

Assistant Headteacher
with responsibility for
Special Educational Needs and Disabilities
Co-ordinator (SENDCo):
The Oval School

Application & Information Pack

Start date: January 2026

**'All pupils
achieve the
highest standard
of educational
outcomes
regardless of
circumstance or
background'**

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Welcome from the Chief Executive and Executive Director

Thank you for your interest in joining drb Ignite Multi Academy Trust as the Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo).

This is an exciting and unique opportunity for a highly effective and inspiring senior leader to move this school forwards and improve outcomes for all pupils.

The recruitment of dynamic, committed, and inspirational staff is at the heart of our Trust's vision to ensure:

*'All pupils achieve the highest standards of educational outcomes
regardless of circumstance or background'*

At our Trust, we believe that every child is a special individual, capable of extraordinary things. All schools support and challenge every child to do what they think they cannot, to persist, to work hard and to be their best.

A defining feature of the Trust is that it is a specialist primary phase Trust. This means that our work is driven by the distinctive needs of primary schools.

The Trust currently operates thirteen primary schools across the Birmingham and Dudley areas of the West Midlands and intends to grow further over the coming years.

We value excellence through shared effort whilst respecting the identity of every Trust school, ensuring each reflects both context and community. We promote a culture in which openness to peer and external scrutiny are balanced by an expectation that we share talents, strengths, and expertise across our schools.

Our values reflect a commitment to operating in a spirit of professional generosity. We are looking for an Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo) who shares our values and has the drive to strategically develop inclusion at The Oval School.

We prioritise staff wellbeing and are deeply committed to investing in staff at every level of our organisation through clear professional development pathways and opportunities.

Interested candidates are encouraged to contact the Headteacher to discuss the opportunity in more detail.

This information pack has been developed to provide you with a summary of all of the information you need to learn about the role and our Trust, and we hope it will inspire you to submit an application for this exciting role.

We wish you every success with your application.

Best wishes,



Rob Bowater
Chief Executive Officer



James Hill
Executive Director of
School Improvement

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About drb Ignite Trust

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

drb Ignite Multi Academy Trust is a vibrant and growing charitable organisation. As a unique family of thirteen primary schools, our vision and values are shared and constantly lived across all schools.

The Trust was founded in October 2014 and is an ambitious and dynamic multi academy trust with a dedicated mission to drive educational improvement across its group of schools.

We see ourselves as a new civic structure committed to advancing education for the public benefit. The Trust places significant importance on strong school leadership and collaborative endeavour in achieving and sustaining this ambition for all pupils.

We are a specialist primary phase Trust operating thirteen schools across Birmingham and Dudley (twelve community schools and one Church of England school) across the age range from nursery to year six.

The close proximity of our schools enables staff to easily travel between schools to collaborate, share resources and provide school improvement support. This capacity to work together and get to know each other's schools and communities is an important and central feature of our system design.

