



CRESSEX  
COMMUNITY  
SCHOOL



Coop Schools  
Cooperative Schools Network

# Assistant Headteacher Behaviour, Attendance & Student Voice - Inclusion

## CANDIDATE INFORMATION PACK

Spring 2026

***‘High Achievement for All is our Shared Responsibility’***

*Our vision is that all learners should have the chance to succeed, regardless of their background, abilities, or skills. All learners have the right to an outstanding education, to improve their knowledge, skills and ultimately their life chances. At Cressex Community School we are committed to ensuring outstanding provision is made for all our learners, wherever they are learning*



Cressex Community School  
Headteacher: Mr K Shabbir, BSc Hons  
Holmers Lane  
High Wycombe  
Buckinghamshire  
HP12 4QA  
Telephone: 01494 437 729  
Email: [office@cressex.org](mailto:office@cressex.org)  
Website: [www.cressex.org](http://www.cressex.org)

Dear Colleague,

Spring 2026

### **Assistant Headteacher – Behaviour, Attendance, Student Voice-Inclusion (L12-L16)**

Thank you for your interest in this post. This is a very exciting time in the continuing development of Cressex Community School. In recent years Cressex has been transformed and is deservedly now the school of choice for the local community. Our Progress 8 is above average; attendance and behaviour data are very positive. We are particularly proud that disadvantaged students consistently achieve well. Student and parent satisfaction with the school is high. We have a waiting list for every year group.

We are now looking to appoint an energetic and effective individual to join the leadership team as Assistant Headteacher and lead our work on attendance, behaviour and Inclusion . The post-holder will work collaboratively with senior leaders, curriculum leaders, the SENDCo, Governors and classroom practitioners to ensure that high quality, inclusive teaching enables every student to thrive. We have a strong pastoral team that works hard to help students deal with day-to-day challenges and also to overcome more deep rooted barriers to their learning. The post-holder will co-ordinate the work of the , Heads of Year, pastoral support officers, attendance officer and form tutors to ensure that students receive the interventions they need and so achieve in school to their highest ability. Close liaison with the safeguarding and learning support teams will be essential to the role.

We believe that there is significant scope for developing the role of the student voice to support our work in continuously improving students' overall experience of school and would welcome some focused work on this.

If you are passionate about these areas and have the skills needed to make a difference, we would love to hear from you. We think that this post will suit a colleague with proven skills of leadership and management who is keen to gain experience and exert his/her influence at senior leadership level. We are very open to learning from the good practice of other schools.

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Cressex Community School is a popular and successful secondary school with approximately 750 students on roll on the western flanks of High Wycombe. We take great pride in the quality of education we offer, and in our strong team-working among students and staff. We have a wonderfully diverse student body. At the time of the last school census over 30 different first languages were recorded. We have a number of very able students who perform excellently in public examinations. In 2025, our students achieved the best results in the school's history, with the highest attainment 8 on record.

As an all-ability school, we are equally proud of the success of our lower attaining students. All students achieved at least one GCSE pass; 99% gained five or more passes.

In 2010 we moved into an outstanding new building. Classrooms are large and bright. All are equipped with the latest technology, including Promethean interactive whiteboards. Training is available to teachers not yet expert in using this equipment. By the same token we are always very keen to learn from colleagues whose knowledge exceeds our own!

Our most recent Ofsted inspection was in 2024. We are a “good” school with a number of outstanding features. Our mission is to provide an outstanding education for the young people here.

Cressex is proud to belong to the growing family of Co-operative Schools. This means that, together with our partners in the Cressex Cooperative Learning Trust, we subscribe to the ethical values of: openness, honesty, social responsibility and caring for others. We also sign up to the cooperative values of: self-help, self-responsibility, democracy, equality, equity and solidarity. We see state schooling as part of the common good that should remain rooted in the community it serves.

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Spring 2026

We are very pleased to offer visits to potential job applicants. Please contact me if you would like an informal conversation or a tour of the school.

