



CROSFIELDS
SCHOOL

HEAD

Candidate Information





INTRODUCTION

Thank you for your interest in the role of Head of Crosfields School.

It takes a remarkable individual to lead a school as special as Crosfields. Our current Head, who is retiring next year, has done an excellent job leading and developing our School over the past seven years.

We are a community that prides itself not just on our strong academic achievement and impressive breadth of opportunity but also on an uplifting atmosphere of welcome, of calm and of mutual support and we want that to continue. We are excited to be searching for a new Head to take Crosfields to its next stage – someone with a solid foundation of experience as well as a vision for what is possible when a whole school community is striving together towards the same goal.

Craig Watson has led the School at a time when we needed to take some key strategic decisions about our future. He has been remarkably successful in this task, working closely with the Board of Governors, and you can now see the results of that work. We are expanding our provision along with our buildings and physically that transition will soon be complete. Our future challenge is to make that expansion a sustainable success, understand future strategic challenges that we will face, and plan accordingly.

So, we are seeking a Head who has considerable experience, is a strategic thinker, has intellectual gravitas and the vision to lead our School into this new era.

The ideal candidate will have strong values and will be an excellent fit with the character of Crosfields – calm, approachable and able to take the whole school forward – its staff and pupils alike – to fulfil a single vision. This is a pivotal moment in Crosfields’ history, and as such it offers a great opportunity for the right person to truly make a mark and define the identity of our School for generations to come.

If you believe you have the right combination of skills, experience and vision to lead a growing and successful school like Crosfields, we would very much welcome your application.

Chas Bradfield
Chair, Board of Governors



OVERVIEW

ORIGINS & DEVELOPMENT

Crosfields began its life as the junior school of nearby Leighton Park School. In 1957, it was founded as a stand-alone preparatory school for boys with 100 pupils, both boarding and day, and with its own Trust Fund and Board of Governors. The School is named after a former pupil and governor who was killed in an air raid in 1944.

Its founding ethos, still valid today, was to offer a high-quality academic education and to develop its pupils ‘academically, socially, and spiritually’. The School’s approach was broadly based on Christian principles but through its founding headmaster, developed a strong Quaker tradition. Today, the School is non-denominational and welcoming of all faiths and none. It is truly a diverse community where pupils from a wide range of cultural and religious backgrounds relish being together. Over 45 different languages are spoken and at every opportunity this diversity is celebrated in school.

In 2007, Crosfields accepted its first intake of girls and is now fully co-educational. It is now extending its provision through to GCSE level and by 2023–24 Crosfields will be educating boys and girls from the age of 3–16. The School has grown considerably – from 100 pupils in 1957 to more than 630 children at the School today with an expectation to have 800 on roll within the next few years.

LOCATION & SETTING

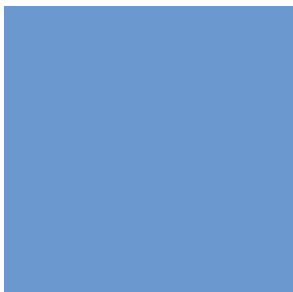
Crosfields is located on a green and spacious site of more than 40 acres in a suburban area of Reading. There is a rich array of play areas and its extensive woodlands are used frequently as part of their Forest School education. The site comprises new and refurbished main school buildings including a brand new and impressive building for the Senior School, excellent sports facilities and extensive playing fields including a multi-purpose artificial turf pitch. The School has recently invested heavily in technology. Pupils are adept at using devices across the curriculum to enhance their learning experience.

The School lies close to main road arteries such as the M4 motorway (Junction 11) which offers easy access to its core ‘catchment area’ of Reading, Wokingham, Bracknell and Basingstoke. Fast main line train services to London and destinations in southern and south-west England are available from nearby Reading station. The School also places great emphasis on reducing reliance on the car for journeys to/from school to reduce local congestion, improve air quality, and encourage a healthier lifestyle. Electric vehicle charging is available on-site.

In this regard, the School operates a number of school transport routes for families who need assistance in getting to/from school, and also provides information about the various public bus services that run past the School.