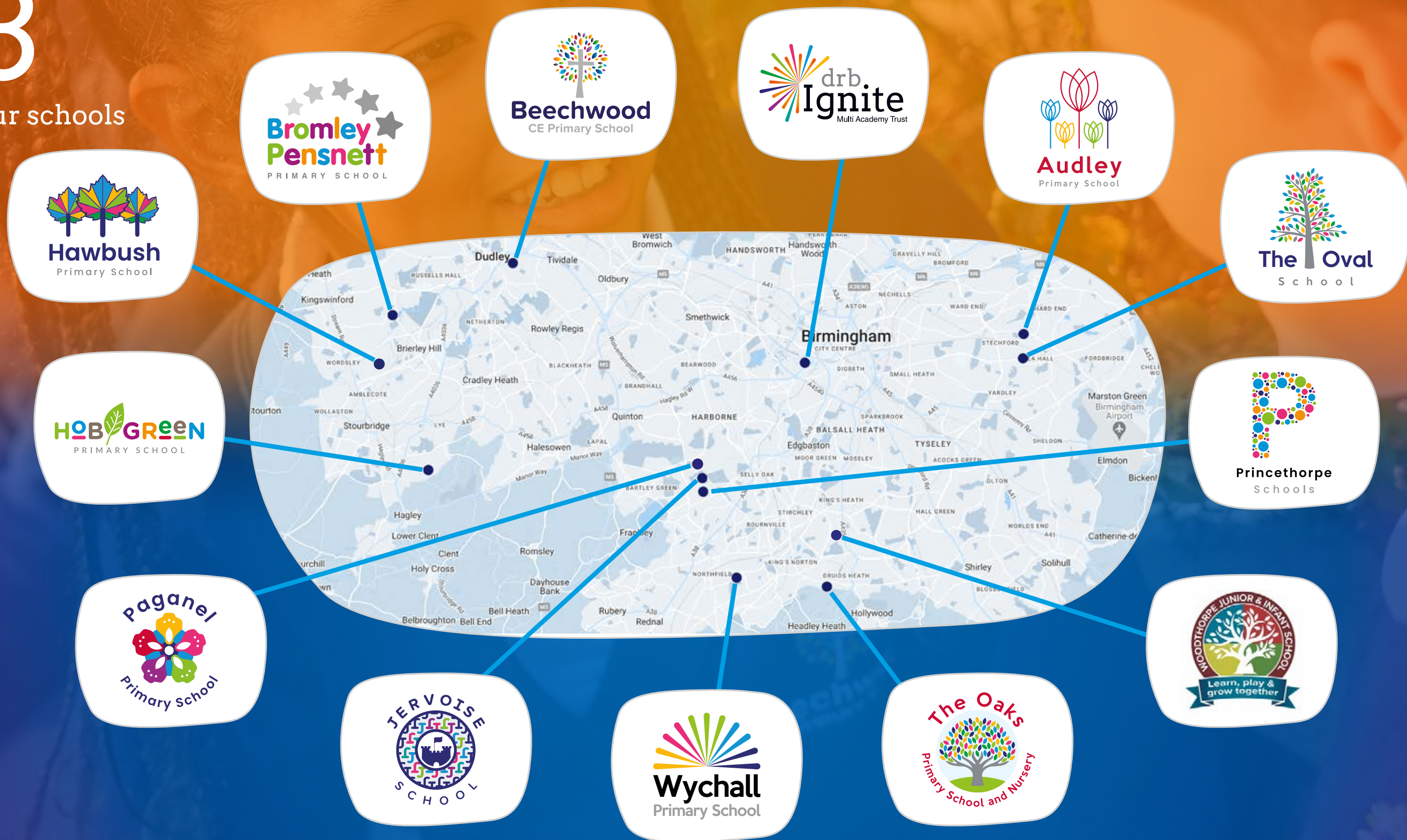
Our Trust operates with an annual budget of £35 million which is provided by the Department for Education (DfE) through our Funding Agreement. We use our funding carefully to maintain a consistently high standard of education for over 4,500 pupils.

As an established Trust, we have a clear vision and plans for further growth within the West Midlands area.



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Our schools



About The Oval School



The Oval School is in Yardley, Birmingham. It is a vibrant, inclusive and multicultural primary school where every child is celebrated and supported to be the very best they can be.

We take immense pride in our diverse community, where all faiths, languages and cultures are not only respected but actively embraced. Our children learn from one another's background, fostering empathy, understanding and lifelong friendships.

At The Oval, children's wellbeing is at the core of everything we do. We believe that a strong partnership between school and family is essential for success, and we work hand-in-hand with parents and carers to nurture happy, confident learners.

Our inclusive ethos ensures that every child feels valued, safe and empowered to thrive – academically, socially and emotionally.



"Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils with SEND are fully included in all aspects of school life."

Ofsted 2024

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Our Vision, Values and Operating Principles

Our Vision

'All pupils achieve the highest standards of educational outcomes regardless of circumstance or background'

The Trust supports the concept of simplicity over complexity and uses this as a principle to drive improvement. In essence this means:



- children are at the centre of all thinking at all times
- inclusion, equity, and equality matter
- respectful partnerships with parents, carers and the local community make a real difference
- staff wellbeing and professional development are central to effective school improvement
- compassionate leadership by all senior leaders provides inspiration to act and motivation to hold each other to account
- collaboration within and between schools is supportive and drives rapid improvement
- no school is an island
- sustainable school improvement is underpinned by effective governance and financial systems and processes

Our Values

As a family of schools, we have a set of shared values which are central to our vision and approach. They articulate how we respect pupils, work together, and develop effective partnerships within and beyond the Trust.



