



*Every child has a voice*

# Deputy Headteacher Recruitment Pack

Springwell School, Hinkler Road, Thornhill,  
Southampton, SO19 6DH

02380 445981

[www.springwellschool.net](http://www.springwellschool.net)

[recruitment@springwellschool.net](mailto:recruitment@springwellschool.net)





## Message from the Chair of Governors.

### Deputy Head Teacher Application Welcome letter, January 2026

On behalf of Springwell Governing Body and the entire Springwell Community, it is my pleasure and privilege to welcome you as an applicant for a Deputy Head Teacher position at Springwell School. I am pleased that you have decided to apply for this new and important role, which will enable you to be an essential member of our school's Senior Leadership Team

As you will have read, Springwell is a remarkable school, which has provided outstanding education and opportunities for all its pupils for many years. Our aim is to continue to develop provision year on year, meeting the individual needs of all pupils in an inclusive setting. All staff are fully committed to the school community, our caring ethos, and our Rainbow Values.

During the last few years, Springwell has expanded in terms of pupil and staff numbers, and we are lucky enough to have new buildings, which were designed specifically for us, across our extensive site. As well as the main school site, our Early Years classes are housed in an off-site location.

Excellence lies at the heart of all we do. The school's success and its desire to be an outward-facing organisation in which staff development plays an essential role, has also led to our SIP facility, which provides ground-breaking outreach SEND support across Southampton. Many of our staff are 'experts' and have additional experience and skills to offer, both locally and nationally.

As you will realise from this brief description, the school offers many opportunities to pupils and staff. Based upon outcomes, we are naturally very proud of our school community and our facilities. So, if you believe that you have the expertise and the desire to join our Team, please continue with your application, to enable you to be a part of this amazing school.

Best wishes,

Ann Langran,

Chair of Governors



## Message from our Co-Heads.



**Dear Candidate,**

Thank you for your interest in the post of Deputy Head Teacher.

It is an exciting time to join Springwell, we have continued to expand and grow over the last 10 years, the most recent of which has been a second purpose-built KS 2 building which adds extra classes and additional teaching spaces, there are great opportunities for the right candidate to shape outcomes for complex pupils and to continue to develop our existing provision for staff and pupil wellbeing.

We took over the Co-Headship role in September 2020 and are excited to be shaping Springwell in our vision and for the future. One of our Co-Heads is leaving and so we are restructuring our senior leadership team. We are looking for a second Deputy Head with vision, enthusiasm, resilience, and a passion for excellence that places pupils at the heart of everything they do.

We have a strong Senior leadership team who have worked together in the school, in various roles for a number of years. We will welcome a Deputy who can work strategically with us both with passion and humour.

Springwell is great place to work as evidenced by pupils' excellent outcomes, staff retention and the excellent reputation it has across the city for supporting pupils with complex needs.

We can offer you the next steps in your leadership journey with support that will include coaching and mentoring, leading across the school and work with the whole school community including our very supportive governing body.

Best wishes,

Lisa and Maria



# The Governors of Springwell School warmly invite applications for the post of Deputy Headteacher of our successful and happy school.



Salary Range: Leadership scale L17 -21 £76,772-£84,699 (subject to 26/27 inflationary award)

Location: Springwell School, Hinkler Road, Thornhill, Southampton, Hampshire, SO19 6DH

Contract: Permanent / Full Time / 1 FTE

We are looking for an experienced senior leader who has reached a stage in their career where they are ready for the challenge and exciting step to deputy headship. This vacancy is an ideal opportunity for someone who can lead strategically to build on current and significant achievements.

## **The successful candidate would need to demonstrate that he/she:**

- has proven success in teaching pupils with complex needs
- can provide senior leadership across the school
- has measurable outcomes from leading on school improvement
- can deliver effective training to others and lead INSET days
- has proven success in supporting, motivating and developing staff
- can communicate a vision and inspire others
- is a skilled coach and mentor
- can develop the leadership skills of others
- has high personal standards
- can listen, persuade, negotiate and act as an effective team member
- has a sense of humour

Please submit using the application form with a supporting letter of no more than two sides of A4 when typed. This should tell us how you satisfy the person specification.

