

# HEAD OF RELIGIOUS STUDIES & PSHE

CANDIDATE INFORMATION PACK





## WELCOME TO CROSFIELDS SCHOOL

Crosfields does not stand still. This one time all boys Prep School, heralded the arrival of its first girls in 2007, and a Year 9 cohort in September as the school's plans to extend to 16 became a reality. Supported by considerable investment in the infrastructure, the ambition is to keep the wonderful tone and atmosphere of our Junior School marrying it with the ambition, challenge and opportunities appropriate for our older pupils.

Crosfields is a positive, happy, 'can do' school offering a very thorough academic education with considerable breadth outside the classroom. You will have read the school's aims, but the overriding message is that we want to prepare our pupils for all that lies beyond school and to take advantage of all that awaits them with confidence.



*Crosfields is a positive, happy, 'can do' school.*



Craig Watson, Headmaster of Crosfields School

## CROSFIELDS LEARNER PROFILE

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

### ADAPT

Pupils will be encouraged to develop their critical thinking, decision making, and research skills. They will be able to show leadership where appropriate.



### SUPPORT

Across all areas of the school pupils will be balanced, non-judgemental, and celebrate diversity. They will communicate, collaborate, and show teamwork.



### PERSIST

Regardless of whether things are going well or not, pupils will show perseverance, resilience, and determination.



### INQUIRE

Pupils should question and be curious, probing, and imaginative. They should be adventurous in their approach and be able to work well independently.



### REFLECT

Pupils should consider their strengths and weaknesses and work to develop their problem solving and metacognitive skills.



### ENGAGE

Engage, explore, be enthusiastic, diligent, and involved in learning and all other areas.





## CROSFIELDS BY NUMBERS



# 635 PUPILS



# 165 MEMBERS

of permanent staff



## 17% GROWTH

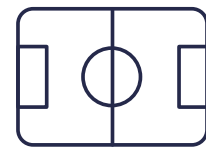
in pupil numbers since Sept 2017

## FURTHER 22% GROWTH



expected over next 5 years

## 40+ ACRES



of sports fields, meadow and woodland

## SUPPORTING

# 11



senior children with transformational bursaries

## £8.3M SPEND



on phase 1 of new senior school project

## NEW SENIOR SCHOOL BUILDING

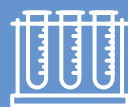


# 2007



the year Crosfields became co-educational

# 3



science labs in 2022

# 20



children or fewer in classes

# HEAD OF RELIGIOUS STUDIES & PSHE

## FULL TIME | PERMANENT FOR SEPTEMBER 2022

<b>LINE MANAGER</b>	Richard Ebbage (Deputy Head, Academic)
<b>SALARY</b>	Crosfields Pay Scale
<b>CLOSING DATE</b>	9.00am, Monday 7 February 2022
<b>INTERVIEW DATES</b>	Wednesday 16 February 2022
<b>TO START</b>	Summer or September 2022



Senior School building photography by: Trevor Smith

Crosfields wishes to appoint a Religious Studies teacher who can lead, support, and promote the teaching of Religious Studies across the Senior School.

The ideal candidate would also lead on Personal, Social, Health, and Economic (PSHE) education across both the Senior and Junior Schools. This includes Social, Moral, Spiritual, and Cultural (SMSC) education and Relationship and Sex Education (RSE). This aspect of the position is largely administrative with form teachers delivering subject content.

### ABOUT THE SCHOOL

Situated in over forty acres, Crosfields currently educates boys and girls between the ages of 3 and 16. An exceptionally friendly school, Crosfields emphasises manners, kindness, and good behaviour. The children benefit from a vast range of opportunities provided by a committed and talented staff enhanced by facilities which are second to none. Though they are taught broadly, the children are also taught thoroughly, preparing them for the challenges that await inside and outside of school and laying the foundations for the adults they will become.