In addition to providing school transport, the School supports pupils walking and cycling to/from school including the provision of cycling facilities and the School publishes a School Travel Plan.





ETHOS, MISSION & AIMS

The School is a friendly, inclusive school with a welcome and tolerant atmosphere. It places great emphasis on manners, kindness and good behaviour. The pupils are respectful of one another and this warmth and care radiates throughout the School. Educationally, the aim is to provide a broad and high-quality education and to offer opportunities of considerable breadth and depth to help pupils discover their talents. The School encourages effort, resilience and rigour and in doing so develops critical enquiring minds. There is no doubt that the School equips the pupils with the skills and values they need to prosper into adulthood.

The School's Mission Statement is:

“ *To provide an exceptional education which is broad, thorough and enjoyable, enabling children to make the most of themselves and to be considerate of others.* ”

To support this Mission, the School has a number of key aims which are:

- To provide an environment in which the children are happy and confident which is safe, caring and supportive with exceptional pastoral care
- To provide opportunities of considerable breadth and depth to help children discover their talents
- To provide an atmosphere in which respect for other people and for the world is cultivated
- To encourage effort, resilience and rigour
- To encourage the children to be independent thinkers who have critical, enquiring minds by providing a challenging academic curriculum which inspires and engages all pupils
- To leave Crosfields ready for the challenges which await them

LEADERSHIP & GOVERNANCE

The current Head has been in post for seven years and has successfully led an exceptionally well-organised and managed school through a transformative and exciting change including the development of new facilities and extending the School's educational provision to GCSE. The School is on an upward trajectory.

He is supported by two Senior Leadership Teams – one with focus on the Junior School (Nursery to Year 6) and the other on the Senior School (Years 7 – 11). The Second Master oversees the administrative and organisational life of the School, and both the Director of Studies and the School's Bursar sit on each SLT. The Junior School SLT comprises Deputy Head Academic (Junior); Deputy Head Pastoral (Junior); Head of Pre-Prep; Deputy Head of Pre-Prep and Head of Early Years. The Deputy Head Academic (Senior) and Deputy Head Pastoral (Senior) serve on the Senior School SLT.

The Head reports to a body of 13–20 governors whose chair is Chas Bradfield. The governors have a wide range of professional backgrounds and interests. Many are current or past parents.

Crosfields School is financially secure with a projected net fee income of circa £8.9million supplemented by additional income from other sources in 2021/22. A healthy surplus has been achieved historically and Crosfields has a strong track record of investment in its facilities.

The School has been fully and regularly inspected. Its last ISI inspection, undertaken in September 2019, was a Focused Compliance and Educational Quality Inspection. It is an impressive report with the key findings on the quality of academic and other achievements and the quality of pupils' personal development judged excellent. The School was also fully compliant. This report together with an ISI Compliance Inspection in 2017 can be viewed [here](#).

ACADEMIC & LEARNING

The School prides itself on its academic rigour and excellence and seeks to instil a love of learning in pupils. The teachers are committed and talented, bringing energy and innovation to the lessons. They are dedicated in building strong relationships with the pupils and it is therefore not surprising that the pupils speak very highly of their education. Crosfields is a lively, purposeful place.

CROSFIELDS LEARNER PROFILE

At Crosfields, we want our pupils to ASPIRE to be the best version of themselves, both inside and outside of the classroom. **Pupils will be encouraged to:**

ADAPT	SUPPORT	PERSIST
Pupils will be encouraged to develop their critical thinking, decision making, and research skills. They will be able to show leadership where appropriate.	Across all areas of the school, pupils will be balanced, non-judgemental, and celebrate diversity. They will communicate, collaborate, and show teamwork.	Regardless of whether things are going well or not, pupils will show perseverance, resilience, and determination.
INQUIRE	REFLECT	ENGAGE
Pupils should question and be curious, probing, and imaginative. They should be adventurous in their approach and be able to work well independently.	Pupils should consider their strengths and weaknesses and work to develop their problem solving and metacognitive skills.	Engage, explore, be enthusiastic, diligent, and involved in learning and all other areas.