## **Please return your completed application form and supporting letter to:**

HR, Springwell School, Hinkler Road, Thornhill, Southampton SO19 7AL

Or email: [recruitment@springwellschool.net](mailto:recruitment@springwellschool.net)

**Closing Date for applications:** **Midday, Wednesday 25<sup>th</sup> February**

**Shortlisting will take place on:** **Friday 27<sup>th</sup> February.**

**Interviews will take place on:** **Tuesday 10<sup>th</sup> and Wednesday 11<sup>th</sup> March 2026**

We would welcome visits and tours of the school, please contact Rachel Ambrey or Louise Pearce on 02380 445981 to arrange a convenient time, or you can email us at [recruitment@springwellschool.net](mailto:recruitment@springwellschool.net) to arrange.

A full tour will be provided at interview stage. You can find lots of helpful information about school on our website, [www.springwellschool.net](http://www.springwellschool.net).

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. There will be a need for the successful applicant to undertake a criminal record check via the DBS.

## What is Springwell?



Springwell is a primary school for children aged 4 – 11 years with complex learning difficulties. All our children have a severe level of learning difficulties and many have associated disabilities such as autism, speech and language disorders and challenging behaviour. Every child within the school has an Educational Health Care Plan (EHCP).

Rated "Outstanding" by Ofsted in our last four inspections, Springwell offers a great deal of opportunity for all. All staff at Springwell work together to uphold our Rainbow Values, to ensure that our pupils have the best education possible. We pride ourselves on the quality of each individual pupil's education and our work with families and carers. Working in partnership, we strive to achieve the very best for each child and offer support and guidance to families to enable consistency across home and school.

Our purpose-built school has recently undergone a significant expansion, which has created two buildings within our main site: Puffin Building for Years 1 and 2 and Partridge Building for Years 3 to 6. Both buildings have wonderful facilities and specialist teaching rooms, including food technology rooms, art rooms, ICT Suites, soft play rooms, multi-sensory interactive rooms and a hydrotherapy pool which is located in Puffin Building, together with dining halls and office space.

In addition to our classes on the main site, we have our EYFS classes at Startpoint Sholing and one satellite class in a local mainstream school, Maple class. This class is taught by Springwell Staff and pupils are full members of our school, but on a daily basis are taught in Springwell classes based in different schools. The majority of our Early Years Pupils are also based in off-site classes at Start Point Sholing.

Springwell works closely with LA, via Springwell inclusion partnership which develops educational practice to support children and their families with SEND, for example, training new teachers, running courses about SEND and taking part in research to enhance what we already provide.

### Springwell School 2026

Type of school	Primary SEN
Date opened	August 2007
Number on Roll	281
Age range	4 – 11 years
Average class size	8 – 10
Budget	c. £9.6 mil
Number of Staff	250
% Pupil Premium	63.3%
% Attendance YTD	94.4%



# Springwell Management Structure



## Co-Heads



Lisa Needham



Maria Burrows

SLT



Clare Belli



David Scott-Batey



Sian Cook

## Assistant Head Teachers



Clare Knight



Jo Hughes



Tammy Glaire



Rowena Lowe



Clare McLean



Harriet Rowland

# Springwell Vision Statement



Working together to provide an aspirational and inclusive learning community which enables pupils and families to succeed.

## Springwell Statements:

- Provides pupils with the skills and confidence to become as independent as possible in school, home and the wider community
- Enables pupils to become confident communicators
- Encourages all pupils to positively engage with the world around them
- Provides unique opportunities for personalised learning and development
- Inspires pupils to succeed beyond expectations and celebrates achievements
- Equips pupils with the skills and confidence to express themselves, experiment and explore
- Encourages and appropriately challenges all pupils to achieve their full potential
- Recognises individual differences and promotes positive self-image and worth
- Equips pupils with the knowledge to make informed healthy choices and the confidence to take measured calculated risks
- Provides a caring, safe environment in which children are taught to respect themselves and others both in school and the wider community
- Promotes good behaviour through excellent staff role models and high-quality positive behaviour management
- Works with families offering guidance and support
- Works in partnership to promote inclusive practice and provide SEND support, training and advice to schools and settings



# Springwell



## Structure

Our purpose-built school is situated on the edge of the city of Southampton and has recently undergone a significant expansion programme, creating two buildings within our main site: Puffin Building for years, 1 and 2 and Partridge Building for years 3 to 6.