Our Operating Principles

Our vision and values are supported by four operating principles which shape our planning and create the conditions for deep collaboration, helping us to retain a strong focus on our intended outcomes:



Outstanding pupil experience

Indicators of success

- ✓ Pupils enjoy coming to school and learning
- ✓ Pupils make good progress and achieve well
- ✓ Pupils are safe and well
- ✓ Pupils develop as confident, responsible social and community citizens

Impactful teaching

Indicators of success

- ✓ The Trust has a leading reputation and increases its profile and impact steadily over time
- ✓ Teacher development is strongly embedded and leaves a tangible footprint on curriculum and teaching
- ✓ Teaching is consistently good across all phases
- ✓ Teachers enjoy their work and want to develop their knowledge, skills and understanding

Excellence in education

Indicators of success

- ✓ The curriculum is current, relevant, and exciting
- ✓ Pupils develop transferable skills, rigour of thought, resilience, and a positive outlook
- ✓ Pupils are engaged by the cutting-edge learning experiences and opportunities
- ✓ Learning environments are safe, welcoming and enticing
- ✓ Teachers and pupils have great learning relationships

Effective partnerships

Indicators of success

- ✓ The Trust is a partner of choice for parents through its compelling school improvement work
- ✓ The Trust understands the complexity behind achievement gaps and responds by working collaboratively with others
- ✓ Collaboration is at the heart of the Trust's school improvement model
- ✓ Our outward facing approach sustains a range of enhancing partnerships beyond the Trust

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One Trust One Organisation

In our pursuit of achieving exceptional outcomes for our pupils and ensuring sustained effectiveness over time, we adhere to a simple yet powerful strategic design model: 'One Trust - One Organisation'.

We firmly believe that more can be achieved by working collaboratively than individual schools can achieve by working alone. This conviction underpins the construction of a deliberate system that is not only purpose-built but also robust and flexible enough to confront both present challenges and those that may arise in the future.



The recent experience of navigating through the pandemic illustrated the effectiveness and advantages from operating as a unified and aligned organisation. This cohesion facilitated operational efficiency, provided robust support systems, enhanced resilience, and fostered clear governance structures.

Our 'One Trust - One Organisation' approach embodies a comprehensive and collaborative ethos that maximises the Trust's capacity to deliver high-quality education, foster effective collaboration, and uphold a clear sense of purpose and accountability across the organisation.

We firmly believe that this unified approach is pivotal in elevating levels of support, maintaining focus on improvement priorities, and ensuring appropriate accountability. Moreover, schools within the Trust are encouraged to respond to the diverse needs of their local contexts, making decisions that are tailored to the requirements of the pupils and families they serve.



Our workforce is fundamental to our success and growth

Our workforce is fundamental to our success and growth. Attracting and retaining staff who share our vision and ambition for pupils is a number one priority for leaders and Trustees. We believe the professional capacity and capability of our leadership, teaching, and support staff are central to effective teaching and learning.

As one Trust, we work together to create an expectation of ongoing professional development, teacher enquiry and evidence-based practice. We believe this improves the quality of pedagogy and learning for everyone. We are committed to developing improvement and intervention models that solve and overcome persistent problems, particularly for our most disadvantaged pupils.

Trustees and staff focus on expressing clear and consistent messages about the Trust's vision and ethos. This ensures a collective responsibility for the health and wellbeing of the whole school community.

Our schools use national, regional, and local information and data from our multi-agency partners like health and social care services, to understand the holistic challenges facing our pupils and families.

We think about ways to remove the barriers that sometimes get in the way of effective learning and impact on overall achievement.

Trust leaders and Headteachers meet regularly to build a sophisticated and evidenced understanding of strengths and weaknesses across the Trust.

Leaders make decisions about the best way to respond by reflecting on every detail of a pupil's experience. This approach enables leaders to respond rapidly when a need arises and reduces the risk of a school or group of pupils in difficulty being missed.

Educational Improvement

Educational improvement is the Trust's core business. We are set up to run and improve schools and this must always stand out as our purpose in all decision making. Our school improvement model reflects the centrality of great teaching that is consistent in providing high-quality learning across all schools and age groups. We are driven by passion about every detail of a pupil's experience, from school entry to transition to secondary school. We see this as central to our social justice responsibilities as a Trust working predominantly in areas facing multiple disadvantage. These challenges have been increased by the impact of the pandemic.

We have a relentless focus on what happens in classrooms every day, the practice of teaching and learning and the quality of the curriculum experiences of pupils. To enable and support this we have established a central school improvement team of senior educational leaders, each with a range of bespoke specialisms and experience.

An executive leader for school improvement has full responsibility for this team and reports directly to the Trust CEO. This has an immediate and positive impact through more effective and timely challenge, intervention and support.

To support the central school improvement team, we are also developing an in-house group of leading teacher improvement practitioners who not only lead practice within their own school but extend this support to other Trust schools. They are currently working in the key areas of

english, reading, mathematics, curriculum design, early years, religious education and curriculum enrichment.