Please apply by completing a Buckinghamshire application form. You should also write a personal statement indicating how your experience to date has prepared you for the post, and how you think you could contribute to the school (no more than two sides of A4 please).

We very much hope you will feel inspired to come and be part of the Cressex team. If you think Cressex is the school for you and you can offer us what we are looking for, I will be delighted to hear from you.

You can access the application via this link: <http://www.cressex.org/182/join-our-team>

With best wishes

Mr Khaiam Shabbir

Headteacher

# About Us

## The School

Cressex Community School is a popular and successful secondary school with approximately 750 students on roll on the western flanks of High Wycombe. In 2010 we moved into an outstanding new building. Classrooms are large, bright, and equipped with the latest technology, including Promethean interactive whiteboards, and have plenty of storage space. Our sporting and other facilities are state-of-the-art, and staff are able to benefit from a free on-site gym.

## Our Values

We take great pride in the quality of education we offer, and in our strong team-working among students and staff. Our student body is wonderfully diverse; at the time of the last school census over 30 different first languages were recorded. We have a number of very able students who perform excellently in public examinations. In 2023, 2024 and 2025 our students achieved the best results in the school's history, with a high proportion of exams passed at the top grades, and an overall Progress 8 score of +0.48. As an all-ability school, we are equally proud of the success of our lower attaining students. All students achieved at least one GCSE pass; 99% gained five or more passes.

## Why Join us?

We are proud to have achieved consecutive strong Ofsted inspections, each recognising the exceptional character of our school community. Inspectors consistently highlight the warmth, ambition, and respect that define our pupils and staff.

Our most recent inspection in February 2024 celebrated the deeply positive culture that runs through the school, noting that:

- “Pupils and families value this school highly”
- Staff are committed to “improving the life chances of every pupil.”
- “Pupils have positive attitudes to their learning and are ambitious for their futures”
- Leaders at all levels are ambitious for pupils’ futures.”

These comments reflect the heart of who we are: a school where students are **“charming, confident, respectful, and welcoming”** (OFSTED Jan 2019) and where staff work with purpose and passion to help every young person thrive.



# The Inclusion Department

## The Team

We have a well-staffed Inclusion Department with a large team of very knowledgeable teaching assistants. The team is headed up by a full-time Special Educational Needs & Disability Coordinator (SENDCo), who is fully conversant with the latest SEND developments and the current SEND Code of Practice. The team is also supported by a HLTA and has access to admin support. There is also a named governor who takes a special interest in all matters concerning the school's SEND provision.

In addition to this the School draws on specialist teachers and other experts to provide additional support for students as required. We believe all children should be given the best possible education, suited to their needs, so that they have the best possible chance to succeed. This is one of the reasons we have Transition classes, which are primarily for students who are working significantly below age-related expectations for the end of Key Stage 2 and who may have significant special educational learning needs. We aim to provide a safe, progressive, and ambitious learning environment that supports both academic and personal development. Teaching is led by three experienced teachers with knowledge of the primary curriculum, supported by highly skilled teaching assistants. Transition teachers use their experience in primary education to close any gaps students may have, while ensuring they have full access to the same Year 7 & 8 curriculum as their peers.

## Our Results

The school follows the guidance of the SEND Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEND.

The School has a strong value added across the board, with the majority of students achieving above their expected outcome. Progress for SEND students has improved from the previous year and we are proud that our SEND students are performing better than the national comparison. Our ambition is to continue to close the gap in outcomes for students with SEND.



## Our Students

Students' behaviour throughout the school is exceptional. Teachers have positive relationships with our humorous and well-mannered students. As a smaller-than-average but oversubscribed school, teachers really know students on an individual basis, and are able to help them develop over time. Successes are celebrated regularly, including the dissemination of students' excellent written work.