Within each building our classes are divided into phases led by an Assistant Head and further supported by Upper Pay Spine teacher's, Teaching and Learning Responsibility Leads and Class Team Coordinators.

## Assistant Heads

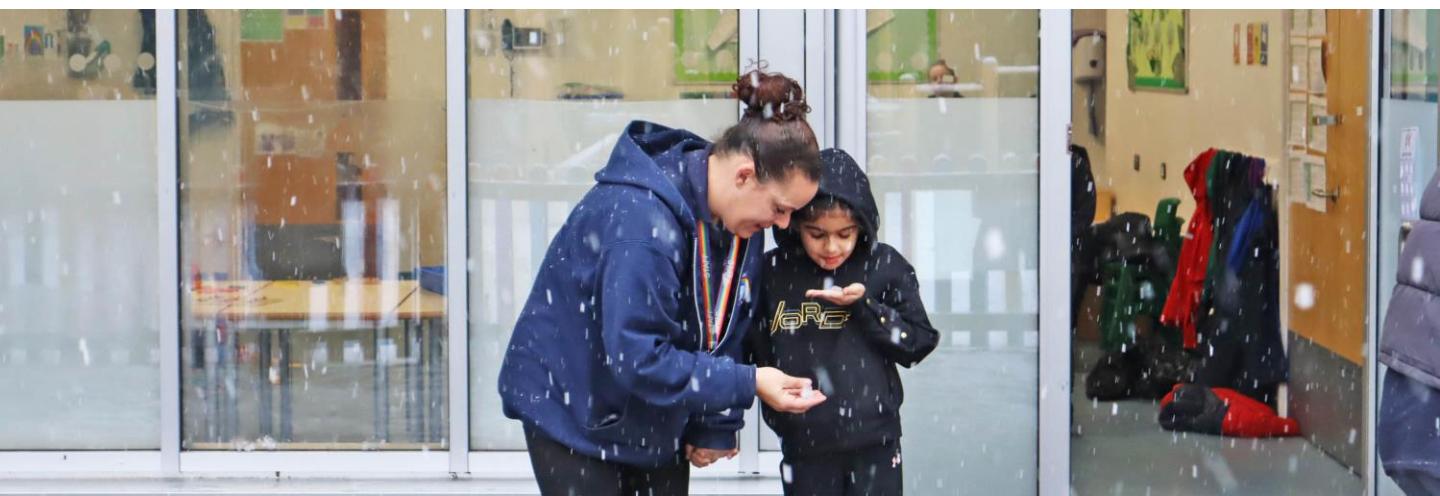
The Assistant Heads are non-class based with the responsibility of supporting the classes to achieve high standards of education and provision across their phase/resourced provision. Their responsibilities also include the reviewing of behaviour plans; leading on CPD within phase; lesson observations and performance Management and qualitative review of class planning, alongside coaching and mentoring of their phase teachers and modelling of high-quality teaching and learning in classes.

## Teaching and Learning Responsibility (TLR)

Specific questions about an area of the school, such as communication, can be directed to those with TLR responsibilities. They will also lead on improvements and developments within specialist areas; lead and develop teachers CPD and advise and coordinate resources linked to specialist areas. Our TLRs currently have responsibilities for English, Maths, Communication, PHSE and Behaviour.

## Class Team Coordinators (CTC)

The CTC's are the first point of contact for advice and support from team classes. Their responsibilities include; overseeing the curriculum, planning and target setting such as IEP's; have an overview of pupil premium; coordinate partner programme for teachers and facilitate Grade 7 staff to enable them to act as mentors for new SSA's.