A Trust Improvement Board has been established as a sub-committee of the Trust Board. This works to support, improve and challenge pupil achievement and school performance.

You will work with our Trust Inclusion Lead who, together with additional educational psychologist expertise, is working to understand and support pupil behaviour.

Pastoral teams are present in all schools to offer wider support to pupils and families. Each school has its own 'Children's Safeguarding Board' where pupils work together to contribute to the Trust's wider safeguarding work. For example, they lead

assemblies and undertake risk assessments alongside adults.

Recent projects include a focus on road safety and discouraging parents from smoking when they pick their children up at the end of the day.

We are an outward facing Trust that actively seeks opportunities to work with other academy trusts and teaching school hubs. This helps us to draw on best evidence and practice.

We are committed to system leadership that goes beyond collaboration and engages deliberate system design to improve teaching and learning.

We want all our schools to use professional reflection, theory and practice in the pursuit of improved outcomes.



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Employee benefits

Working for drb Ignite Trust has many benefits. We want only the best people to take us forwards and help us to realise our shared vision.

Continuous Professional Development

One way we demonstrate this is by placing a significant emphasis on the continued professional development of all our staff.

We want everyone to grow and develop with us and believe that regardless of job role or career stage, there should be opportunities to develop skills and experience in order to be better and further your career.

To support chosen career pathways, the *Igniting Our Potential* professional development programme provides a range of opportunities for networking and CPD. As a family of ten schools, we are able to provide cross Trust secondment opportunities.

Competitive Salaries

We offer competitive salaries for both teaching and non-teaching staff based on the type and level of role.

We are committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ('STPCD'), the Burgundy Book (for Teachers) or the NJC Green Book (for support staff).

This ensures we treat people fairly across the Trust as well as remaining competitive.

Pension Scheme

All staff can be part of either the Teacher's Pension Scheme or a Local Government Pension Scheme (LGPS), benefits include life cover, survivor benefits, and ill health cover.

Expenses and Travel Costs

We remunerate our staff for incurred expenses and travel costs when asked to work outside of the normal work environment. This is in line with our Staff Expense Policy.

Employee Assistance Programme

As part of our commitment to the wellbeing, everyone has free access to the Employee Assistance Programme.

This is a confidential counselling service which has been developed to support the physical, emotional, and psychological wellbeing of employees, as well as offering legal advice.

Flexible and Family Friendly Policies

The Trust has generous policies for maternity leave, paternity leave, flexible working and discretionary leave. All staff have the right to request flexible working as soon as they have worked for at least 26 weeks (continuous service).

We include an informal stage in our flexible working policy to ensure that any concerns or worries can be discussed and explored with a senior manager before having to proceed to a formal stage.

Collaborative Working

As a family of ten schools in a close geographical area, we are able to support and develop staff through collaborative working with those doing similar roles in different schools, picking up best practice and sharing great ideas. This includes joint projects, sharing resources and cross Trust professional learning communities.

Flu Vaccines

We offer free flu vaccinations to all staff on an annual basis to help make it easy to be immunized.

Childcare Vouchers

The Trust offers a Childcare Voucher scheme in partnership with a preferred provider to help staff make savings in paying for childcare. Childcare vouchers are Tax and NI exempt and can be used to pay for childcare aged up to 15 (16 if they are disabled).

They can be used for a wide range of childcare, with the only condition that the provider is registered with the appropriate body.

Cycle to work scheme

We offer a discounted cycle scheme to enable staff to save money when purchasing a bicycle, with payments deducted from salary each month.

Disability Confident Committed Employer

drb Ignite Trust is proud to be a Disability Confident Committed employer. By signing up to the accreditation we have agreed to commit to the following five commitments:

1. Ensuring our recruitment process is inclusive and accessible, communicating and promoting vacancies
2. Offering an interview to disabled people who meet the minimum criteria for the job
3. Anticipating and providing reasonable adjustments as required
4. Supporting staff who acquire a disability or long-term health condition, enabling them to stay in work
5. At least one activity that will make a difference to disabled people



We are pleased to have been awarded the accreditation and see this as a really positive step forward for the Trust. It shows our commitment to supporting current staff and recruiting and attracting candidates in the future.

It is important to note that if we receive a high volume of applications, we may limit the numbers of interviews offered to both disabled people and non-disabled people.

Job Description

Job Title:	Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo)
Location:	The Oval School
Hours of work:	Full-time
Reporting to:	Headteacher
Leadership Scale:	L6 to L10 (£58,569 to £64,691)
Core Purpose:	

We are seeking a truly inspirational Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo) to join The Oval School.