# Job Description

## Responsible to:

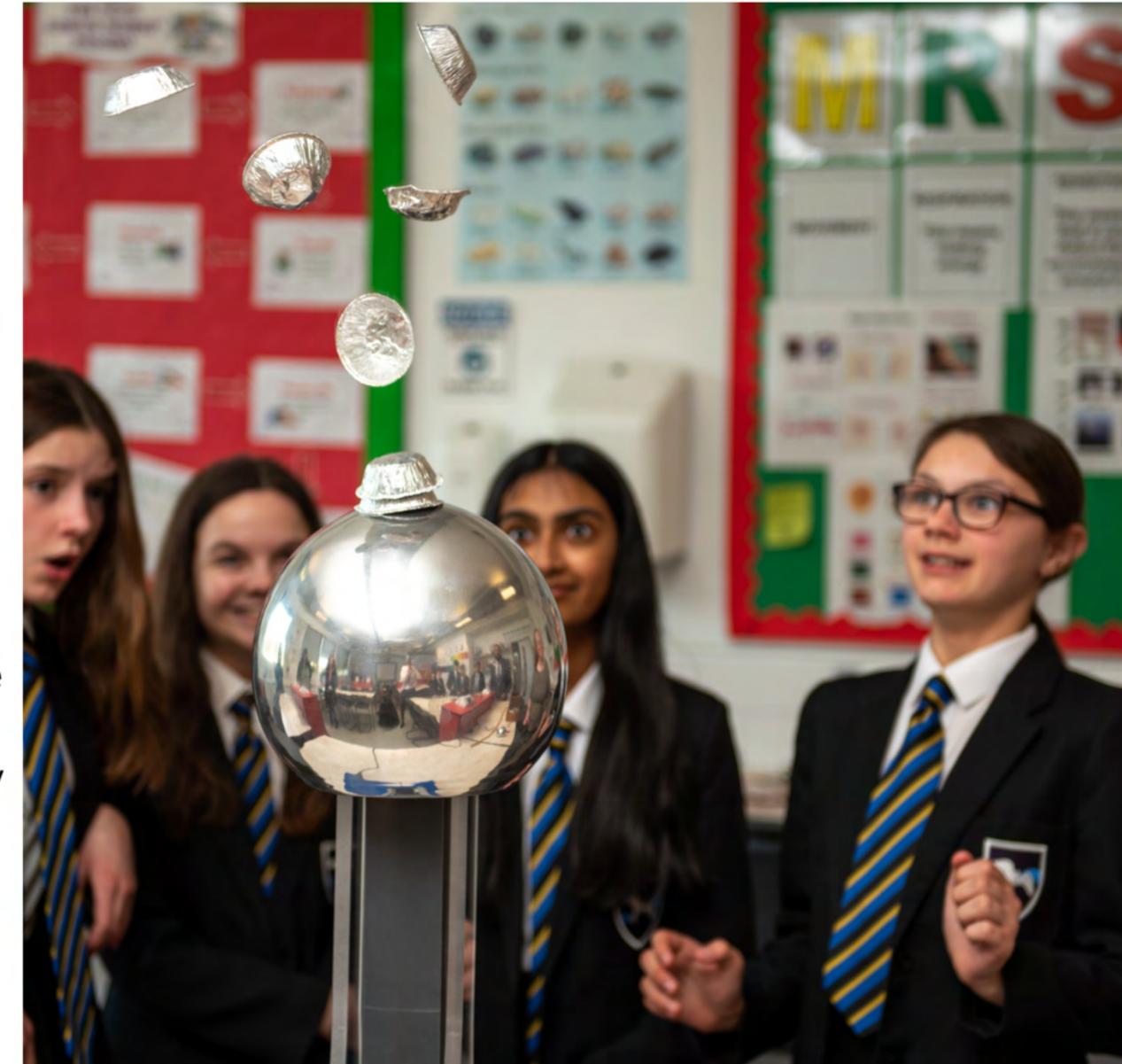
Headteacher

As a member of the Senior Leadership Team (SLT) to make an active contribution to the leadership and management of the school, focusing on raising attainment, improving the quality of learning and teaching and securing high standards of student behaviour and personal development.