# Springwell

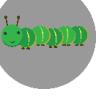


## Classes

Our classes are structured into phases and as of September 2026 we had 281 pupils on roll in 33 classes.

Our classes in general are between 8 to 10 pupils supported by a Teacher, a Grade 7 Special School Assistant and between 2 – 3 Grade 6 Special School Assistants.

The structure of the classes, including our resourced provision is;

  	<b>EYFS</b> Rainbow Birds Rainbow Lizards Rainbow Fish	<b>EYFS</b> Assistant Headteacher <b>Clare Knight</b>
    	<b>Red classes – Year 1</b> Red Foxes Red Ladybirds Red Robins Red Pandas Red Squirrels (Startpoint)	<b>Phase 2</b> Assistant Headteacher <b>Tammy Glaire</b> <b>(Mon, Tue &amp; Wed AM)</b> <b>Jo Hughes</b> <b>(Weds – Fri)</b>
   	<b>Yellow classes – Y1 and 2</b> Yellow Bees Yellow Giraffes Yellow Ducks Yellow Lions	
    	<b>Green Classes – Year 2, 3 and 4</b> Green Frogs Green Caterpillars Green Snakes Green Turtles Green Crocodiles	<b>Phase 3</b> Assistant Headteacher <b>Rowena Lowe</b>
   	<b>Orange Classes – Years 4 and 5</b> Orange Octopus Orange Starfish Orange Tigers Orange Clownfish	Assistant Headteacher Satellite Provision <b>Harriet Rowland - Maple Class</b> Weston Park Primary School Years 5 and 6
   	<b>Pinks classes – Y3, 4, 5 &amp; 6</b> Pink Flamingos Pink Mice Pink Jellyfish Pink Sea Horses	<b>Phase 4</b> Assistant Headteacher <b>Claire McErlean</b>
   	<b>Purple Classes – Year 5</b> Purple Butterflies Purple Sea snails Purple Starlings Purple Beetles	
  	<b>Blue Classes – Year 6</b> Blue Whales Blue Peacocks Blue Sharks	

# Springwell



## Curriculum

Springwell School is a communication rich environment which empowers all pupils to communicate across the school day, establishing meaningful and positive interactions.

The Springwell curriculum aims to:

Provide every pupil with opportunities to learn and achieve through a broad, balanced and relevant education which promotes educational, social, moral, spiritual, cultural and physical development

Prepare pupils for the opportunities, responsibilities and experiences of life

- The curriculum on offer is positively designed to be flexible so it can be tailored to meet the needs of each and every pupil, irrespective of age, gender or culture.
- The curriculum offers meaningful and relevant access to the National Curriculum, as well as the strong emphasis on Personal, Social and Health Education as a Core subject alongside Maths and English including Communication.

Throughout any week, identified pupils will receive speech and language therapy and support, occupational therapy and physiotherapy as required.



## Satellite Class



We are fortunate at Springwell to now have a satellite class at Weston Park Primary called Maple Class.

Our satellite class is staffed with a qualified teacher and excellent support from Special School Assistants, all of whom are very experienced in teaching children with a wide range of complex and additional needs. Pupils in Maple class benefit from 1:1, paired or small group teaching and learning experiences where activities are tailored to meet the individual needs of the pupils. Pupils in the satellite class wear the uniform of the host school and are included in all aspects of the school life. Staff work hard to ensure that all pupils in our satellite class identify themselves as being a part of both their host school and Springwell.

Based at Weston Park Primary, Maple class is a satellite class for Key Stage 2 pupils. English and Maths are taught within Maple class, reflecting the engaging and structured environment of a Springwell class.

Pupils are supported during the afternoon by Springwell staff as they access the mainstream curriculum. Planning from the mainstream classes is differentiated by Maple class teacher as appropriate to ensure that each pupil can access the learning and progress in their learning and understanding.

We pride ourselves on the positive relationships we have with the children and their parents or carers and this is evident in the very positive feedback we have from parents and many past pupils come back to visit when they are able.



