Chair of Governors’ Welcome Letter

Dear Prospective Applicant,

Thank you for showing an interest in applying for the post of Head Teacher at Selly Oak Trust School.

We are seeking a Head Teacher who has the enthusiasm, drive, passion and energy to continue to develop our school further, whilst maintaining our outstanding provision.

We envisage someone who has clarity of vision, confidence and depth of experience as well as the courage to take bold steps whilst ensuring that every detail of the school continues to drive towards outstanding standards. We need a team player who places loyalty and integrity at the top of their values to take the school forward. We seek someone with a deep immersion into the world of SEND education and a relentless commitment to keeping children safe, whilst enabling them to take the risks they deserve to take.

Governors and the school community are relishing the opportunity of meeting applicants with ambition and drive, who share our passion and enthusiasm, and understand the crucial role they will play in leading the school into the future.

Our new Head Teacher must be an exceptional leader who will inspire our school community and continue to develop the high quality of education, of which we are very proud. Integrated into the school culture is a strong commitment to student and staff welfare and emotional well-being. Safeguarding students is of prime importance and the Head Teacher must be committed to maintaining the highest standards.

At the centre of everything we do are our students.

I hope the application pack and the school website will provide you with information and an understanding of the school and its context and the qualities we are looking for in the person appointed to this position.

The first step in the selection process is your application. To get the most out of your application, please ensure you read through the job description and person specification carefully and provide specific examples to demonstrate how you meet all the criteria.

We encourage you to visit the school to help you prepare for your application. Visits can be arranged by calling Julia Perkins, Head Teacher’s P.A. Selly Oak Trust School by phone (0121 472 0876) or email (Julia.Perkins@sellyoak.bham.sch.uk)

Visits to the school will take place on:

25th February 2020 12.30 pm - 2.00 pm
12th March 2020 1.00 pm - 2.30 pm
25th March 2020 1.00 pm – 2.30 pm

I wish you all the very best with your application.

Yours faithfully

Linda Lockwood
Chair of the Governing Body
Job Advert

Closing date: 13th March 2020

Address:
Selly Oak Trust School,
Oak Tree Lane,
Selly Oak,
Birmingham
B29 6HZ.

Start date: 1st September 2020

Contract type: Full Time

Salary: L30-L36 (£83,757 - £97,013)

Contract term: Permanent

Due to the retirement of our current Head Teacher at the end of the Spring Term 2020, Governors are seeking an experienced, talented and inspirational school leader with experience in special schools to further build upon our school’s successes and take us forward into the next phase of our development.

This important post needs someone who cares passionately about the education and wellbeing of students with special educational needs and their families. You need to have high aspirations and the skills to lead a talented and dedicated team of staff and to be motivated to build on our culture of continual improvement in a positive place of learning where everyone is valued.

Selly Oak is a Foundation Special School for students aged 11-19 with moderate learning difficulties and students on the autistic spectrum.

Applications are welcomed from Head Teachers/Senior Leaders with experience in the field of special education with a background from mainstream and/or special schools.

We warmly invite you to come and visit our school; we have pre-planned time on:

25th February 2020 12.30 pm - 2.00 pm
12th March 2020 1.00 pm - 2.30 pm
25th March 2020 1.00 pm - 2.30 pm

Please contact the school to make an appointment.
Further details and an application pack for this post can be obtained from our school website (www.sellyoak.bham.sch.uk), or email headteachervacancy@sellyoak.bham.sch.uk or upon your visit to the school. Alternatively, contact Julia Perkins, Head Teacher's P.A. by phone (0121 472 0876) or email (Julia.Perkins@sellyoak.bham.sch.uk)

Please be advised that all applications need to be completed electronically on the school's specific application form and returned via email to headteachervacancy@sellyoak.bham.sch.uk by Wednesday 13th March 2020 (12 noon) or to Julia.Perkins@sellyoak.bham.sch.uk

Interviews will be held on Tuesday 31st March and Wednesday 1st April 2020.

We are an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an enhanced Disclosure & Barring Service check, Section 128 check, health check and satisfactory employment references.
Other Supporting Information

Being a Trust School

Selly Oak Trust School was one of the first schools in the country, and the very first special school, to grasp the opportunity offered to have a charity running in tandem with the school. In September 2007 the school became a maintained foundation school supported by an incorporated registered charity, The Real Life 4 Me Trust.

