



CROSFIELDS
SCHOOL

Head of Learning Empowerment and Inclusion

Candidate Information

Welcome

Crosfields is a dynamic day school. Future-focused and providing the highest standards of care and teaching, we offer a stimulating, friendly and fulfilling working environment. Our staff are passionate and dedicated to the work they do, constantly supporting each other to create the best educational opportunities for our 700+ pupils both in the classroom and beyond.

We are a warm, caring community, and our pupils have an intrinsic kindness. We have created a modern and forward-thinking environment in which our pupils can learn, grow and contribute to the future direction of our school. Our core ethos has always been to offer a high-quality education and to develop our boys and girls academically, socially, and spiritually. Next year, we will celebrate the 70th anniversary of our foundation whilst we continue to work towards the opening of our Sixth Form in 2028. These are exciting times at Crosfields.

Crosfields School is seeking an experienced, enthusiastic and committed Whole School SENDCo in the role of Head of Learning Empowerment and Inclusion to lead and develop our provision for pupils with Special Educational Needs and Disabilities across the school. This is an exciting opportunity for an outstanding practitioner to lead SEND provision across the school and work closely with colleagues, pupils and parents to support inclusive practice.

I hope that you agree that the Head of Learning Empowerment and Inclusion at Crosfields role represents a hugely exciting and potentially rewarding professional opportunity. Thank you for your interest, and I look forward to hearing from you.

Caroline Townsend

Mrs Caroline Townshend
Head





Overview

Crosfields began its life as the junior school of nearby Leighton Park School. In 1957, it became a standalone preparatory school for boys with 100 pupils and in 2007 the school accepted girls as well as boys. In 2021, the school extended its provision through to GCSE level. Crosfields has grown considerably in recent years and has become the school of choice for many families. Crosfields will open a year-round Nursery in 2026 and a Sixth Form in 2028, in so doing it will become an 'all-through school' for boys and girls aged 2 to 18.

The school is located on a green and spacious 40-acre campus in a suburban area close to central Reading. Its main catchment area includes Reading, Wokingham, Bracknell and Basingstoke. It is highly accessible, lying close to main roads including the M4 motorway and fast mainline rail services from Reading station to London, as well as destinations across southern and south-western England.

Crosfields has modern teaching facilities and has recently invested in new technology, as well as excellent sports facilities. It has extensive playing fields, including a multi-purpose astroturf pitch. Recent investment in the estate means that the Sixth Form can be accommodated onsite in elegantly refurbished buildings. The school also has a rich array of play areas and extensive woodlands in which there are several forest school areas that the pupils can benefit from.

With a strong academic foundation and a broad co-curricular programme, Crosfields aims to provide a nurturing and forward-looking environment where children are encouraged to grow in confidence, curiosity, and character. The school is known for its inclusive ethos and commitment to excellence that is shaped by three core pillars: innovation, diversity, and opportunity. Innovation is reflected in its strategic focus on digital learning and research-informed teaching, with pupils benefitting from a curriculum that is both rigorous and responsive to individual needs.

Diversity is a defining strength of the school, and it offers a vibrant and outward-looking environment that celebrates individuality and fosters mutual respect. This diversity is celebrated in school, and it also enables educational pathways to be tailored to each pupil. Pastoral care is equally prioritised, with initiatives supporting pupil wellbeing and emotional development. The school is non-denominational and welcomes pupils of all faiths and none.

Crosfields was most recently inspected by the ISI in March 2024 and was judged as meeting all key areas of leadership and governance, pupils' education, social and economic wellbeing and safeguarding, as well as their contribution to society. A full copy of the latest report can be accessed [here](#). The school is also reviewed in the Good Schools Guide and Muddy Stiletto's.



Admissions

Crosfields is a selective school. It offers scholarships to current and new pupils in Year 7 covering Academic, Sport, Creative and Performing Arts and All-Rounder. There are also means-tested bursaries available to support children in Reception onwards from families who cannot afford to pay full fees. For entry into Nursery or Pre-Prep there are 'Stay and Play' taster sessions, while for entry into Junior and Senior sections, there are assessment days in each term that include CAT4 tests, a written task, group tasks and interviews.





Academic and Curriculum

Crosfields' academic approach is to teach to the top and to 'scaffold' the learning. This is a framework designed to support pupils in their studies throughout the year and add maximum value for all. Class sizes are kept small – typically 15–20 per form and with 3–4 forms per year group. In the run-up to exams, the school places strong focus on 'metacognition' (learning skills), and the school's small class size approach also helps develop pupils' abilities in exams and coursework.

Senior pupils follow a tutoring programme based on vision, effort, systems, practice and attitude. This combines thematic ideas from psychology, business and sport to generate marginal gains to reach each individual's full potential, and it is also designed to aid revision. The school's commitment to academic excellence is reflected in the 2025 GCSE results, in which 71% of grades were awarded at 9–7. In addition, Crosfields' value-added score placed it in the top 10% of schools nationally.