## EYFS & Pink Classes



Each class at Start Point Sholing has 10 children, a teacher, a grade 7 Special School Assistants, 3 Special School Assistants and 1 Hygiene and Health Independence Assistant who supports children to develop important life skills for health and self-care.

The classrooms have integral kitchens, toilets and small rooms (snugs) which enable staff to work with individual children and small groups.

There are gardens that have been designed to meet the needs of Springwell children and provide safe, stimulating learning environments.

Rainbow classes visit the puffin building at the main Springwell site, using the school mini-bus at least once every two weeks for swimming and to experience the Wonder and Magic teaching spaces. The mini bus is also used for trips into the community to experience places linked to planned topics.

They eat their lunches in their classroom with support from staff and a Special Lunch Time assistant.

Springwell Early Years children follow the Early Years Foundation Stage curriculum

The children are introduced to a different learning topic each half term and staff are skilled at supporting and extending our children's learning through planned activities and pupil choice. We use specialist teaching programmes which we collectively call Learn to Learn to provide targeted teaching and learning experiences .

Early Years children are assessed three times per year. We submit Foundation Stage Profile assessments at the end of the summer term to the local Authority. We use Tapestry at Springwell in partnership with parents to record and compare activities, track progress and link learning between home and school



### Pink Classes

Pink classes are our most complex pupils. They have a bespoke timetable offering a range of communication opportunities based on their individual needs. Our school strapline "Every child has a voice" is very evident in these classes, as the staff are skilled in using a range of AACs, and communication supports such as ALBs.

They follow the Keystone curriculum which includes opportunities for early maths and English alongside communication and PHSE.



## Southampton Inclusion Partnership



Southampton Inclusion Partnership (SIP) aims to provide a sustainable, aspirational and inspirational partnership that empowers the learning and lives of children and young people with special educational needs and disabilities (SEND). As such, it provides high quality training and development for people at all stages of their career, from teaching assistants and support staff, trainee and early career teachers through to middle and senior leaders, working within both mainstream and specialist settings.

Services include an outreach service commissioned by Southampton City Council and an initial teacher training programme, offering a Primary PGCE with SEND specialism. The service works with a range of local, regional and national partners and is led and managed by Springwell School.

### Our aims are:

- To provide layers of support and training to schools and settings, including early intervention, as part of a graduated approach to support.
- To provide support and challenge for primary and secondary schools in relation to school improvement and outcomes for pupils/students with SEND and behavioural needs.
- To provide a flexible outreach service that responds to the overlapping needs of the individual pupil/student and ensures early intervention.
- To provide a teacher training programme that meets the demand for SEND specialists within the region
- To increase the capacity of mainstream schools to develop high quality inclusive practice for pupils/students with SEND and behavioural needs.
- To increase the capacity of mainstream schools to secure and demonstrate the progress of pupils/students with SEND and behavioural needs through rigorous assessment, target setting and tracking.



# Job Description



## Purpose of the job

- Ensure high quality outcomes for pupils and lead on pupil progress and assessment.
- Lead on standards and provision for pupils' personal development and welfare.
- Lead on standards and provision for vulnerable pupils, taking responsibility for promoting and safeguarding good attendance of children within the school.
- Promote educational excellence through high quality Continuing Professional Development and leading on teacher induction.
- Ensure high quality communication and promote partnership working with parents, professionals and the wider community.
- Provide senior leadership across the school, promoting school improvement and supporting the school aims, values and policies.
- Provide support to the Headteacher and deputise in their absence.

## Key Accountabilities

### Pupils' personal development and welfare

- Ensure the school ethos and environment are conducive to and promote effective Behaviours for Learning
- Ensure high levels of pupil attendance and co-ordinate the tracking and monitoring systems
- Act as the co-lead Educational Visits Co-ordinator

### Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality and instil a strong sense of accountability in staff for pupil outcomes
- Secure excellent teaching across the school
- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality and instil a strong sense of accountability in staff for pupil outcomes
- Establish a culture of openness as a basis for sharing best practice to drive improvement
  - Create an ethos within which all staff:
  - are motivated to develop their professional skills and knowledge
- Provide mutual support in the interests of the health and well-being of the whole school team
- Hold all staff to account for their professional practice and conduct