In the Junior School, this entails a focus on supporting children to learn and grow in learning confidence in the Early Years Foundation Stage through a fun, stimulating and nurturing environment that treats each child as an individual. From Nursery, they learn with specialist subject teachers in Music, Swimming, French and PE/ Games. The School has an extensive ‘Forest School’

with provision for a wide range of outdoor learning and collaborative activities in an area with a pond, woodland and purpose-built outdoor classrooms and sessions led by fully qualified Forest School teachers. From Year 3 upwards, children are set in English and Maths and will be taught mainly in their forms by either their form teacher or specialist teachers. There are visits by outside speakers and specialists such as authors, musicians and artists. The School celebrates World Book Day, charitable days such as Children in Need as well as short residential trips for Year 2 upwards.

In the Senior School, the approach is to stretch and challenge pupils in the classroom but not to be an academic ‘hothouse’; and to ensure learning is complemented by enrichment activities, outside visits, careers advice and Higher Project Qualification.

After foundations laid in Years 7 –9, pupils take GCSE courses in English Literature, English Language, Maths, a modern foreign language, and a science (double or triple). More able mathematicians take Additional Maths. In addition, each pupil makes three option choices and a reserve choice from a list that includes: a further language; Art and Design; Business; Science; Dance; Design and Technology; Drama; Economics, Geography; History; Music; Physical Education and Sport; Psychology and Religious Studies. All pupils in Years 7 to 11 have Games and PSHE lessons within their weekly timetable.

Academic learning is complemented by a number of day and residential trips which are included within the school fee such as wellbeing and surfing, Outward Board and European culture. Other optional trips including sports and music tours, World Challenge and an annual skip trip are also available subject to Covid restrictions.





PASTORAL

The School regards pastoral care as its top priority and Deputy Heads (Pastoral) head the organisation in both the Junior School and Senior School supported by Heads of House and two qualified School Nurses. All the academic staff especially form teachers contribute to creating a supportive, considerate, and nurturing environment within each form in order to give the pupils self-confidence. Older students take on mentoring roles as wellbeing ambassadors, and their roles encourage pupils of all ages to communicate with each other. Specialist counsellors work within the School.

Crosfields aims to be a ‘talking school’ – whereby every member of the school community feels able to talk to each other about themselves and that there is always someone to listen to. The School seeks to create a ‘Pastoral Triangle’ through regular communication between school, pupils and parents regarding physical and mental health and a ‘Food for Thought’ programme that allows parents to explore a number of topics through talks and discussions held at Crosfields covering issues and challenges of navigating ‘growing up’ and ‘teenage years’.

Regular assemblies, tutor programmes and form activities raise the profile of wellbeing and promote positivity, allowing pupils to express themselves more confidently and feel comfortable in asking for help when needed.

CO-CURRICULAR

The pupils in the Junior School 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. The Senior School also has an extensive co-curricular programme including podcasting, rowing, the School’s newspaper, Duke of Edinburgh’s Award, Model United Nations, Arkwright Scholarship, ‘Metacognition – Learning to Learn’ and our own ‘Mighty Oak’ for Years 7 & 8. Activities are included within the timetable as well as after school. Late stay arrangements are available up to 6pm.

There is a wide choice of musical and drama opportunities with choirs throughout the School, peripatetic music lessons and orchestra. From nativity plays, class recitals, cantatas, small intimate concerts to the Senior School production, pupils at Crosfields are no strangers to the stage.

The School has first class sporting facilities including multi-sport artificial turf pitches, playing fields and pitches, cricket nets, a sports hall and, most exciting, a first-class swimming pool with variable height to cater for all abilities and ages. Swimming, Football, Hockey and Cricket are sporting strengths and fixtures across many sports against local schools are played on a weekly basis for Year 3 upwards.

COMMUNITY & ALUMNI

The School fosters a strong sense of community through its active Crosfields Parents’ Association (CPA) which organises social and fundraising events such as an annual fireworks display, a bi-annual circus, and summer picnic. The CPA comprises parents and staff who meet each term to discuss events and opportunities to support the School.