The Governing Body of the school is the employer and is stand alone as a trust school. The Local Authority delegates funding to the school.

Our Learning Community

Selly Oak Trust School is a school for students who have an Educational Health Care Plan (EHCP) and require support to help them access the curriculum and develop into confident young adults.

We have the necessary resources and staff expertise to support our students in fulfilling their potential delivered by a strong team dedicated to providing exceptionally good access to education.

On average our class sizes are between ten and fourteen. The majority of classes benefit from the support of one or more Teaching Assistants. Depending on need, some students receive targeted tuition in smaller groups and on an individual basis. Where appropriate, there are specific educational and behaviour programmes for individual students, designed to support the development of the whole young person and enable them to fulfil their potential.

Our Students

The largest cohort of students have a primary need of ASC (Autism), however the largest combined SEN is MLD (Moderate Learning Difficulties). The vast majority have a secondary diagnosis and additional learning needs. A third of our students have an SEMH (Social Emotional Mental Health) need and this has grown significantly over the last 3 years.

Numbers on roll

The maximum number of students on roll per year group is 65.

Male Students 240
Female students 137
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<tr>
<th>Yr</th>
<th>No.</th>
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<td>14</td>
<td>21</td>
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<td>13</td>
<td>36</td>
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<td>8</td>
<td>50</td>
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<td>7</td>
<td>59</td>
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<td>Total</td>
<td>377</td>
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<table>
<thead>
<tr>
<th>Primary SEN</th>
<th>No. of Cohort</th>
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<tbody>
<tr>
<td>ASD (Autistic Spectrum Disorder)</td>
<td>118</td>
</tr>
<tr>
<td>HI (Hearing Impaired)</td>
<td>2</td>
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<tr>
<td>MLD (Moderate Learning Difficulties)</td>
<td>103</td>
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<tr>
<td>OTH (Other)</td>
<td>2</td>
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<tr>
<td>PD (Physical Difficulties)</td>
<td>5</td>
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<tr>
<td>PMLD (Profound and Multiple Learning disabilities)</td>
<td>3</td>
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<tr>
<td>SEMH (Social, Emotional and Mental Health)</td>
<td>83</td>
</tr>
<tr>
<td>SLCN (Speech, Language and Communication Needs)</td>
<td>43</td>
</tr>
<tr>
<td>SLD (Severe Learning Difficulties)</td>
<td>13</td>
</tr>
<tr>
<td>SpLD (Specific Learning Difficulties)</td>
<td>4</td>
</tr>
<tr>
<td>VI (Visually Impaired)</td>
<td>1</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>377</strong></td>
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<tr>
<th>Primary SEN</th>
<th>% of Cohort</th>
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<tbody>
<tr>
<td>ASD (Autistic Spectrum Disorder)</td>
<td>32.79%</td>
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<tr>
<td>HI (Hearing Impaired)</td>
<td>0.53%</td>
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<tr>
<td>MLD (Moderate Learning Difficulties)</td>
<td>27.11%</td>
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<tr>
<td>OTH (Other)</td>
<td>0.53%</td>
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<tr>
<td>PD (Physical Difficulties)</td>
<td>1.32%</td>
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<tr>
<td>Disability Type</td>
<td>Percentage</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>PMLD (Profound and Multiple Learning disabilities)</td>
<td>0.79%</td>
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<tr>
<td>SEMH (Social, Emotional and Mental Health)</td>
<td>20.88%</td>
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<tr>
<td>SLCN (Speech, Language and Communication Needs)</td>
<td>11.32%</td>
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<tr>
<td>SLD (Severe Learning Difficulties)</td>
<td>3.42%</td>
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<tr>
<td>SpLD (Specific Learning Difficulties)</td>
<td>1.05%</td>
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<tr>
<td>VI (Visually Impaired)</td>
<td>0.26%</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>100.00%</strong></td>
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We currently have 188 staff on role with a FTE of 166.4.

This is primarily made up of:

- Leadership Team consist of Head Teacher, Deputy Head Teacher and 5 Assistant Head Teachers,
- 48 FTE Teaching Staff and 4 Instructors,
- 59.2 FTE Teaching Assistants,
- Of which 15 are currently ESN funded 1-1 Teaching Assistants,
- School Services Team incorporating ICT Support, Admin, Medical, Catering and Site.

