



Brays School

Deputy Head Teacher Recruitment
For 2021

Applicant Pack

Dear Applicant

Thank you for expressing your interest in finding out more about Brays School, A Forward Education Trust special school.

We are seeking to recruit a skilled and motivated leader who understands the needs of young people with physical, profound and severe learning difficulties and complex medical needs at Brays, an Ofsted graded outstanding school (Ofsted February 2020).

This post is **initially a substantive Deputy Head Teacher position (based at Sheldon) with transition to the Substantive Headship of Brays School (Sheldon)** upon the de-amalgamation of the school into two separate schools. We are working towards a provisional school de-amalgamation date of **September 2021** following DFE approval. The current new Head of Brays School will be taking up the substantive role of Headship at Leycroft Academy (currently the Brays Tile Cross site).

The successful applicant for Brays School (Sheldon) will be at the forefront of supporting a growing workforce for the school and enhancing the curriculum to meet the needs of the young people in our care.

If you are a dynamic leader who enjoys partnership working and who wants to make a difference to the long-term future of young people with physical, profound and severe learning difficulties and complex medical needs in a community that really needs this provision we would love to receive your application.

Informal discussions with the CEO are welcome. Please email ceo@fet.ac



Jane Edgerton

Chief Executive

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1. General Information

Statement of Purpose

Brays School (currently) is a primary special school for pupils with autism, physical, profound and severe learning difficulties and complex medical needs on two separate sites.

The curriculum is personalised to provide pupils with the appropriate skills and knowledge for when they transfer to secondary provision.

The school provides 90 places for children of both sexes in the age range 3 - 11 with Physical, profound and severe learning difficulties and complex medical needs at Sheldon. The site has a capacity to take 116 pupils.

The school provides 168 places for children of both sexes in the age range 4 - 11 with autism at Tile Cross. The site has a capacity to take 200 pupils.

For a child to be admitted, the school must be named, by a local authority, in the child's education health and care plan ('EHCP'). Parents wishing their children to benefit from our provision should ask their local authority to name our school in their child's EHCP.

Our Community

Forward Education Trust specialises in working with young people with the full range of special educational needs and our schools span the age range from 2 to 19 years. Currently our Trust has schools within Birmingham and Worcestershire and opening new schools in Sandwell and Solihull.

As with all of the schools in our Trust we aim to work as closely as possible with families, the local community, local mainstream and special schools and local businesses.

Forward Education Trust is committed to giving these amazing young people the best possible education we can as well as preparing them for adult life. The schools in our Trust are all unique as each locality and pupil group is unique. We want our schools to reflect the areas they are set within.

The young people who attend Brays School are primary school age and will have difficulties that mean we will be supporting them to develop their independence, communication and social skills along with academic and personal achievements. The vast majority of pupils travel to school using Local Authority home-school transport.

The local governance arrangements for the school are drawn from the Trust and from the local community of parents and local businesses.

Academy Postal Address

Brays School
Brays Road
Sheldon
Birmingham
B26 1NS

Staff Benefits

All staff employed by Forward Education Trust have access to 'Forward Fusion', our free employee benefit package.

Forward Fusion is our reward and internal communications portal designed to bring everyone working at Forward Education Trust together.

One of the main features of the site is the employee discounts programme, bringing staff great saving opportunities at over 800 retailers, including many you will already know and love. Employees can save on everything, from your weekly grocery shop to cinema tickets, holidays, and days out, new clothes for the whole family and even brand-new furniture and home appliances.

As a Trust staff health and wellbeing is important to us. Staff have access to our Wellbeing Hub and can use the Employee Assistance Programme run by BHSF. The hub also contains a set of articles and videos about fitness, nutrition, mindfulness and money advice.

Forward Fusion gives employees the opportunity to recognise colleagues too. "Make a Colleague's Day" allows staff to select an eCard and send it to colleagues. Staff can share the eCards through our Social Recognition Wall, for everyone to see, like and comment on, or they can send them privately.