To support the raised standards and improved quality of provision by:

## Job Purpose

- With the other members of the SLT, leading in the creation of a whole school ethos that secures positive behaviour, attendance and good attitudes to learning among students.
- Ensuring the effective and consistent implementation of the whole school behaviour management policy and processes.
- Ensuring pastoral staff are deployed efficiently, ensuring high impact and value for money.
- With the Director of Personal Development, Heads of Year, developing and overseeing structures for hearing the “Student Voice”.
- Leading and managing the school’s admissions process for students, including both primary school transfers and in-year transfers.



# Duties & Responsibilities

1. To have due regard to own and others' well-being, health and safety.
2. To ensure that young people's interests are put first and that young people are safeguarded at all times.

## Specific to the role:

***The responsibilities listed below are specific to this role and in addition to the core responsibilities identified in the School Teachers' Pay and Conditions document. The list is not exhaustive. The requirements of the role may change over time to enable the developing needs of the school to be met.***

3. Ensuring our vision and ethos for inclusion across the school is lived out, setting and upholding ambitious expectations for all pupils with special educational needs and disability (SEND) and ensuring that pupils with SEND are included in all aspects of school life.
4. To lead on the development, implementation and review of the whole school behaviour policy, attendance policy, and approach to student voice, ensuring that students and staff are actively involved in the processes of development, implementation and review.

5. To work closely alongside the SLT member responsible for routines and rotas in support of the day-to-day management of behaviour and attendance.
6. To act as an exemplar to staff and students in effective behaviour management.
7. To liaise with the SENDCO on specific strategies to address the emotional and behavioural issues encountered by students, including the deployment of support staff.
8. To manage the isolation (internal exclusion) process including ensuring that thresholds are clear, the isolation room is supervised in line with school policies and accurate records are kept.
9. To conduct reintegration meetings with students following suspension from school.
10. To be responsible for the provision of CPD for staff relating to behaviour management.
11. To provide guidance and support to staff on managing behaviour in class and around the school.
12. Working closely with the DHT (T&L) to lead behaviour structures that support metacognitive development in students, in accordance with our co-operative values.

# Duties & Responsibilities

13. To direct and support the HOYS and coordinate weekly “Behaviour for Learning” meetings for each Key Stage.
14. To line manage the Pastoral Support Officers, and develop them as a team with distinctive and complementary skills within the overall group of support staff.
15. To liaise with external agencies (for example the Pupil Referral Unit) on the appropriate provision for students with emotional and behavioural problems.
16. To ensure that accurate records relating to behavioural incidents and the provision made for students are maintained.
17. To report to the SLT and governors as required on matters relating to behaviour in school.
18. To lead on the development, implementation and review of the school attendance policy.
19. To line manage the Attendance Manager.
20. To line manage the School Matron.
21. To report to the SLT and governors as required on matters relating to attendance in school.
22. To lead on student voice and the development of an effective whole school house system.
23. Develop and implement partnerships to support the inclusion offer, so that all pupils make sound progress from their starting points in terms of their learning, behaviour, attendance and personal well-being.
24. Ensure that relevant school documents are updated as required and kept up to date. This also includes the school website sections.

# Duties & Responsibilities

## In the general leadership role:

25. to liaise proactively with parents/carers, other agencies and the wider community to promote the best possible outcomes for young people. To line manage a group of middle leaders, as agreed with the Headteacher. To contribute to appraisal performance management and quality assurance procedures in line with school policy.
26. To participate in staff recruitment and induction.
27. To contribute to the leadership of staff and students by setting a positive example in terms of attendance, punctuality, dress and professional demeanour.
28. To lead assemblies as identified within the assembly rota.
29. To lead a duty team in line with the published duty rota.
30. To play a full part in the strategic and operational direction of the school by contributing to planning, staff training, reviews of learning and teaching, monitoring and evaluation.
31. To take on other responsibilities commensurate with the post as may from time to time be agreed with the Headteacher.

