



CRESSEX
COMMUNITY
SCHOOL



Coop Schools
Cooperative Schools Network

Assistant Headteacher Teaching & Learning - 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
Website: www.cressex.org

Spring 2026

Dear Colleague,

Assistant Headteacher – Teaching and Learning - 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 seeking to appoint an ambitious and highly skilled individual to join the leadership team as Assistant Headteacher, working directly under the Deputy Headteacher for Teaching & Learning and taking a strategic lead on literacy, Pupil Premium, SEND provision in the classroom and the development of students' metacognitive skills.

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. A key element of the role will be driving a robust whole-school approach to literacy, strengthen inclusive, high-quality classroom practice for students with SEND, and ensuring that Pupil Premium students benefit from evidence-informed interventions that remove barriers to progress. The successful candidate will champion the development of metacognitive and self-regulatory skills across all subject areas, supporting staff to embed strategies that empower students to become confident, reflective and independent learners.

We are proud of our strong teaching and learning culture and seek a thoughtful, research-driven leader to build on this success and continue advancing the quality of students' learning experiences across the school.

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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

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!

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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.

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

Key aim:

To make a significant contribution to the development of Cressex as an exceptional, inclusive school, so that it becomes the secondary school of choice for the local population.

Purposes

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

To ensure that as a cooperative school we uphold the cooperative values of self-help, self-responsibility, democracy, equality, equity and solidarity, and that we uphold the ethical values of openness, honesty, social responsibility and caring for others.

To lead and support the development of inclusive, outstanding teaching and learning.

To ensure the implementation of quality assurance processes aimed at maximising student achievement through promoting and achieving the highest possible quality of teaching and learning.

To fulfil all the core requirements of a school teacher as described in the School Teachers' Pay and Conditions Document



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. To consistently interpret and evaluate national, local and school data, research and inspection evidence to inform expectations and teaching methods across the school.
 4. To work with subject leads to provide an integrated coherent approach to teaching and learning which ensures that all pupils make sound progress from their starting points.
 5. Ensure our curriculum is adapted so that it is coherently sequenced to all pupils' needs, starting points and aspirations for the future.

6. Strategically leading the Pupil Premium Strategy and Action Plan.
7. Develop and implement the school's strategy for inclusion, so that it integrates with the major objectives of the school development plan and takes the provision forward to meet the targets set.
8. Ensuring an excellent quality of education is provided to all of our pupils, including the most disadvantaged and pupils with SEND (working closely with the SENDCo Deputy Headteacher for T&L).
9. To support class teachers to assess and identify the needs of any pupils with barriers to learning, who are at risk of underachieving, for example, those with SEND, disabilities or EAL.
10. To instigate and develop an innovative approach (led by recent research) to the teaching of those pupils with Pupil premium, Special Educational Needs / and Disabilities, pupils with English as an additional language and those who are subject to child protection procedures, so that all students can achieve their potential.
11. Contributing to the strategic development of our SEND policy (alongside the SENDCo & DHT) and provision to raise the achievement of our children with SEND.

Duties & Responsibilities

12. Carrying out the role of SENDCo for shortterm operational needs (in the absence of the SENDCo & as required) for the school, overseeing, co-ordinating, advising, liaising and managing day-to-day provision, procedures and processes related to SENDCo and inclusion.
13. To devise, support and lead whole school INSET/CPD opportunities to improve teaching. To identify training needs and provide continuing professional development, when necessary, to colleagues across the school.
14. To have oversight of the New Teacher Programme so that all new staff are trained in the 'Cressex way'.
15. With the Deputy Headteacher (T&L), Director of Personal Development, Heads of Year, developing and overseeing structures for supporting metacognitive development in students.
16. To lead the school's literacy programme (Writing, Oracy & Reading Development), incorporating up-to-date national guidance and research.
17. To lead on the drafting and review of written policies relating to English across the curriculum.
18. Under the direction of the Deputy Headteacher (T&L), and working alongside other key staff such as the Head of English, the SENDCo and the Deputy Headteacher (ARRI), support the raising of standards by ensuring that the school has accurate systems for identifying students who are in need of additional English support, and oversee and implement, as necessary, a range of approaches to secure the best possible progress of students in literacy.
19. To contribute to the further development and implementation of wholeschool systems for: tracking students' development of English (WORD) skills across the curriculum; identifying students who are in need of additional support in English; providing effective additional English support to boost students' progress; and evaluating the impact of the additional English support provided.
20. To work with parents/carers to increase the quality of the support they provide to students in improving students' skills in English.
21. Actively to demonstrate to other teachers ways in which they can improve their practice (in particular using Instructional Coaching), so that: teaching that requires improvement becomes consistently good, and
22. To observe teachers and provide developmental feedback to them