The School also encourages charity-giving and volunteering. Senior School pupils work in small committee groups and are dedicated to fundraising and organising charitable initiatives for the whole school community. Pupils also have the opportunity to further their education, outside the classroom, by visiting local charities and, where possible, helping in the community. There are also House charity events and many pupils undertake their own charity fundraising for local and national charities such as entertaining residents of local care homes, supporting the Wokingham food bank, and even helping a junior school in Uganda.

Crosfields has an alumnus network called the Crosfields Former Pupils Association (CFPA). This was formed in 2007 as part of the School’s Golden Jubilee celebrations. It has more than 400 members with new members joining every year as they leave the School.

ADMISSIONS

The main points of entry into the Junior School are Nursery (40 children) and Reception (20 children) where a third class is opened. An additional class is available in Year 3 or 4 depending upon demand for places and in recent years this has been on a rotational basis. For Years 5 and 6, the School has four forms in each year and there are places for new entrants at this stage. Admission at other points in the Junior School is possible where places are available.

Retention of Junior School pupils into Year 7 has grown although this is a natural exit point for some into the local grammar schools or other independent schools. There is also strong outside interest and a proportion of new pupils join at Year 7, 8 or 9 through to Year 11 for GCSEs. A small number of pupils will leave at the end of Year 8 to go to other independent day or boarding schools.

The School aims for a maximum class size of 20, although this can vary.

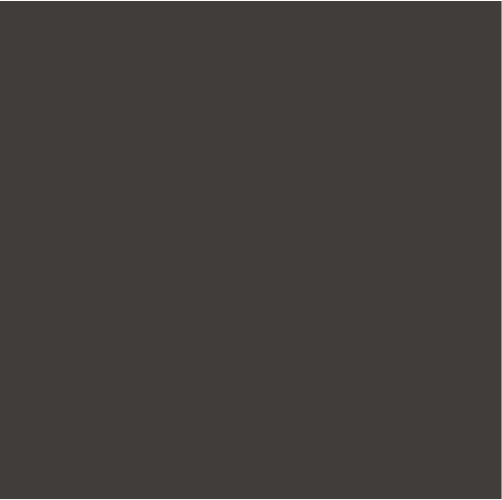
The School is a selective school. Prospective parents register their child for a place. They are then warmly encouraged to visit the School for open days and tours. For Year 3 and above, selection is based upon academic merit which is assessed through an entry examination, an interview at the School and references from the candidate’s previous school as well as selection to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the School. Children entering our Pre-Prep (Nursery to Year 2) are invited for a group assessment prior to entry. Parents tend to be locally-based professional parents and a sizeable proportion of them are ‘first time buyers’ of independent education.