# What We're Looking For

|  | Essential   | Desirable  |
|--|---|--|
| <b>Qualifications</b>                      | <ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Good first Degree</li> <li>• Evidence of further training relevant to the post</li> </ul>   | Additional qualification (ideally NPQSL) relating to educational leadership and management |
| <b>Knowledge, Skills and Understanding</b> | <ul style="list-style-type: none"> <li>• Able to lead and motivate a team of staff, review their performance and intervene effectively to ensure consistently high standards of performance</li> <li>• Good knowledge of current requirements in relation to managing students' attendance and behaviour</li> <li>• Good understanding of how to gather and use qualitative and quantitative data to evaluate the effectiveness of interventions to improve attendance and behaviour</li> <li>• Good skills in leading students, eliciting their views and enabling them to contribute productively to the life of the school</li> <li>• Good knowledge of school management software (eg. SIMs)</li> <li>• Good knowledge of Microsoft Office programs</li> <li>• Able to communicate well with all staff to ensure the effective implementation of whole school initiatives</li> <li>• Excellent communicator in speech and writing</li> <li>• Good ability to prioritise</li> <li>• Effective classroom teacher</li> </ul> |  |

# What We're Looking For

|                            | Essential  | Desirable   |
|----------------------------|--|---|
| <b>Experience</b>          | <ul style="list-style-type: none"> <li>• Successful experience of leading and managing staff</li> <li>• Successful experience of leading and implementing whole school improvement activity</li> </ul>   | Successful experience of leading and implementing a whole school improvement activity |
| <b>Personal Attributes</b> | <ul style="list-style-type: none"> <li>• Committed to safeguarding the welfare of young people</li> <li>• Sets high standards of personal performance, actively seeks and responds positively to constructive feedback</li> <li>• Inspires young people and relates to them appropriately</li> <li>• Calm under pressure and able to maintain a sense of proportion</li> </ul> |   |
| <b>Other Requirements</b>  | <ul style="list-style-type: none"> <li>• This post is exempt under the Rehabilitation of Offenders Act 1974. Due to the sensitive nature of the duties the post holder will be expected to undertake an enhanced criminal record check as part of the recruitment process.</li> </ul>  |   |



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# Why Cressex Community School?

Benefits, Opportunities and More



**Coop Schools**  
Cooperative Schools Network



**INVESTORS  
IN PEOPLE**

#### HASSLE-FREE COMMUTE

## Easily Accessible

As you explore exciting career opportunities, we want to emphasise the convenience and accessibility of our school, particularly for those commuting via the M40.

Situated just a stone's throw away from the M40 motorway, Cressex Community School offers an ideal location for teachers seeking a smooth and hassle-free commute. Our prime location ensures that you can easily connect to our school from various nearby towns and cities, making your journey to work a breeze.

By choosing Cressex Community School, you'll find yourself in a nurturing environment that values the importance of work-life balance. We understand that a stress-free commute plays a significant role in your overall wellbeing and job satisfaction. With our proximity to the M40, you can enjoy a convenient travel experience, allowing you to arrive at work energised and ready to inspire young minds.

#### ON-SITE CHILDCARE

## Discounted Nursery

Having Cressex Day Nursery conveniently situated on our school site significantly benefits our staff and enables them to avail discounted nursery rates. It provides a convenient and accessible childcare solution for those with young children, making it easier to balance work and family commitments. By offering discounted rates, we demonstrate our commitment to supporting our employees' well-being and work-life balance.

This initiative not only helps attract and retain talented staff but also fosters a sense of community within our school. With the assurance that their children are in a safe and nurturing environment nearby, our staff can focus on their roles with peace of mind, knowing that their little ones are well taken care of.



# CPD Opportunities

At Cressex Community School, we are committed to offering staff a rich, supportive, and professionally fulfilling programme of continuous development. Our CPD is shaped by our Learn – Apply – Reflect cycle, ensuring that training is practical, purposeful, and directly connected to classroom impact. This approach helps colleagues grow with confidence and develop their expertise in a structured yet highly supportive environment.