### ABOUT THE POSITION

This is an exciting time to join the school as we expand our provision with the ambitious 'Crosfields to 16' project. We added our first Year 9 to the school in the 2021-22 academic year, with Year 10 to be added in 2022-23 and Year 11 in 2023-24. Along with a new, modern building to accommodate new year groups, several ancillary projects will also be taking place to facilitate Key Stage 4 teaching. The Religious Studies department is based in our new, state-of-the-art, Senior School Building. PSHE is taught in form rooms across the school.

The successful candidate will have a pivotal role in the introduction of GCSE Religious Studies to the school. The post holder would teach in each of the Senior School year groups. The ideal candidate will be flexible. They would be able to lead Religious Studies throughout the Senior School, including coordinating internal and national Religious Studies initiatives, organising trips or visits related to Religious Studies, as well as running a Religious Studies club during a lunch time or during after school activities. As an expanding school, we would expect other positions of responsibility to become available for the right candidate.

The jigsaw PSHE curriculum is well embedded through the school, and this is taught by form teachers. The post holder would be required to administer PSHE including guiding form teachers on progress through Schemes of Work and preparing teaching booklets.

It is expected that the candidates will enjoy contributing to the whole life of the school, that they are a form teacher, would be involved in whole school initiatives, contribute to the activities programme, and attend residential trips. Those with experience in senior school activities such as DofE, MUN or HPQ/EPQ are strongly encouraged to apply.

To apply for this position please visit our website: [www.crosfields.com](http://www.crosfields.com)

*Crosfields School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.*

### JOB DESCRIPTION

Above all we seek a passionate Religious Studies teacher who is going to give the children a lifelong love of learning. The teacher has to be knowledgeable, approachable, and engaging. The ideal candidate would certainly have experience of taking cohorts through GCSE Religious Studies (or A Level or other courses) and would have curriculum leadership experience or be able to display a desire to take more of a leadership role. They would also lead on PSHE through the school. It is expected that the role includes being a form teacher, that an activity is run, and that a residential trip is attended once a year.

Heads of Department are responsible to the Deputy Head (Academic) and ultimately the Head for the vision, policy, and culture of their department and for establishing these within the larger framework of the whole School. They have a responsibility for the personal and professional welfare of their staff, for the efficient organisation of the department, and for the quality of educational experience offered to students. They need to liaise with colleagues leading the curriculum in the Junior School to ensure continuity of education.

### OBJECTIVES

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to lead the Religious Studies Department.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To promote high standards of behaviour through the effective teaching of individuals, groups, and classes.
- To enhance the teaching of Religious Studies throughout the Senior School.
- To contribute to raising standards of student attainment in Religious Studies.

### STRATEGIC PLANNING

- To create and oversee the direction of Religious Studies in the Senior School.
- To lead and support the planning and teaching of Religious Studies in KS3 & KS4.
- To coordinate and organise internal assessments, moderation, and external examinations for Religious Studies and liaise with the Director of Studies and Deputy Head Academic to coordinate assessments and external examinations in Religious Studies.
- To assist with and lead trips, both locally and abroad.
- Develop whole-department policies.
- To promote Religious Studies through whole-school activities to encourage students to gain experience and confidence in the subject.
- Ensure that staff are clear about the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students.
- Analyse and interpret, relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- Ensure that the headteacher, SLT members, and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

### TEACHING AND LEARNING

- Teach Religious Studies to Years 7-11.
- To oversee PSHE through the school.
- To monitor the teaching of Religious Studies and to guide, as well as inspire colleagues.
- To actively engage with whole school Teaching and Learning initiatives, such as those included in the INSET programme or the Professional Development Review.
- To produce a Religious Studies scheme of work that inspires the students and staff responsible for its delivery, as well as challenging the students.
- To review the schemes of work.
- Plan, enact, and monitor appropriate syllabuses, materials, schemes of work, which include clearly identified aims and objectives which are shared with the students.
- Respond appropriately to the abilities and aspirations of the students enabling them to take responsibility for their learning;
- Ensure the efficient administration of a programme of student feedback.
- Ensure that accurate and up-to-date records of student progress are kept within the department.
- To utilise ICT as an effective tool to aid teaching and other classroom resources as appropriate.