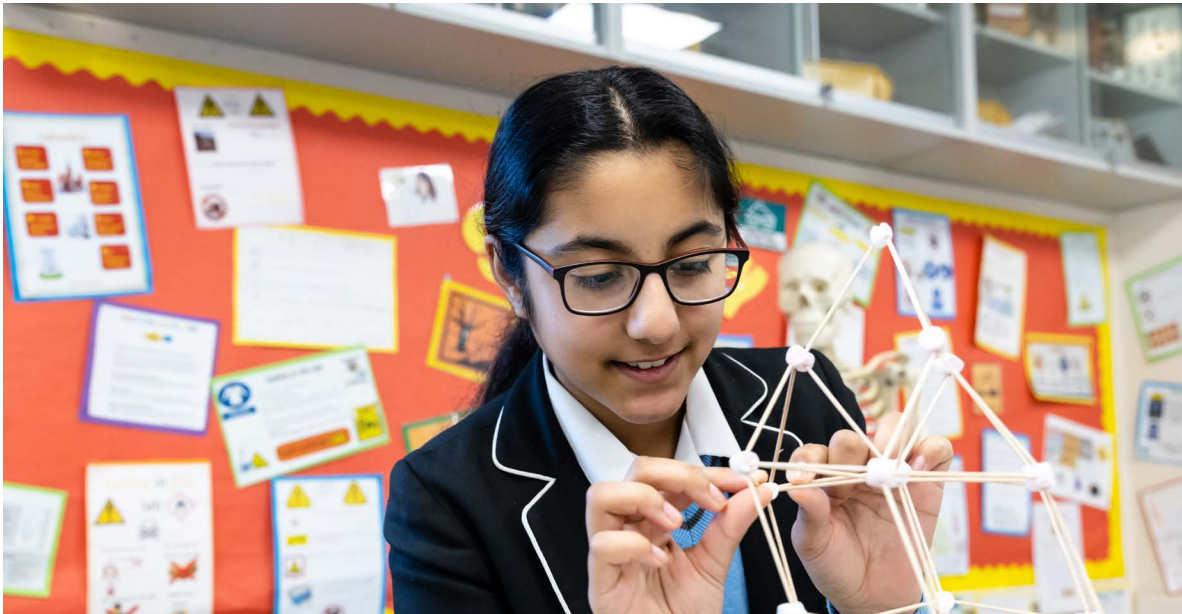
FUTURE PLANS

The School recently completed a new building for the Senior School funded by an £8.5m Development Loan, which will convert to a two-year interest-only arrangement in Autumn 2022. This will allow further development of seven more classrooms and more office space for the Senior School before capital repayments are made.

The School continues to invest in its future development with the following projects being planned:

- Science lab and redesigned Art and DT spaces for September 2022 to accommodate specialist teaching from Year 5 up to GCSE
- More wellbeing spaces
- Continued development and renewal of the School's IT infrastructure
- Care of the woodland areas to promote biodiversity and to ensure even more sustainable outdoor learning
- Investment in school transport to promote shared travel





JOB DESCRIPTION

The Head is responsible to the Board of Governors and the job has the following dimensions:

STRATEGIC DIRECTION & DEVELOPMENT

- Take the lead working with the Board of Governors and Senior Leadership Teams to develop and implement a clear strategic and collaborative vision which embraces strong academic performance, excellent pastoral care, breadth of opportunity and diversity across both the Junior School and Senior School.
- Support the Board of Governors in their stewardship and governance of the School through active engagement with Board members and the various working Committees.
- Act as the principal advocate for the School's charitable objectives, ethos and values.
- Guide the School through the final stages of extending the School's offer through to Year 11 (P16); consolidate the successes; reflect upon the lessons identified and shape the next phase of the School's development as a successful not for profit enterprise.
- Secure the commitment of key stakeholders to the vision and overall direction of the School, including staff, parents, governors, alumni, and the wider community.
- Ensure that the School's safeguarding policies and processes are up to date, thorough and rigorous and that they are implemented and understood by all and that the staff work collectively, and with external agencies, to provide a safe and secure environment for all.
- Be aware of, and respond to, the local and wider external environment of the School – building strong relationships, adapting plans and strategies in response as necessary.
- Ensure that all required arrangements are in place to facilitate inspections of the School and ensure that the School's excellent inspection record is maintained and built upon.

- Monitor, investigate and respond to parental and staff complaints in accordance with the School's Complaints Policy.
- Establish annual targets to recruit and retain pupils in accordance with the School's ongoing development and financial plans and ensure appropriate resources are provided to meet these targets in the context of local competition and national trends.
- Be cognisant of the strategic and reputational, operational, compliance and financial risks and issues faced by the School and where appropriate to the Head's role ensure mitigation strategies are in place.

TEACHING, LEARNING & PASTORAL CARE

- Provide strong leadership to the whole school community, overseeing the continual development of a broad and enriching curriculum from Nursery through to Year 11.
- Take overall responsibility for the delivery of outstanding pastoral care at every level, creating a supportive, considerate and nurturing environment within which girls and boys have the confidence to be themselves.
- Oversee procedures relating to assessment and regulation, reporting on performance and progression of the children, and ensure high standards of behaviour and attendance.
- Monitor and evaluate the quality of teaching and learning and its impact on pupil outcomes to ensure the very highest standards are maintained throughout the School.
- Ensure that lessons and activities encapsulate the School's ASPIRE philosophy; are engaging and stimulating; embrace the use of technology where appropriate and are suitably differentiated to provide challenge for all pupils regardless of their ability.