Innovation runs through the curriculum from Nursery to Year 11 and will do so in the Sixth Form from 2028. Every pupil's progress is monitored through their individual ASPIRE learner profile that tracks the skills they should be displaying at each stage. Academic achievement is complemented by encouraging soft skills like teamwork, leadership and resilience. Achievement certificates and prizes are awarded each half term.

Staff are encouraged to take an interest in educational research as part of their professional development.

Pastoral Care

Strong pastoral care and safeguarding are a priority, with initiatives supporting pupil wellbeing and emotional development. The emphasis on small class sizes also brings obvious pastoral benefits to pupils and staff. Form teachers are expected to help create a supportive and nurturing environment within each form group. More broadly, the school fosters a 'Pastoral Triangle' through regular communication between school, pupils and parents on matters of physical and mental health and a 'Food for Thought' programme for parents to explore related topics and themes in greater depth.

As well as a well-developed PSHE curriculum, the school encourages pupils to take leadership roles at every stage – creating opportunities for public speaking and presentations, problem-solving and lateral thinking. There are Prefect roles in different areas of school life: a system of mentoring to younger pupils, pupils assisting teaching staff in specialist subjects, and the opportunity to help plan and organise school events, including arranging and leading school assemblies. Pupils are also organised into one of four Houses that enable inter-house competition and collaborations, as well as an additional layer of pastoral support. With its emphasis on kindness and fostering a strong sense of community, there is also zero tolerance of bullying.





Sport, the Arts, and Co-Curricular Activities

There are dozens of in-school and after-school clubs and societies for Seniors, Juniors and Pre-Prep years. Junior pupils enjoy an excellent range of extra-curricular activities, with over 40 clubs and activities on offer through the week, including dance, LAMDA, Judo, chess and cookery. For the Seniors, there is also podcasting, rowing, Duke of Edinburgh's Award, Model United Nations, Arkwright Scholarship, 'Metacognition – Learning to Learn' and a 'Mighty Oak' programme for Years 7 and 8 with activities both within the timetable and after school. Late-stay arrangements are available up to 6pm every day. Academic and classroom learning is complemented by a comprehensive range of school visits and trips.

In music and drama, a refurbished theatre and new music rooms facilitate four choirs, an orchestra, and several instrument ensembles, and the school lays on several plays and musical productions each year for different age ranges. There is an active sports programme which takes advantage of extensive playing fields and a modern sports hall, with recent additions including pickleball courts, table tennis and cricket nets. Pupils are encouraged to participate in at least one main team sport, with hockey and football being popular, but there is a wide range of sports options, including badminton, basketball, cricket, netball, hockey, fencing, tennis, volleyball, dance, ultimate frisbee and Judo. With its excellent 25-metre swimming pool, the school's pupils excel in swimming, with many of them taking it as an after-school option and performing well in regional and national competitions.

Governance and Leadership

The Senior Leadership Team comprises experienced and passionate educators who exemplify the school's core values. The Head is supported by a Senior Deputy Head, Head of Juniors, Head of Pre-Prep, Deputy Head Co-Curricular & Operations, Deputy Head Academic and Director of Digital Strategy. The Head reports to a Board of Governors who bring commercial and consumer experience across a variety of areas. They help shape the future of the school and ensure the overarching strategy is achieved.



The Role

As the Head of Learning Empowerment and Inclusion, you will lead our whole-school SEND provision and champion an inclusive, empowering learning environment for all pupils. In this pivotal role, you will oversee support for pupils with a wide range of learning needs, ensuring every young person is equipped to thrive.

You will collaborate closely with teachers to embed inclusive, empowering classroom practice and ensure that interventions are targeted, effective and responsive to pupil progress.

This is an exciting opportunity for an outstanding practitioner to lead SEND provision across the school and work closely with colleagues, pupils and parents to support inclusive practice.

Job Description

Job Purpose

The Whole School SENDCo provides strategic leadership and operational oversight of all aspects of Special Educational Needs and Disabilities (SEND) across Crosfields School. The postholder ensures that pupils with additional needs are identified early, supported effectively, and able to flourish academically, socially, and emotionally.

Working across Pre-Prep, Juniors, and Seniors (including the future Sixth Form provision), the Head of Learning Empowerment and Inclusion plays a central role in promoting an inclusive culture where every pupil is known, valued, and supported to thrive. The postholder must be passionate, knowledgeable, approachable and engaging. It is expected that the candidate will engage in the full life of the school and that a residential trip is attended once a year.