### Vulnerable pupils

- Act as the Designated Safeguarding Lead and perform all functions associated with the role
- Lead all aspects of Safeguarding Children across the school, monitor the Single Central Registrar and ensure regular and effective communication with the Safeguarding Governor
- Ensure the obligations under the Prevent strategy are fulfilled

# Job Description



## Staff development and welfare

- Act as the strategic lead for all aspects of teacher induction
- Lead on all aspects including planning, co-ordinating the delivery and reviewing the impact of Continuing Professional development for new teachers and ECTS
- Act as the mentor for and lead the delivery of the Early Career Framework, including established teachers new to Springwell
- Provide direction and support to HLTA's across the school to ensure and maintain staff well being

## Partnership working

- Act as the strategic lead for Annual Reviews and all associated aspects of work
- Ensure effective, relevant and ongoing communication with parents, including canvassing opinions and views to inform school improvement
- Lead provision aimed at increasing parental/carers confidence, knowledge and understanding such as workshops, information sessions, website, videos etc
- Ensure effective partnership work and relationships with visiting professionals, including therapists, Educational Psychologists
- Maintain and further the profile of the school in the local and surrounding community.

## Senior leadership

- As a member of the School Leadership Team, provide effective collaborative leadership and management with a focus on school improvement and well being.
- Provide accountability for UPS teachers in regard to whole school responsibilities.
- Deputise for the Headteacher as required.
- Undertake a 0.1 teaching responsibility dependant on prior experience and needs of the school.
- Manage designated budgets to ensure efficient use of resources.
- Lead in the recruitment and appointment of school based staff and HR processes related to their phase.

## Managing the organisation

- Manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Lead specific areas of strategic and improvement plans and polices for the development of the school, wider provisions and facilities.

## Securing Accountability

- Maintain an ethos that enables all staff to work collaboratively, share knowledge, skills and understanding, celebrate success and accept responsibility for outcomes.
- Ensure agreed individual staff accountabilities are clear and secure outcomes for all pupils.
- Work with the Governing Body to provide information, objective advice and support.

# Job Description



## Responsibilities

- Overall phase lead for EYFS phase two, four and pink classes
- Directly line manage the following roles:
  - Pastoral Lead
  - Annual Review Lead
  - HLTA
  - Phase 2, Pink and EYFS AHTs
- Wider responsibility for staff across the whole school, in exercising their duties
- Support Southampton Inclusion Partnership and the wider provision made to other schools, as appropriate

## Supporting the school

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- Lead, contribute and attend Professional Development meetings and INSET days as required and identify areas of personal practice and experience to develop
- Take responsibility for safeguarding following the agreed policies at all times, be aware of confidential issues linked to home/child//school and keep confidences appropriately
- Be aware of health and safety issues and act in accordance with Health and Safety policies
- Ensure implementation and promotion in employment and service delivery of equal opportunities policies and statutory responsibilities

## Other duties

- The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.



# Person Specification



Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>Good honours degree or equivalent</li> <li>Qualified Teacher Status</li> <li>Substantive post study and/or qualification</li> <li>Evidence of professional development including training in school leadership and management</li> </ul>	Accredited Level 3 DSL safeguarding training Safer recruitment training
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Outstanding teacher, with minimum of five years' experience</li> <li>Proven success in teaching pupils with complex learning difficulties</li> <li>Successful senior leadership and management in the delivery of high-quality education</li> <li>Involvement in school self-evaluation</li> <li>Leading on school improvement with measurable outcomes</li> <li>Effective line management and leading, appraising and managing staff teams.</li> <li>Responsibility for staff induction and providing support to ECTs.</li> <li>Delivering effective training to others, leading INSET days</li> <li>Proven success in and understanding of positive behaviour management in a special school.</li> <li>Proven success in supporting, motivating and developing staff.</li> <li>Working effectively in safeguarding, child protection and the welfare of pupils and vulnerable children</li> <li>Developing and sustaining positive collaborative relationships with parents</li> <li>Leading successful multi agency partnership</li> </ul>	Experience of EYFS or KS1 leadership Experience of managing statutory reviews and PEPs Experience of leading the curriculum or assessment in a special school