**PROMOTING AND DEVELOPING THE DEPARTMENT**

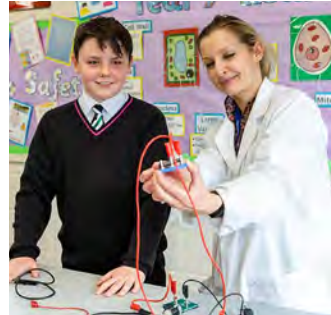
- To take full responsibility for the development of Religious Studies throughout the senior school.
- Plan, provide, and evaluate a Religious Studies Curriculum for KS3 & KS4.
- Prepare this curriculum, within the priorities determined by the SLT, an annual set of targets for the development of the department.
- Participate in an annual meeting with the appropriate member of the senior leadership of the School to review this development.
- Liaise with/work alongside the Curriculum Lead for Religious Studies in the Junior School.
- To promote Religious Studies by encouraging and leading special events.
- To review and update the Departmental Handbook.
- To develop Academic scholars in the school.
- To run trips.
- Attending Heads of Department meetings, occasional meetings with the Governors' Education and Welfare Committee and the SLT as required.

**LEADING AND MANAGING STAFF**

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- To be responsible for inducting NQTs and new staff; performance manage staff as required by the school policy and use the process to develop the personal and professional effectiveness of the staff.
- Lead professional development of subject staff through example and support, and coordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.
- Help in the selection of staff for the department; deploy, or advise the headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise.
- Work with the LET team and any other staff with special educational needs expertise, to ensure that individual care plans are used to set subject specific targets and match work well to pupils' needs.
- To monitor and evaluate the contribution and impact of other staff to school improvement.

**MANAGING RESOURCES**

- To ensure all resources are well maintained and updated regularly within the constraints of the departmental budget.
- Manage the budget devolved to the department, ensuring its efficient use and that limits are not exceeded.
- Order and allocate materials and equipment as appropriate; advise the senior leadership of the School on the resource and accommodation requirements of the department.
- Maintain an up-to-date inventory of equipment and resources.
- Ensure, as far as possible, that the department's equipment and resources are maintained in good order and that the rooms allocated for the department's use are cared for and offer an attractive and educationally stimulating environment for pupils.
- Ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety).



### QUALIFICATIONS

- The candidate should have attained QTS/NQT.
- The candidate will be expected to hold a good honours degree .

### COMPETENCES AND QUALITIES

- We are looking for a teacher who is an enthusiast.
- The teacher should be kind, approachable and have a sense of humour.
- We look for staff who have high academic expectations and who instil high standards of behaviour.
- It is expected that the teacher will be extremely professional in that they are diligent, punctual, and thorough.
- The teacher will be expected to encourage an atmosphere of mutual respect when dealing with children, staff, and parents.
- The candidate has to be an excellent communicator – with children and adults alike.
- The candidate must be able to work as part of the school's team.
- The candidate has to enjoy working with children, to be able to form and maintain appropriate relationships and personal boundaries with children.
- The candidate must put the child's welfare and well-being above all else.
- The candidate will be very proficient in the use IT.

	ESSENTIAL/DESIRABLE	HOW ASSESSED
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Graduate in relevant subject.</li> <li>• DfE recognised Qualified Teacher Status.</li> </ul>	Application
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience at secondary level (can be teaching practice).</li> <li>• Leading a department (desirable).</li> <li>• Experience of GCSE 9–1 grading system (essential).</li> </ul>	Application, references and interview
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Strategies for raising achievement in the curriculum area.</li> <li>• Strategies for ensuring equal opportunities for staff and pupils.</li> <li>• Understanding of theory and practice of effective teaching and learning.</li> <li>• Knowledge of National curriculum requirements at KS3 and KS4.</li> <li>• Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement.</li> <li>• Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers.</li> <li>• Knowledge and experience of writing lesson plans, developing resources and assessing student work.</li> <li>• Understanding the importance of being a Tutor.</li> <li>• Experience of working in an 11–16 school.</li> </ul>	Interview
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff.</li> <li>• Good level of ICT skills.</li> <li>• The ability to create a motivating and safe learning environment for all students.</li> <li>• The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school.</li> <li>• Good communication skills both writing and speaking.</li> <li>• Ability to lead and manage own work effectively and take responsibility for own professional development.</li> <li>• Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning.</li> <li>• Ability to use ICT innovatively.</li> </ul>	Application and interview
<b>QUALITIES</b>	<ul style="list-style-type: none"> <li>• Strong public presence.</li> <li>• Good communicator.</li> <li>• Ambitious and self-confident.</li> <li>• Student focused commitment.</li> <li>• Ability to inspire.</li> <li>• A clear educational vision.</li> <li>• A sense of humour.</li> <li>• Strong motivation and sense of initiative.</li> <li>• Open and transparent work ethic.</li> <li>• Flexibility.</li> <li>• Role model for students and staff.</li> <li>• Seek support and advice when needed.</li> <li>• Excellent attendance and punctuality.</li> </ul>	References and interview