2. Recruitment Process

The recruitment process will include:

- Application Review
- Presentation
- Panel Interview

3. Advert

Deputy Head Teacher with transition to the Substantive Headship of Brays School (Sheldon)

Salary Range – Leadership Point L10 - L14 (moving to L15 - L21 after transition into the Headship role provisional date Autumn 2021)

Start Date September 2021 or earlier

Administration address: Brays Road Birmingham B26 1NS

Brays School, a Forward Education Trust School, specialises in the education of primary-aged pupils with a range of diagnosis. The School is split across two sites, one of which caters for those with a diagnosis on the Autistic Spectrum; the other site takes children with a range of physical, learning and sensory difficulties. The School has high standards of teaching and learning and is committed to ensuring that all pupils achieve their full potential.

Please note the school is has been given approval from the DFE to de-amalgamate into two distinct schools. Brays School (Sheldon site) will retain the name of Brays School and the Brays Tile Cross site will form a new school called Leycroft Academy. We are working towards a provisional separation date of September 2021.

We are seeking to appoint a Deputy Head Teacher who will rapidly move to the Headship of Brays School (Sheldon) upon school de-amalgamation at the end of the year. The successful applicant will need to work collaboratively with the Current Head Teacher to separate the school into two and then take up the Headship of Brays School (Sheldon). The current Head Teacher will take up the Headship of Leycroft Academy upon de-amalgamation. As both schools will be still run by Forward Education Trust (the employer) the terms and conditions of employment will not change upon de-amalgamation although the Job description will change to reflect the Headship role

The successful applicant will be a dynamic, innovative, and proactive leader; a change agent who is able to maintain Brays as a standalone outstanding school that meets the needs of all our young people in an ever-changing educational landscape. We are seeking a motivated leader with vision, energy and expert PMLD knowledge. You will be open to working collaboratively with the Trust and its schools, to maximise the educational and social opportunities available for our pupils.

The successful candidate will be an exemplary teacher and role model. All our senior leaders are expected to undertake the Designated Safeguarding Lead qualification to keep our children safe.

We can offer you:

- A commitment to support you in developing new skills through a wide range of professional development opportunities and experiences.
- The opportunity to make a huge contribution to the education and lives of children who respond very positively to high quality teaching.
- A friendly and inclusive working environment

You will offer us:

- Your considerable skill as a good/outstanding teacher who has experience of working with children with complex special needs.
- Your commitment to engaging and inspiring our pupils and the ability to make a real difference to their learning.
- Your flexibility, commitment and excellent interpersonal skills.
- Your ability to initiate and lead change in a positive way.

If you feel you possess these qualities, are passionate about working alongside pupils with SEND and would like to shape their futures at a progressive school, then we would like to hear from you. Queries about this post can be emailed to ceo@fet.ac.

Closing Date for applications Thursday 22nd April at Midnight

4. Ofsted Report

School report



Inspection of an outstanding school: Brays School

Brays Road, Sheldon, Birmingham, West Midlands B26 1NS

Inspection dates:

4–5 February 2020

Outcome

Brays School continues to be an outstanding school.

What is it like to attend this school?

Brays is a school where pupils achieve amazing things. They succeed because skilful and enthusiastic staff provide exceptional care and well-planned lessons. Pupils overcome barriers to learning quickly because they get the right help. Communication and independence are priorities. Staff ensure that all pupils have the right skills so the world around them can hear their 'voice'.

Recent developments at Sheldon and the new autism provision at Tile Cross have made things even better. Both sites are warm and caring environments. Both focus on getting the very best outcomes for every pupil. Both are successful. Pupils are proud of their school and inspired by the lessons they experience.

Pupils behave well in lessons, breaktimes and around school. This is because staff look beyond any incident to see the reasons for the behaviour. As a result, they provide the right sensory, learning or emotional support. This ensures that pupils thrive in a calm and relaxed atmosphere. Bullying is rare. Leaders investigate any incidents and act when needed.

Parents told us that this is a great school. They say staff work 'above and beyond' to make a positive difference to the lives of their children. We agree.

What does the school do well and what does it need to do better?

Children get off to the best possible start in the early years. This is because staff in the early years get to know each child's needs well. Exceptional individual care means that children feel safe and are safe. Positive relationships ensure that pupils develop as confident learners. Children's communication, physical and personal skills develop quickly in an exciting and colourful environment.