# Person Specification



Essential	Desirable
Skills and abilities	
<ul style="list-style-type: none"><li>Professional knowledge and understanding of what constitutes and how to achieve quality in educational provision and high aspirations for children with learning difficulties.</li><li>Ability to communicate a vision and inspire others.</li><li>Demonstrable understanding of the principles and practice of school improvement, including strategies to raise achievement.</li><li>Ability to set goals, plan and manage change in a complex organisation.</li><li>Skilled ambassador of and advocate for pupils with complex and severe learning difficulty</li><li>Ability to analyse data, identify patterns and construct meaningful targets.</li><li>Ability to make appropriate decisions based on evidence and risk assessments, to deliver within time scales.</li><li>Excellent communication and interpersonal skills with the ability to listen, persuade, negotiate and act as an effective member of a team.</li><li>Ability to develop the leadership skills of others.</li><li>Able to develop, empower and sustain individuals and teams.</li><li>Ability to appreciate and manage conflicting and diverse opinion.</li><li>Skilled coach and mentor</li><li>High personal standards and ability to challenge own work and the work of others.</li><li>Working knowledge of current national frameworks for education and special educational needs.</li><li>Ability to develop and enhance the reputation of the school in, and its relationship with, the local community.</li><li>Ability to successfully manage a large and varied workload with excellent planning and time management skills.</li></ul>	Knowledge of requirements of an Educational Visits Co-ordinator

# Person Specification



Essential	Desirable
<b>Equality, inclusion and safeguarding issues</b>	
<ul style="list-style-type: none"><li>• Commitment and ability to integrate equality policies into service delivery</li><li>• Commitment to safeguarding</li><li>• Responsible for following the school's health &amp; safety policy, practices and procedures</li><li>• Awareness of and commitment to confidentiality</li></ul>	
<b>Personal Qualities</b>	
<ul style="list-style-type: none"><li>• A positive role model and lead by example</li><li>• Reflective practitioner and willingness to listen to, reflect and act upon feedback</li><li>• Positive, optimistic and flexible demonstrating honesty and integrity</li><li>• High aspirations and a commitment to excellence for all</li><li>• Resilient</li><li>• Able to manage personal work pressure and maintain an effective work life balance</li><li>• Commitment to activities associated with School to School support</li></ul>	



## From our staff



### Jade McLean - SSA

Hello, I am a SSA at Springwell, I have worked here for nearly 4 years, it honestly is the most supportive and inclusive workplace I have ever been a part of! Management and all staff make you feel valued and appreciated consistently. My favourite thing about working at Springwell is that everyone who works here always puts the needs of our wonderful children first. We celebrate ALL achievements whether that be big or small and consistently support each-other. I feel so honoured to be part of the Springwell Community and able to support the wonderful children throughout their education journey.

### Harriet Rowland - Assistant Head

Working at Springwell for the past eleven years, across a variety of roles, continues to be a genuinely rewarding experience. We have fun together, support one another, and the pupils never fail to bring joy and smiles to our day. I'm proud to be part of a school where every decision begins with what's best for the children, where they are encouraged to grow, explore, and thrive, and where every step of progress—big or small—is celebrated.

Despite being a large school, Springwell remains a welcoming and supportive community where diversity and inclusivity are celebrated. It's a privilege to work in an environment that prioritises the well-being of both pupils and staff, and I feel fortunate to be part of it.



### David Scott-Batey - Business Director

"Springwell is a great place to work, with a real collegiate feel and shared commitment to improving opportunities for all SEND pupils. There is a continuous drive to improve all areas of operation, where you are actively encouraged to try new ways of working, take initiative and lead developments."

## From our staff



### Sian Cook - Deputy Head

"I was appointed as Deputy Headteacher at Springwell five years ago and feel very privileged and proud to be part of such a dedicated, committed and supportive team of staff across all areas of the school, many of whom go above and beyond, daily, to support the needs of the children.

