
Personal Attributes			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Able to follow all policies and procedures as defined by the Learning Environment Manual and associated task sheets, keeping records as required	E	X	X
Able to visit other Reach South schools in North Wiltshire to assist with similar duties	E	X	X
Able to act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its policies and procedures.	E	X	X



The  
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Able to work within the requirements of the Trust's Health and Safety policy, performance standards, safe systems of work and procedures.	E	X	X
Able to undertake all duties with due regard to the Trust equalities policy and relevant legislation.	E	X	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.