We strengthen this further through action research, delivered with support from Buckinghamshire New University, who are part of our Co-operative Trust. Action research enables staff to explore their practice, test new ideas, and lead innovation across the school. Colleagues also benefit from personalised coaching, with regular opportunities for personalised guidance from senior and middle leaders who are committed to helping staff refine their teaching, plan next steps, progress in their roles, and achieve their professional goals.

We place great value on learning from each other. Staff benefit from regular opportunities to observe colleagues, share effective practice, and collaborate across departments and year teams. Through structured CPD sessions, professional learning communities, and open-door teaching, we encourage a culture in which expertise is shared generously and colleagues feel empowered by the collective strength of the team.

Our New Teacher Programme and fully delivered ECT Programme provide high-quality support for early-career teachers through expert mentoring, research-informed training, and structured classroom development. In addition, staff have access to IRIS Connect, our video-based reflection tool that encourages collaborative learning, self-evaluation, and the sharing of effective practice in a safe and developmental space.

We actively encourage colleagues to pursue NPQ qualifications, and staff receive tailored support to undertake and successfully complete these national programmes. As part of the Co-operative Trust, we also enjoy strong professional links with schools such as Wycombe Abbey, The Henley College, and others within our Trust network, enabling staff to learn from a wider educational community and access further training opportunities.

These carefully designed programmes, and the culture of support that surrounds them, ensure that professional development at Cressex is high-quality, relevant, and inspiring. They empower staff to continually improve their practice, enrich student learning, and contribute to the ethos of excellence that defines our school community.



#### HEALTH AND WELL-BEING SUPPORT FOR STAFF

## On-Site Fitness Suite

Our on-site fitness suite at Cressex Community School provides a convenient and accessible space for our staff to prioritise their health and well-being. Equipped with state-of-the-art facilities and amenities, the fitness suite offers a range of exercise options to suit individual preferences and fitness goals.

With personalised fitness plans, professional guidance, and access to fitness programmes and classes, our staff can engage in regular physical activity that supports their physical and mental health. The on-site fitness suite promotes work-life balance by offering flexible workout schedules and shower facilities, making it easier for our staff to incorporate exercise into their busy lives. By fostering a culture of health and wellness, we create a positive and active work environment, supporting our staff in their journey towards improved well-being.

#### DISCOUNTS AT YOUR FAVOURITE STORES

## Attractive Local Amenities

Our partnership with Eden Shopping Centre in High Wycombe brings exclusive benefits and discounts to our staff at Cressex Community School. With our school identification, staff members can enjoy special offers and discounts at various shops, restaurants, and entertainment venues within Eden Shopping Centre. This partnership not only enhances our staff's shopping and dining experiences but also strengthens our ties with the local community. By providing these discounts, we aim to recognise and appreciate our staff's hard work and dedication while fostering a sense of belonging and engagement within our school community.

INSPIRE THE NEXT GENERATION

# Why Should you Apply?

Cressex Community School is in the midst of an exciting period of sustained growth and success. In recent years, the school has been transformed-earning consecutive strong Ofsted inspections and becoming the school of choice for our local community.

Our Progress 8 score is above average, and both attendance and behaviour data reflect a culture where students feel safe, supported, and motivated to succeed.

At the heart of our success is a vibrant, dynamic culture that thrives on positive relationships. We are now seeking a thoughtful, reflective, and forward-thinking leader who will want to build on this strong foundation and continue to elevate the quality of our students' learning experiences.

Additionally, you will have the opportunity to lead, train, and support our dedicated team of teachers, contributing to a culture of continuous professional development. If you are ready to lead and inspire, making a real difference in the lives of our students and staff, this role is for you. Join us in our commitment to excellence and help shape the future of Cressex Community School.

## How to apply

Please apply by completing a Buckinghamshire Council application form. You should also write a personal statement indicating how your experience to date has prepared you for the post, and how you think you could contribute to the school (no more than two sides of A4, please). You can access the application via this link:

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