Springwell is very simply 'all about the children' who each bring their own special needs, individual qualities and personalities and so much joy! - No two days are ever the same; the needs of the children are always put first and they remain at the heart of every decision made.

Springwell is simply an amazing school to be a part of!"

### Demi Maloney SSA

I am an SSA grade 7 at Springwell and this will be my 5<sup>th</sup> academic year! At Springwell the children always come first, and there is never any doubt in the staff pulling together and helping each other out. One thing I really appreciate about working here is that it is like one little family, it's very inclusive and any worries or doubts are always listened to and taken into consideration. There is always a supportive atmosphere as well as a relaxed and friendly environment and the team of staff truly do go above and beyond, I'm grateful and proud to be a part of such a supportive and inclusive workplace and a part of our wonderful children's education journey where a real difference is made and all achievements are celebrated.



### Jo Hughes - Assistant Head

"I am one of the AHTs at Springwell and this is my 10th year of working here. Springwell is a very special place, where the pupils are at the heart of our decisions, teaching, learning and everyday practice. I love working here because our ethos is built on genuine care, high expectations and the belief that every child deserves to thrive. The relationships we build with pupils, families and colleagues create a sense of community that is both supportive and inspiring. Every day feels meaningful, and I feel proud to be part of a team that champions inclusivity, celebrates small steps of progress, and makes a real difference to the lives of our young people."



## From our staff



### Clare McLean – Assistant Head

“Working at Springwell every day is different; there are challenges to problem solve and there are many snippets of joy. I love being part of a fantastic team, working collaboratively where the pupils are at the heart of everything we do. We learn so much from them, it's brilliant to witness the steps of progress they make both big and small. I really enjoy working in teaching and learning, finding ways to foster curiosity and attention, making it fun, irresistible and engaging for our pupils and relevant to them and their interests. We support our pupils to regulate, communicate and develop steps of independence throughout their journey here, seeing them grow as they move through the school makes me really proud. ”



### Becki White – HR Officer

“Working at Springwell is being part of a community. Success is celebrated and you are surrounded by a team who support one another, making you feel valued and proud of the difference you make. ”



### Scott Hughes - Sports Coach

“I have worked for Springwell since 2015. I work across the whole school from early years to leavers, I love working here, no two days are ever the same which makes it very exciting. The days can be hard but the joy of seeing the children succeed in all aspects of the school is just amazing. You can rely on any member of staff to help and support you from lunchtime to the headteacher. ”

# About Southampton



As the largest city in central Southern England and a regional centre for employment, retail, education and leisure, Southampton is a really exciting place to be. The third highest ranking city in the UK for good growth and the world's leading business incubator for UK tech entrepreneurs, it is a city of great opportunity that has a tremendous track record for delivering on its ambition to compete on the world stage.

## Great location

The City lies at the northernmost point of Southampton water, at the confluence of the River Test and Itchen, with the River Hamble joining to the south. Being 70 miles south-west of London and 15 miles west of Portsmouth, it is well located with one of the country's busiest and most successful ports home to some of the largest cruise ships in the world, an airport less than 10 miles away from the city centre and well-connected to other cities by rail and motorway, we are very well positioned!

The city centre is easy to travel around by foot, bike and public transport and offers a range of retail outlets, restaurants, bars, cinemas and theatres, as well as a number of parks and open spaces to enjoy within the city. All of this and the New Forest National Park on its doorstep!

## History

The City is steeped in history with research suggesting that the area has been inhabited since the Stone Age.

Southampton is noted for its association with the RMS Titanic where 920 passengers boarded the ill-fated ship with 724 crew members from Southampton, the Spitfire was designed and built in Woolston with its maiden flight from what is now Southampton Airport and was one of the embarkation ports for British and Canadian troops going to France on D-Day.



*We hope you have found this recruitment pack informative and helpful. If you have any further questions regarding the role, please don't hesitate to get in touch.*



# SPRINGWELL SCHOOL



Partridge  
Building