- Support and continue to develop the programme of co-curricular activities including sport, music, drama, the arts, community service and personal development.
- Ensure that adequate facilities and resources are available to support children with SEND to access the curriculum and co-curricular programme.

BUSINESS MANAGEMENT

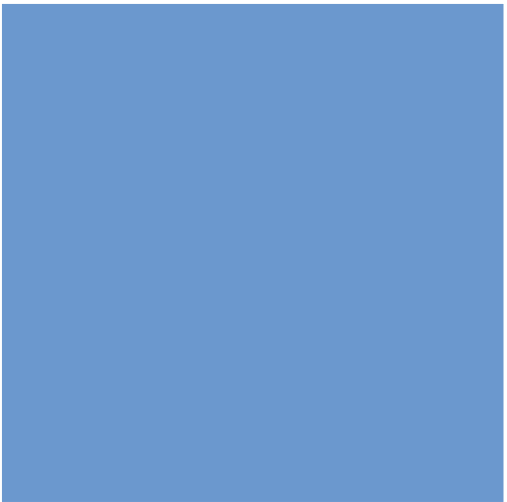
- Be responsible for the overall management of the School and be accountable to the Board of Governors for the use of all funds and resources made available to it. Day-to-day financial and budgetary management is delegated by the Board of Governors to the Head and Bursar.
- In collaboration with the Bursar, ensure resources (financial, human, technical and facilities) are utilised to their full potential in support of the School's vision, development plans and day to day needs.
- Provide oversight to the annual budget process, staffing, capital expenditure, infrastructure investment and substantive development plans.
- Working with the Bursar be innovative and creative in developing new funding streams and donations.
- Undertake Health & Safety responsibilities in line with the School's Health & Safety Policy.
- Act as an Ambassador for the Board of Governors' Corporate Social Responsibility agenda, helping to develop this further in particular in relation to environment, sustainability, people and community.

PROFESSIONAL LEADERSHIP & MANAGEMENT

- Provide overall leadership to all staff within the School, building a sense of involvement as a 'whole school' team.
- Lead the development of strong, cohesive and proactive Senior Leadership Teams for both the Junior School and Senior School ensuring that roles and responsibilities are clear and that the highest standards of performance are expected and delivered.
- Build a culture of continual professional development, and ensure appropriate performance management is in place for the whole staff and that effective remedies are available where performance falls short of the required standards.

COMMUNITY ENGAGEMENT

- In collaboration with the Director of External Relations ensure that effective marketing strategies are in place, taking all appropriate opportunities to publicise the School and ensure positive and meaningful relationships are built with current and potential parents as well as the local community and wider stakeholders.
- Develop and maintain contacts with other Heads and their schools, professional associations, and other appropriate bodies to build Crosfields' reputation as a leading school in Berkshire, Oxfordshire and Hampshire.
- Further links within the wider community and look to establish enduring partnerships with local state schools.
- Establish a Development Office to develop and maintain positive relationships with alumni and former parents (Crosfields Former Pupil Association) to ensure that development and fundraising opportunities for the bursary programme and other projects are identified and realised.
- Actively maintain a positive relationship with the Crosfields Parents Association.





PERSON SPECIFICATION

EXPERIENCE

- Evidenced experience of successful Headship or deputy Headship at a large prep or a senior school.
- Evidence of delivering and embedding change as a leader.
- Experience and understanding of the outward facing responsibilities of a senior leader.
- Experience of appointing and developing talented staff, while also having the confidence and strength of character to make structural changes where necessary.
- A strong commercial understanding of the drivers of a school's operating surplus, for both the core academic offer, as well as ancillary revenues.

PERSONAL & LEADERSHIP QUALITIES

- Strength of character to be open to challenge.
- Confidence and trust to empower and delegate aspects of the School's routine management to deputies.
- Highly effective communication skills, both written and verbal, that can be tailored to all audiences.
- Charisma, stamina and a strong sense of humour.
- Ability to embrace and develop the contributions of the Nursery, Early Years, Junior School and Senior School to the school experience, recognising their necessarily distinctive qualities, yet promoting co-operation and cohesion across all four.