We also have a team of specialist Mentors and Therapists who deliver programs in school and also through our very well established outreach program. In addition, we have a large Engagement Team who support the Heads of Key Stage in engaging students in learning.

The faculties are led by our Middle Leaders. Teachers and Teaching Assistants are assigned to a faculty.

**Maths and ICT**
**English**
**Creative Studies**
**Science and PE**
**Class Based**
**Skills for Life**

In addition, we have Heads of Key Stage 3, 4 and 5.
Job Description

SELLY OAK TRUST SCHOOL

Head Teacher L30-L36

The Head Teacher will provide vision and leadership at Selly Oak Trust School, which meets its aims and secures its success in delivering high quality education for all its students.

Accountable to the Governing Body, the Head Teacher will give clear direction for the school and ensure that it is organised and managed effectively to provide excellent teaching, learning, safety and care for the students and staff.

The appointment is subject to the current conditions of employment for Head Teachers, contained in the School Teacher’s Pay and Conditions Document, the key areas of Headship contained in the DfE National Standards of Excellence for Head Teachers and all other current education, employment and health and safety legislation.

Role and responsibilities – Principle Accountabilities

Shaping the Future – Strategic direction

- Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school,
- To create an ethos and educational vision and direction which promotes effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of adult life,
- In partnership with the governors establish and promote an ambitious vision and ethos for the future of the school; inspire, challenge, motivate and empower others to carry the vision forward and model the values, vision and ethos of the school,
- Attend all meetings of the Governing Body working closely with other governors to lead the school and monitor standards and development,
- Work closely with the governing body to ensure effective management of the school budget and best practice in financial and employment matters,
• Set, manage and monitor budgets and organise accommodation, working with colleagues, to ensure effective, proper, and efficient use of resources,

• Ensure that policies, practices and procedures take account of national, local and school data, inspection and research findings,

• Monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and act if necessary,

• Take the leading role in school self-evaluation, school improvement and strategic planning policy and practice; ensure that learning is at the centre of strategic planning,

• Work with staff and governors to prepare the school for external inspections,

• Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students with moderate and complex learning needs, the workforce, and towards parents, governors and the local community,

• Lead by example and with integrity, creativity, resilience, and clarity, drawing on your own expertise, experience and skills and that of those around you,

• Sustain wide, current knowledge and understanding of special education locally, nationally and globally.

Teaching and Learning

• Lead and manage teaching and learning throughout the school,

• Work with the Governing body to develop further the high quality of learning and teaching already achieved across the school,

• Lead in the design and implementation of a broad and balanced and individually tailored curriculum and programme of activities that is appropriate in its contents and meets the special educational needs of the students in a relevant and meaningful way, and has a clear focus on independence and preparation for adult life which stimulates and engages all students and provides an exciting, challenging, relevant and enriching experience,

• Promote the participation of staff in relevant continuing professional development,

• Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities which engages students and provides an exciting, challenging, relevant and enriching experience,

• Ensure students enjoy learning in a safe and healthy environment,

• Implement, develop and review strategies, routines and polices to secure high standards for the whole school, including behaviour and attendance,

• Establish an educational culture of openness as a basis for sharing best practice within and between staff, drawing on and conducting relevant research and robust data analysis,

• Use data and benchmarks to monitor progress in every child's learning and ensure a culture and ethos of challenge and support where all students learn well and can achieve success and become engaged in their own learning,
• Implement strategies, routines and procedures to secure high standards of behaviour and attendance,
• The Head Teacher may be required to teach classes as part of their duties.

**Working with Others**

• Lead and manage staff with a proper regard for their well-being and legitimate expectations, including those of a healthy balance between work and other commitments,
• Maintain and develop harmonious and effective working relationships and teamwork within the school,
• Give responsibility, manage and review staff performance and take action when it is appropriate,
• Give and receive effective feedback and act to improve personal performance
• Accept support from others including colleagues, governors and the Local Authority,
• Continuously demonstrate a clear understanding of the wide ranging needs of the students,
• Ensure that new staff are recruited and deployed appropriately, inducted effectively and that all staff are supported to grow and develop their careers within the school,
• Ensure that Trainees and newly qualified Teachers are appropriately trained, monitored, supported and assessed,
• Ensure effective planning, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities,
• Work with the LA and other agencies in line with statutory multi-agency safeguarding guidance, 'Working Together to Safeguard Children 2019',
• Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies, local businesses etc,
• Seek opportunities to invite individuals and organisations into the school to enhance and enrich the school and its value to the wider community,
• Build and maintain excellent relationships with parents to the benefit of students, parents and the school; provide parents with regular information about the school curriculum, the progress their child makes and other matters affecting the school.