In the first instance the role will be to manage the provision for pupils identified as having Special Educational Needs and Disability (SEND), including promoting high-quality teaching, effective use of resources, and high standards of learning and achievement. You will provide professional guidance to colleagues, working closely with staff, parents/carers, and other agencies.

This is a demanding role that will require:

- resilience and expertise to support the school moving to an outstanding Ofsted judgement
- an unrelenting focus on high standards and excellence for pupils supported by a first-rate curriculum
- to ensure that the school is inclusive and lead the provision and monitoring of effective support for children with SEND
- passionate in promoting a child centred vision
- an absolute focus on the quality of teaching and learning
- a commitment to developing further the strong ethos of the school

As Assistant Headteacher you will be expected to work closely with the Headteacher and leadership team to influence progress and standards, challenge under-performance and develop a clear strategic direction for The Oval School within the wider Trust.

(Continued)

Key Responsibilities and Functions:

Strategic development of Inclusive ethos and provision

- have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision
- contribute to school self-evaluation, particularly with respect to provision for pupils with SEND
- make sure the SEND policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- fulfil the role of SENDCo, and lead the inclusive practice across the school

Operation of the school's policies and co-ordination of provision

- maintain an accurate SEND register and provision map
- escalate pupils up the graduated response to secure the appropriate provisions and funding
- provide guidance to colleagues on teaching pupils with SEND, and advise on the graduated approach to SEND support
- advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- be actively aware of the local offer
- work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- be a key point of contact for external agencies, especially the local authority (LA)
- analyse all data for pupils with SEND
- implement and lead intervention groups for pupils with SEND & EAL, and evaluate their effectiveness

Support for pupils with SEND

- implement effective identification processes for SEND
- co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- secure relevant services for pupils and access funding accordingly
- ensure records are maintained and kept up to date
- follow statutory guidance in relation to EHCP reviews and reviews for pupils on SEND support
- communicate regularly with parents or carers with compassion and empathy
- ensure if the pupil transfers to / from another school, all relevant information is conveyed to it, and support a smooth transition for the pupil
- promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Leadership and management

- work with the Headteacher and leadership team to ensure that the quality of teaching is at least good and that appropriate coaching, support and pedagogic development programmes are provided for staff so that teaching is constantly improving
- support thorough, timely and accurate monitoring and evaluation of the quality of teaching ensuring timely support, intervention and capability procedures are initiated and seen through where required
- prepare and review information the Trust board is required to publish
- contribute to the school improvement plan and whole-school policy
- identify training needs for staff and how to meet these needs, including INSETs
- share procedural information, such as the school's SEND policy and SEND Information Report
- promote an ethos and culture that supports the school's policies and promotes good outcomes for all pupils
- fulfil any roles and responsibilities as required by the Headteacher
- lead on the provision for Looked After Children
- be a designated safeguarding lead within school



Line management: The Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo) will be line managed by the Headteacher and will also be required to provide reports and information to the Headteacher and Senior Leadership Team.

Collaboration: The Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo) will work with the Senior Leadership Team at The Oval School, other Trust schools and the Trust’s School Improvement Team.

He/she will use accurate and real time performance data as a starting point to harness the excellent resources including leadership and teaching skills to improve standards and achievement at The Oval School, quickly and effectively.

The SENDCo will determine the strategic development of special educational needs (SEN) policy and provision in the school.

Health and Safety: To work in compliance with the Trust’s Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties with whom contact is made, such as members of the public, in premises or sites controlled by the school.

To ensure compliance with procedures is observed at all times under the provision of safe systems of work through a safe and healthy environment and including such information, training, instruction and supervision as necessary to accomplish those goals.

Data Protection: To ensure compliance with the Data Protection Act (1974) and the Freedom of Information Act (2000).

Our Values: The post holder will be expected to operate in line with Trust values which are:

- Optimism and expectation
- Trust and integrity
- Every contribution counts
- Acts of kindness are noticed and matter
- Success is celebrated

Safeguarding: We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for this post. The post will also be subject to enhanced checks as part of our Prevent Duty.