Duties & Responsibilities

23. To liaise with the other members of the SLT to ensure coherence between monitoring and evaluation, performance management, staff professional development, curriculum development, and the outcomes of the assessment and tracking of students' progress.
24. To work with Heads of Department to ensure that teachers are setting homework that supports and complements the work done in lessons and complies with the agreed homework timetable.
25. To report to the SLT and the governors as required on the development and impact of actions to improve the quality of teaching and learning in school.
26. To develop an annual monitoring and evaluation cycle that focuses on the quality of learning and teaching in the school.
27. To support with monitoring and evaluation activities within the cycle, eg. lesson observation, student tracking, work scrutiny.
28. To liaise with the other members of the SLT to ensure coherence between monitoring and evaluation, performance management, staff professional development, curriculum development, and the outcomes of the assessment and tracking of students' progress.
29. Ensure that relevant school documents are updated as required and kept up to date. This also includes the school website sections

In the general leadership role:

30. To line manage a group of middle leaders and/or a Department, as agreed with the Headteacher.
31. To liaise proactively with parents/carers, other agencies and the wider community to promote the best possible outcomes for young people.
32. To contribute to performance management and quality assurance procedures in line with school policy.
33. To participate in staff recruitment and induction.
34. To contribute to the leadership of staff and students by setting a positive example in terms of attendance, punctuality, dress and professional demeanour.
35. To lead assemblies as identified within the assembly rota.
36. To lead duty teams as per the duty rota.
37. 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.
38. 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
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Good first Degree • Evidence of further training relevant to the post 	Additional qualification (ideally NPQSL/NPQ SENDCo) relating to educational leadership and management
Knowledge, Skills and Understanding	<ul style="list-style-type: none"> • Able to lead and motivate a team of staff, review their performance and intervene effectively to ensure consistently high standards of performance • Good knowledge of current requirements and the latest research in relation to high-quality teaching and learning • Knowledge of the latest national literacy programmes, including National Curriculum requirements in English at both Key Stage 3 and Key Stage 4 and GCSE specifications in English. • Able to contribute and lead staff professional development focused on raising standards of teaching and learning • Good understanding of the use of assessment data at the classroom, departmental and school level to raise standards of achievement • Able to contribute and lead a system of quality assurance focused on raising standards of teaching and learning • Ability to develop the skills and confidence of staff in undertaking quality assurance • Good knowledge of school management software (eg. SIMs) • Good knowledge of Microsoft Office programs • Able to communicate well with all staff to ensure the effective implementation of whole school initiatives • Excellent communicator in speech and writing • Ability to teach consistently outstanding lessons that challenge and inspire students of all abilities. • Good ability to prioritise tasks and work to deadlines. 	

What We're Looking For

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Successful experience of leading and managing staff • Successful experience of coaching staff to improve their pedagogy 	Successful experience of leading and implementing a whole school improvement activity
Personal Attributes	<ul style="list-style-type: none"> • Committed to safeguarding the welfare of young people • Sets high standards of personal performance, actively seeks and responds positively to constructive feedback • Inspires young people and relates to them appropriately • Calm under pressure and able to maintain a sense of proportion 	
Other Requirements	<ul style="list-style-type: none"> • 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. 	



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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.



CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)

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, research-informed teaching and learning culture. We are now seeking a thoughtful, reflective, and forward-thinking leader who will 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, fostering a culture of continuous professional development. If you are ready to lead and inspire, making a real difference in the lives of our students, 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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