**Developing Self**

• Be self-motivated and well organised with the ability to manage time well whilst being ambitious for staff and others,
• Ensure own practice models consistency, efficiency and optimism and instil those features in others,
• Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other agencies,

• Actively engage in the arrangements made in accordance with the regulations for Head Teacher appraisal and embrace the opportunities for their own continued professional development.

Managing the Organisation

• Effectively manage the school on a day to day basis, being responsible for the overall operation of all school events,

• Ensure that the school’s systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity,

• Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively. In particular, its functions to set school strategy and hold the Head Teacher to account for pupil, staff and financial performance,

• Ensure the financial sustainability of the school,

• Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources in the best interests of pupil’s achievement and the school’s sustainability,

• Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making,

• Lead, manage and sustain effective systems for the management of staff performance,

• Develop clear arrangements for linking appraisal to pay progression and advise the governing body on recommendations for Teachers and Support Staff

• Consult and communicate with the Governing Board, staff, students, parents, carers and the community,

• Lead and manage/be responsible for safeguarding and promoting the welfare of the whole school community,

• Maximise the school’s resources by seeking additional funds from a range of sources,

• Advise the Governing Body on premises requirements, involving Governors and Senior Leaders as appropriate,

• Ensure all students are supported by skilled and well-trained staff.

Accountability

• To be accountable for the efficiency and effectiveness of the school to the governors and others, including students, parents, staff and local employers and the community,

• Provide information, effective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and
learning and improved standards of achievement and for achieving efficiency and value for money

- Report to the governing body on the discharge of the Head Teacher’s functions and the affairs of the school
- Sustain and further develop an organisation in which all governors and staff recognise that they are accountable for the success of the school
- Present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including parents, Governors, the LA, the local community, OfSTED and others, to enable them to play their part effectively
- Ensure that parents and students are well-informed about the curriculum, attainment, progress and well-being and about the contribution that they can make to achieve the school’s targets for improvement
- Ensure the environment supports learning effectively
- Ensure each young person achieves maximum independence and receives the best support for transition to adult life.
- Report to the governors annually on the performance management of Teachers and Support Staff at the school
- Provide information about the work and performance of staff where it is relevant to their future employment
- Ensure that the school meets and maintains the standards for safeguarding under relevant legislation
- Ensure the school website is up to date and compliant

**Safeguarding**

To ensure the school meets all safeguarding requirements.

- Take overall responsibility for safeguarding of all children and young people in the school so that young people feel secure, safe, healthy, trusted and respected,
- Co-operate and work with relevant agencies to protect children,
- Ensure the school’s policies are known and implemented,
- Work with the governing body to ensure that child protection and all Safeguarding policies are reviewed at least annually and that safeguarding procedures are monitored, evaluated, shared and updated,
- Ensure all Safeguarding policies, including the child protection policy are available on the school website,
- Communicate with the local safeguarding children’s board to make sure staff are aware of training opportunities and the latest local policies on safeguarding,
- Ensure when a pupil leaves the school that their child protection file is transferred to the new school securely as soon as possible.
Health and Safety

• Take overall responsibility for best practice in the area of Health and Safety and demonstrate an understanding of legislation with regard to Health & Safety, such that the school meets its statutory requirements and is a safe environment for learning and promoting the well-being of students, staff and visitors.

General Information

• The job description details the main outcomes required and this job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

• All work performed/duties undertaken must be carried out in accordance with relevant Local Authority and school policies and procedures, within legislation, and with regard to the needs of stakeholders and the school community.

• Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
### Head Teacher Person Specification Selby Oak Trust School

**Governing Body February 2020**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential</th>
<th>Desirable</th>
<th>Stage Identified</th>
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<tbody>
<tr>
<td><strong>A. Qualifications and Career Development</strong></td>
<td>♦ DfE recognised qualified teacher status (QTS)</td>
<td>♦ Other professional qualifications in Special Education</td>
<td>Application, References</td>
</tr>
<tr>
<td></td>
<td>♦ Honours Degree or Equivalent</td>
<td>♦ Relevant education management or Leadership Qualification e.g. NPQSL, NPQH</td>
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<tr>
<td><strong>B. Experience</strong></td>
<td>♦ Relevant experience of management and leadership at Head Teacher or senior management level</td>
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<td>Application, References, Interview</td>
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<td></td>
<td>♦ Experience of leading a whole school initiative</td>
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<td>♦ Recent teaching experience in a secondary special school.</td>
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<td>♦ Experience on leading a major curriculum area</td>
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<td></td>
<td>♦ Experience of developing curriculum continuity and progression between key stages</td>
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<td></td>
<td>♦ Experience of working with students who have moderate learning difficulties and those who have Autism.</td>
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</table>
- Experience of successfully leading and managing safeguarding at DSL or Deputy DSL level.

- Experience of monitoring, evaluating and improving the quality of teaching and learning.

- Experience of successful delivery against agreed strategic plans.

- Evidence of successful experience in whole school self-evaluation.

- Experience of successfully planning and leading school improvements and managing people through periods of change.

- Experience of creating and maintaining effective partnerships with parents, carers and the wider community to enhance students' learning.

- Experience of promoting the personal, social, moral, cultural and spiritual development of students.

- Experience of recruiting, selecting and deploying staff.

- Experience in leading educational innovation, strategic planning and financial management.

- Experience of contributing to an Ofsted Inspection.

- Show a proven commitment to providing effective staff development.
### C. Professional Knowledge and Skills

- A good understanding of features of high-quality pedagogy and practice for children and young people with learning difficulties.
- Knowledge of successful strategies for improving the quality of provision and students' learning and progress.
- An understanding of current research and best practice within special education.
- Experience of working with non-educational agencies in supporting students with special educational needs.
- Knowledge and skills of how to monitor pupil progress and drive school improvement.
- Experience of using assessment data to inform strategic decision making.
- Proven leadership and management skills.
- Ability to demonstrate an excellent understanding of the new Ofsted Framework 2019 requirements and the current educational environment.
- Skilled in delivering effective approaches to behaviour management.
- A clear understanding of the current legislation and its implementation with regard to Safeguarding, in order that the school meets its statutory responsibilities.
- An understanding of the legislation and requirements with regard to Health and Safety, in order that the school meets its statutory responsibilities and...
### D. Knowledge and Skills

- An ability to support, guide and advise the governing body so that it can successfully fulfil its role and responsibilities.
- An ability to tackle challenging situations and make difficult decisions, communicating outcomes clearly and with sensitivity.
- A strong understanding of budget management, financial procedures and the need for accountability.
- The ability to monitor, evaluate and review the school's effectiveness.
- The capacity to use ICT to improve the quality of provision.

### E. Personal Qualities and Abilities

- An enthusiastic, inspirational, creative and motivational leader who is able to operate effectively and think clearly under pressure in a changing and evolving environment.
- An ability to create and maintain an environment which celebrates success and promotes good behaviour, positive relationships and reflects the school's ethos.
- Commitment, passion, enthusiasm and drive to achieve excellence and a track record of delivering high quality education for all.
- Proven success in promoting equality, respecting diversity and challenging stereotypes to promote the rights of young people.

<table>
<thead>
<tr>
<th>Application</th>
<th>Interview</th>
<th>References</th>
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- An ability to provide clear educational vision and direction and lead by example in order to maintain and build upon the school’s successes.

- Demonstrate the ability to lead and manage change, showing empathy to stakeholders

- Excellent organisational skills and the ability to work well under pressure and to deadlines.

- A track record of developing effective relationships with a range of audiences including parents, carers, staff, governors, professionals and the wider community (local, regional, national) to enhance the education of all students.

- Experience of and a strong commitment to work collaboratively with other schools, especially the Oaks Collegiate.

- The ability to inspire and motivate people to influence people and lead change

- Effective interpersonal, communication and presentation skills, both written and oral.

- Honesty and integrity

- Humility, resilience and optimism and able to work under pressure, retaining a focus on the overall strategic aims and philosophy of the school

- Ability to delegate effectively