Leaders have ensured that all pupils experience a wide range of different lessons. Teachers make sure these lessons get the very best outcomes for pupils. As a result,

pupils are learning and remembering more every day. Even so, leaders are always looking for ways to make sure they do even better.

All pupils quickly learn how to communicate. Skilled staff work with speech and language therapists to make sure the right communication system is in place for each child. From using Eye Gaze, to symbols and sign language pupils are confident in expressing their needs and feelings. Caring staff make sure pupils' 'voices' are heard and acted upon. Some parents shared with us inspirational accounts of how, because of the school's work, their child can now talk to them.

Teachers carefully plan lessons to make sure that even pupils with the most complex needs find enjoyment in reading. When they are ready, pupils quickly learn the phonics skills they need to read. Daily reading sessions provide opportunities for pupils to develop their fluency and their understanding of what they have read. Teachers enthusiastically read to all pupils using props and sensory experiences. When pupils fall behind, teachers act to make sure they get the support they need to catch up.

Mathematics provides pupils not just with skills such as addition and multiplication, but also with the opportunities to apply these skills to the world around them. For example, pupils told us about the trips to the supermarket to practise their money skills. Teachers carefully match lessons to the abilities of the pupils. This means that pupils find learning easier because the lesson builds on what they already know.

The creative curriculum is a strength. Teachers combine drama, art and dance into exciting lessons. Visiting artists enrich these and develop the skills of school-based staff. A well-resourced sensory studio not only immerses pupils in imaginative themes such as 'earth and beyond' but also provides valuable opportunities to teach science, history and geography.

Leaders have prioritised the skills that pupils need to take an active role in the world around them. Trips to places such as Birmingham Safeside or the Aston Villa Academy support the pupils' understanding of how to stay safe and be healthy. Regular visitors such as St Johns Ambulance service or the fire brigade not only help pupils to understand these roles in the local community, but also broaden their understanding of careers and jobs.

Leaders monitor attendance closely to make sure all pupils attend frequently. There are a high number of pupils with such complex medical needs that mean regular attendance can be difficult. In these cases, teachers take learning to the child, whether it be at home or at hospital. Not a moment of learning is lost.

Staff are overwhelmingly positive. They believe that leaders provide the training and support they need to make the greatest difference to all the pupils. They feel the school is well led and managed. We agree.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff work together to make sure that pupils feel safe and are safe. Quality training is in place to ensure that all know how to raise concerns when they are worried about a pupil's welfare. Leaders follow up on these concerns to make sure that the child is safe, bringing in external help when required. Pupils and families therefore get the high-quality support they need.

Leaders and trustees make sure all required pre-employment checks are in place. All safeguarding policies and procedures are clear and understood by staff.

Background

When we have judged a special school to be outstanding we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Brays School to be outstanding on 14 February 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144042
Local authority	Birmingham
Inspection number	10122530
Type of school	Special
School category	Academy special converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	Board of trustees
Chair of trust	David Lane
Headteacher	Andrea Davis
Website	www.brays.fet.ac
Date of previous inspection	13–14 February 2013

Information about this school

- Since the last inspection, the school has increased in size from 88 pupils to 259.
- The school has expanded to include a provision for pupils with autistic spectrum disorders at a separate site in Tile Cross.
- A new headteacher took up post in September 2018.

Information about this inspection

- During the inspection, we focused on the following subjects: reading, communication and language, mathematics and the creative curriculum. In these subjects, we visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects were taught. We also looked at other subjects in less detail to check how they were planned and taught.
- We examined external performance data about the school and looked at school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school website was also checked.
- We asked staff, leaders, local academy members and trustees about safeguarding arrangements. We examined the record of employment checks on school staff and

looked at other school records. We also found out about safety procedures and routines.

- We observed informal times of the day, to evaluate safeguarding and pupils' behaviour.
- During the inspection, we had formal meetings with the headteacher, senior leaders, subject teachers, governors, teachers and pupils. We also talked informally with parents, pupils and staff to gather general information about school life. One inspector spoke to representatives from the multi-academy trust.

Inspection team

Chris Pollitt, lead inspector

Her Majesty's Inspector

Jo Owen

Ofsted Inspector