KNOWLEDGE, SKILLS & VALUES

- Exceptional academic credentials to deliver an innovative educational vision.
- The ability to translate strategic considerations to operational delivery across the full spectrum of the School's activities.
- Commercially confident and able to deal competently with the financial and business aspects of headship.
- An excellent understanding of the pastoral and safeguarding complexities associated with a large all through school.
- A thorough understanding of the Head's responsibilities in relation to safeguarding and a clear commitment to delivering best practice in safeguarding.
- Valuing and promoting inclusion and having the skills to run an inclusive and diverse school community.
- A strong understanding of the ambassadorial role of the Head in promoting the School.
- A true understanding of the benefits of outreach and the School's wider responsibility with local schools and the community.

REMUNERATION & BENEFITS

A competitive salary will be on offer to the successful candidate with the right skills and experience, together with a range of benefits that includes: a contributory pension, healthcare, personal accident insurance, complimentary school meals in term-time and fee remission.

APPLICATION PROCESS

Interested candidates are invited to contact RSAcademics by email to arrange a confidential discussion with Angela Short or Louisa Barham, Search Consultants for this role; or Jo Mackenzie, the Senior Advisor handling this appointment:

Angela Short, Head of Search
angela.short@rsacademics.com

Louisa Barham, Search Consultant
louisa.barham@rsacademics.com

Jo Mackenzie, Senior Advisor
jo.mackenzie@rsacademics.com

Closing date: Friday 4th March 2022 at 10am.

Applications should be made electronically to RSAcademics. To submit your application, please upload your documents according to the instructions on the [RSAcademics website](#).

You should submit the following (both in PDF format):

- A completed application form, which can be downloaded from the [RSAcademics website](#).
- A covering letter addressed to the Chair of Governors, Mr Chas Bradfield. The letter should be a maximum of two pages, and should outline the attraction of this position and why you feel your experience, skills and personal qualities qualify you for the role.

If you have any questions about uploading your application documents, please contact Julia Coffey, Project Coordinator at applications@rsacademics.com. Julia can also be reached by calling our Head Office on +44 (0)1858 383163.

Candidates who wish their candidature to be kept confidential to the Selection Panel until after long list interviews can be reassured that referees will not be approached until candidates reach the shortlist and, even then, only with the consent of candidates.

The process is as follows:

- All applications will be acknowledged by email. If you have not received acknowledgement that your application has been received within two working days of sending it, please contact our Head Office by telephone
- Selected candidates will be invited for a preliminary interview online with Jo MacKenzie, Angela Short and Louisa Barham on Wednesday 9th and Thursday 10th March 2022
- Longlist interviews with members of the Governors' selection panel will take place online on Monday 21st and Tuesday 22nd March 2022
- Visits to the School and final round interviews will take place during week commencing Monday 28th March 2022*

***Note:** precise arrangements for Shortlist interviews may be changed subject to prevailing public health restrictions.

Crosfields is an equal opportunity employer.

Crosfields is committed to safeguarding and promoting the welfare of children and young people. The post is subject to an enhanced DBS check and satisfactory references.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.



Founded in 2002 by Russell Speirs, RSAcademics has advised and supported over 700 schools and educational organisations in the UK and worldwide. Through our working partnerships with heads, leadership teams, boards, staff and parents, we specialise in supporting schools in five main areas: strategy, marketing and research; equality, diversity and inclusion; operational improvement; leadership and governance and philanthropy. We enable schools worldwide to thrive, by finding and developing senior leaders, guiding decision makers, making connections and shaping debate. We are known for the calibre and spirit of our people. We exist entirely to serve schools because we believe that the world needs thriving schools. Please visit www.rsacademics.com for more information. RSAcademics is committed to the safeguarding and the welfare of children, and to promoting diversity and inclusion in schools.



Because the world needs schools to **thrive**