## WHAT MAKES CROSFIELDS A GREAT PLACE TO WORK

“

*I like Crosfields because the teachers are fun and help our brains grow.*

**PUPIL**  
YEAR 2



”

“

*Joining Crosfields was a great decision for me. I have been blown away by how friendly and welcoming the people are. The children are a joy to teach and the staff are as diverse and friendly. It's a truly happy place full of ambition, opportunity, and fun. If you are unsure whether to apply or not, do it!*

**MR R.M. EBBAGE**  
DEPUTY HEAD (ACADEMIC)



”





“

*Thank you and your staff for making our child's nine years at Crosfields such an incredible experience and for helping him mature into the person he is today. He has grown immensely, has had a fantastic start to his education and most importantly has really enjoyed it. We hope we are as lucky in his next school.*

PARENT

”

We offer a wide range of benefits to school staff, including:

-  **Training & development**
-  **Financial**
-  **Health & wellbeing**
-  **Free meals & discounts**



**COMPREHENSIVE TRAINING**



**CONTRIBUTORY PENSION**



**PERSONAL ACCIDENT INSURANCE**



**ACCESS TO TELEPHONE COUNSELLING SERVICE**



**ACCESS TO HEALTH AND MEDICAL INFORMATION SERVICE**



**MEALS DURING TERM TIME**



**FEE REMISSION**

# HOW TO APPLY

To apply for this position please visit our website at [crosfields.com/explore/community/working-at-crosfields](https://www.crosfields.com/explore/community/working-at-crosfields) for an Application Form.

Applications should be sent to our HR Manager at: [recruitment@crosfields.com](mailto:recruitment@crosfields.com) by 9am on Monday 7 February 2022.



# GETTING TO CROSFIELDS

## OUR LOCATION

Crosfields School  
Shinfield Road, Reading, Berks, RG2 9BL  
T: 0118 987 1810 | [office@crosfields.com](mailto:office@crosfields.com)

## BY BUS

Crosfields on the Shinfield Road has public bus stops served by routes travelling to/from Reading, Wokingham, Bracknell and Shinfield.

## BY CAR

Crosfields is located on Shinfield Road towards Spencers Wood, less than 10 mins from junction 11. Ample visitor parking is available at the front of the school and electric vehicle charging available on site. Please note that the school site has a strict speed limit of 5mph. Please observe this at all times for the safety of all site users. All visitors should sign in at the school office.

## BY TRAIN

Our nearest rail lines are at Reading, Earley and Winnersh Triangle, all of which are about 15 minutes from the school by taxi.



## SAFEGUARDING AND CHILD PROTECTION

As a result of the Asylum and Immigration Act 1996, employers now have to verify that new recruits who are not British nationals are eligible to work in this country. Therefore, any applicant who is offered an interview will be asked to provide official documentation to verify their ID, address and right to work in the UK. It is also normal practice for the School to ask for original qualifications and professional membership documents to be presented at interview as detailed on the application form.

Crosfields School is committed to safeguarding and promoting the welfare of young people, and applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

## EQUALITY AND DIVERSITY

Crosfields aims to employ staff who are best qualified for the post and does not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sexual orientation, marital or Civil partnership status, disability or age.