Accountable to Deputy Head Academic



Job Description

Strategic Leadership of SEND:

- Develop and implement a whole school SEND strategy aligned to the school's vision, values, and academic aims
- Provide clear, purposeful leadership for the SEND and Learning Support Team across the school
- Ensure compliance with the SEND Code of Practice (2015), Equality Act (2010) and relevant Independent School Standards
- Oversee effective systems for tracking support, provision, and progress of pupils with SEND
- Contribute to the whole school development plan, ensuring SEND considerations shape policy and practice
- Lead SEND input into transitions, including Early Years to Juniors, Juniors to Seniors, and Seniors to Sixth Form
- Work closely with the admissions team to ensure SEND, EAL, and EDIB needs are considered during the admissions process and prospective pupils are able to access the school's provision
- To represent the School at events such as Open Days and other marketing events
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Identification, Assessment and Monitoring

- Lead early identification processes across the school
- Coordinate assessments of pupils' needs using a range of tools and specialist assessments where appropriate
- Oversee the creation, implementation and review of Learning Support Plans, SEND Profiles, and individual provision maps
- Monitor and analyse progress of SEND pupils, advising on interventions and classroom practice
- Ensure robust handover processes with admission teams for prospective pupils with SEND

Leadership and Management of the SEND Team

- Line-manage the Learning Support Team across all phases
- Oversee timetabling, deployment and appraisal of SEND staff
- Support recruitment and induction of new team members
- Foster a collaborative, reflective, and child-centred ethos within the department

Teaching, Support and Provision

- Design, oversee and evaluate individual and small group interventions
- Provide high quality guidance to teachers on adaptive teaching and inclusive classroom practice, working with academic leads to ensure curriculum accessibility
- Support staff in differentiating effectively and embedding inclusive strategies
- When required, deliver a limited number of specialist teaching or targeted support sessions
- To oversee GCSE access arrangements, in conjunction with the EO, in line with JCQ regulations

Working with Pupils and Families

- Build strong, positive relationships with pupils receiving support and their parents
- Lead structured meetings, reviews, progress meetings, and multi-agency discussions
- Communicate clearly with families about needs, provision and next steps, ensuring the process is supportive and transparent
- Support pupils in developing self-advocacy and independence

External Agencies and Multiagency Working

- Liaise with external professionals such as Educational Psychologists, Speech & Language Therapists, Occupational Therapists, CAMHS, local authority SEND teams, and social care.
- Coordinate and quality-assure the submission of paperwork for EHCP assessments and reviews.
- Maintain relationships with neighbouring local authorities and specialist providers.

Administration and Compliance

- Maintain accurate SEND records, reports, and documentation
- Oversee statutory responsibilities including annual reviews for pupils with EHCPs
- Update and manage SEND policies and ensure they remain compliant and accessible
- Produce reports for SLT, Governors, and regulatory bodies as required
- Manage the SEND budget and resources effectively
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Staff Development and Professional Learning

- Lead whole school training on SEND and inclusive practice
- Support induction of new staff in relation to SEND policies and expectations
- Coach and mentor teachers to improve quality-first teaching for pupils with additional needs
- Ensure the SEND team engage in ongoing professional development

The Person

Qualifications and Experience

- National Award for SEN Coordination (NASENCo) or willingness to complete it
- Good knowledge of the SEND Code of Practice 0–25 and relevant SEND legislation
- Experience in teaching and providing tailored support for pupils with a range of SEND needs
- Experience collaborating effectively with parents, teachers, and external professionals to ensure the right support for pupils

Professional Skills and Knowledge

- Strong understanding of a range of SEND needs and inclusive teaching strategies
- Proven ability to evaluate pupils' needs and implement targeted, impactful support strategies
- Excellent communication, organisation, and teamwork skills
- An ability to communicate effectively and professionally with pupils, parents and colleagues
- Highly organised and the ability to manage multiple priorities effectively
- Demonstrates the ability to prioritise tasks, manage time effectively and remain flexible and calm in response to changing circumstances



Personal Qualities

- A collaborative approach and commitment to helping every pupil thrive
- Strong interpersonal skills and the ability to build positive, trusting relationships with pupils, staff and families
- Engaging, with the ability to inspire trust and motivate others
- Willing to contribute fully to the wider life of the school community

Desirable

- Additional SEND or inclusion-related qualifications
- Previous experience as a SENDCo or leading SEND provision
- Experience managing learning support staff and coordinating interventions
- Experience delivering staff training or developing whole-school SEND practice





Terms and Benefits

The successful candidate will be offered an attractive salary package. In addition, a package of benefits will include:

- School fees remission.
- Pension scheme.
- Salary sacrifice.
- Free on-site parking
- Free lunches and refreshments during term-time.
- Staff discounts at Stevensons, Ultimate Activity holiday camps, B&Q, and Nuffield Health.

The post will be offered subject to the necessary pre-employment checks, including medical fitness and an enhanced DBS check.