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Person Specification

		Essential / Desirable	Method of Assessment
Knowledge	Detailed knowledge and understanding of the education sector and evidence of successful track record of leading the raising of standards and achievement in current school with a particular focus on the attainment of vulnerable and disadvantaged learners.	Essential	Application Form / Interview
	Evidence of strong knowledge of the curriculum and pedagogy.	Essential	Application Form / Interview
	Evidence of raising standards of attainment for all pupils in reading, writing and mathematics at least in line with national expectations at current school.	Essential	Application Form / Interview
	Evidence of effective use of rapid action planning and progress monitoring processes to support the raising of standards.	Essential	Application Form / Interview
	Demonstrable ability to work successfully with parents, families, wider partners and stakeholders.	Essential	Application Form / Interview

(Continued) 27

		Essential / Desirable	Method of Assessment
Knowledge (Continued)	Knowledge of current safeguarding processes and procedures.	Essential	Application Form / Interview
	Sound knowledge of the SEND Code of Practice and underpinning laws	Essential	Application Form / Interview
	Detailed knowledge and understanding of the education sector and evidence of successful track record of leading the raising of standards and achievement in current school with a particular focus on the attainment of pupils with additional needs	Essential	Application Form / Interview
	Ability to plan and evaluate interventions	Essential	Application Form / Interview
	Data analysis skills and the ability to use data to inform provision planning	Essential	Application Form / Interview
	Effective communication and interpersonal skills	Essential	Application Form / Interview
	Ability to build effective working relationships	Essential	Application Form / Interview
	Ability to influence and negotiate	Essential	Application Form / Interview
	Good record-keeping skills	Essential	Application Form / Interview
Experience	Successful teaching experience	Essential	Application Form / Interview
	Experience of working at a whole-school level	Essential	Application Form / Interview
	Involvement in self-evaluation and development planning	Essential	Application Form / Interview
	Experience of conducting training/leading INSET	Essential	Application Form / Interview
	Experience of working with LA EHCP processes to secure the appropriate provisions and funding	Essential	Application Form / Interview
	Experience of working in a specialist provision	Desirable	Application Form / Interview

		Essential / Desirable	Method of Assessment
Qualification	Relevant degree	Essential	Application Form
	Qualified Teacher Status	Essential	Application Form
	SENDCo Award (or a commitment to complete award)	Essential	Application Form
	Evidence of proactive continuous professional development	Essential	Application Form
Personal Qualities	Hard working and resilient	Essential	Application Form / Interview
	Flexible and adaptable	Essential	Application Form / Interview
	Well organised	Essential	Application Form / Interview
	Excellent interpersonal skills	Essential	Application Form / Interview
	Supportive – able to lead and develop a team	Essential	Application Form / Interview
	Able to work collaboratively, seeking help and advice where needed	Essential	Application Form / Interview
	A commitment to equalities, diversity, and inclusion	Essential	Application Form / Interview
Interest and motivation in the job	Enthusiasm for children’s learning	Essential	Application Form / Interview

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What you need to do next



How to apply

To apply for this role, please visit www.drbignitemat.org/jobs and complete an online application form via My New Term.

Please ensure your application is fully completed and submitted before the closing date. We encourage early applications as we reserve the right to close the vacancy early if a suitable candidate is found.

Applications should be addressed to Dawn Williams, Headteacher and submitted with a covering letter.

Informal and exploratory conversations and School visits

Informal and exploratory conversations are welcomed and encouraged.

To arrange an information discussion please contact Dawn Williams, Headteacher on 0121 464 3248 or email dwilliams@theoval.drbignitemat.org to discuss this post in confidence and arrange a school visit.

We actively encourage all candidates to visit the school prior to interview.

Please note that all visits will be informal; they will not be part of the selection process and will not have any bearing on our shortlisting, interview, selection, and recruitment process.

Safer Recruitment

In line with Safer Recruitment Practice, a minimum of two references will be sought for shortlisted candidates prior to interview. One reference must be the candidate's current/most recent employer. (Please note: referees will not be contacted before final interviews without your express permission).

The Trust is absolutely committed to safeguarding and promoting the welfare of children and adults through its safer recruitment processes.

The Trust expects all staff and volunteers to share this commitment. An enhanced DBS check will be required for this post.

Closing date for applications

The closing date for applications is Wednesday 15th October 2025 at 12pm.

Interviews

Interviews will be held on Thursday 23rd October 2025.

Start date

January 2026.



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Any Questions?

If you have any questions please contact Emma Sweeney,
Trust Executive PA at enquiry@drbignitemat.org or phone 0121 231 7131.

Thank you for taking the time to review our Assistant Headteacher with responsibility for Special Educational Needs and Disabilities Co-ordinator (SENDCo) recruitment brochure for The Oval School. We hope that this has inspired you to apply and join us at drb Ignite Trust.



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