



Headteacher

Applicant Information 2026

*Selly Oak Trust School is an enjoyable learning community that celebrates equality and the uniqueness of everyone, where students **aspire**, **thrive** and **achieve** the qualifications and skills for life that they need to become independent adults and lead a quality life.*

Dear Applicant

Headteacher vacancy at Selly Oak Trust School

Thank you for your interest in becoming our next Headteacher.

We are looking for an exceptional leader who wants to make a long-term commitment to Selly Oak Trust School. A person who will inspire, invest in and connect with our young people, their families and our staff. A leader with the vision, wisdom, skill, experience, compassion and personal subtlety to build on the outstanding legacy of our longstanding Headteacher, Ms Eaton.

This is an exciting time to be joining Selly Oak Trust School. The school is in a strong position educationally and our finances are in good health. Since our Ofsted inspection in November 2022 (graded good in all areas), we have made significant developments to our curriculum and strengthened further teaching across the school. We are proud of our trauma-informed approach to student wellbeing and behaviour, our aspirational curriculum model and the way we prepare our young people for adult life. Our experiential curriculum gives students opportunities to be adventurous, to have fun and to make lasting friendships and memories with us. This includes residential trips and the opportunity to join the Combined Cadet Force (CCF).

We are fortunate to have highly skilled and committed staff. We have a strong relationship with the Local Authority. They are investing in growing our school and we look forward to the completion of our new building in Autumn 2026. We make the most of the autonomy that being a Foundation Special School affords us, whilst also benefitting from the support of the LA when needed, and strong partnerships in the local area.

Headship is a significant undertaking. As governors we take very seriously our responsibility to provide support and development opportunities for our Headteacher so they can undertake their role successfully and support our students in reaching their full potential. We warmly welcome contact from prospective applicants prior to application. We hope that you will visit the school to find out more, to ask any questions that you have and, most of all, to meet our wonderful young people and staff.

With all good wishes,
Mrs Louise Leigh
Chair of Governors

Headteacher
For April 2026 or September 2026
L30-L36 £105,595 -£122,306
Selly Oak Trust School, Oak Tree Lane, Selly Oak, Birmingham, B29 6HZ

Owing to the retirement of our Headteacher in March 2026, the governors are seeking to appoint an exceptional leader to continue the school's successful journey to date and to build on its ambitious curriculum and well-established ethos and values. This is an exciting role in a flourishing school where success has been built on strong partnerships between all, in an environment of mutual trust and respect. Our students feel valued, seen and understood in a safe, inclusive space where their dignity and having a voice is a crucial part of their daily educational experience.

This role is an excellent opportunity for an experienced Secondary Special School Headteacher or an experienced Secondary Special School Deputy Headteacher seeking their first Headship.

The successful applicants will be able to demonstrate significant leadership experience and expertise in the following key areas of the role:

- Strategic planning: a proven ability to develop and implement long-term strategic plans that drive continuous improvement.
- Accountability: experience in monitoring and evaluating progress, using data to inform decision-making, and reporting to governors.
- Recruitment, retention and development of staff: experience in staff recruitment, performance management, professional development and coaching. This includes motivating staff, fostering a culture of high expectations and professionalism, and building a strong, collaborative team.
- Curriculum development: leading the planning, implementation, and evaluation of ambitious curriculum models to meet diverse student needs.
- Strategic vision and holistic analysis: having the ability to see the big picture while also grasping the granular detail. Possessing the cognitive skill to understand both overarching goals and minute components, integrating them for effective decision-making, planning, and problem-solving.

- Evidence-informed practice: using research to inform their practice enabling them to drive school improvement, enhance teacher professional development, improve student outcomes, and foster a reflective, evidence-based learning culture. This includes detailed knowledge of a wide range of Special Educational Needs and how those needs impact learning, development, and the daily life of students.
- Strong decision-making: evidence of making appropriate, well-judged and sometimes difficult decisions in a way that considers impact, relationships, consistency and precedent.
- Excellent communication with all stakeholders: a deep understanding of what it means to be a "Relationship First School".

Job Description - Headteacher, Selly Oak Trust School (L30 - L36)

The Headteacher will provide vision and strategic 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 Headteacher will give clear direction for the school and ensure that it is led, 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 Headteachers, contained in the School Teachers' Pay and Conditions Document, the key areas of Headship contained in the DfE Headteachers' Standards (2020) and all other current education, employment and health and safety legislation.

Roles and responsibilities

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 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 policies to secure high standards for the whole school, including behaviour and attendance.
- Promote 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 Headteacher may be required to teach classes as part of their duties.

Working with others

- Lead and manage staff with a proper regard for their wellbeing 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 Early Career 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 Local Authority and other agencies in line with statutory multi-agency safeguarding guidance, *Working together to safeguard children*.
- 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 Headteacher appraisal and embrace the opportunities for their own continued professional development.

Leading and 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 Headteacher to account for student, 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 students' 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 pay 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 Headteacher'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 Local Authority, 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 wellbeing 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 student 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 Health and Safety and demonstrate an understanding of legislation regarding Health & Safety, such that the school meets its statutory requirements and is a safe environment for learning and promoting the wellbeing of students, staff and visitors.

General information

- 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 regarding the needs of stakeholders and the school community.
- Post 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 the governors.

Person specification

Criteria	Essential	Desirable	Stage identified
A. Qualifications and career development	<ul style="list-style-type: none"> • DfE recognised qualified teacher status (QTS) • Honours Degree or equivalent 	<ul style="list-style-type: none"> • Other professional qualifications in Special Education • Relevant education management or leadership qualification e.g. NPQSL, NPQH 	Application References
B. Experience	<ul style="list-style-type: none"> • Relevant experience of leadership and management at Headteacher or senior leader level; • Recent teaching experience in a secondary special school; • Experience of leading a whole school initiative; • Experience of leading a major curriculum area; • Experience of developing curriculum continuity and progression between key stages; • Experience of working with students who have moderate learning difficulties, those who have Autism and those who have speech, language and communication needs; • 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; 	<ul style="list-style-type: none"> • Recent teaching experience in a secondary special school with a sixth form 	Application References Interview

Criteria	Essential	Desirable	Stage identified
	<ul style="list-style-type: none"> • 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; • Experience of providing effective staff development. 		
C. Professional knowledge and skills	<ul style="list-style-type: none"> • 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 student progress and drive school improvement; • Experience of using assessment data to inform strategic decision making. 	<ul style="list-style-type: none"> • An ability to consult and negotiate effectively with different stakeholders and agencies. 	Application References Interview
D. Knowledge and skills for leadership	<ul style="list-style-type: none"> • Proven leadership and management skills; • Ability to demonstrate an excellent understanding of the new OfSTED Framework and the current education landscape; • Skilled in delivering effective approaches to behaviour management; 		Application References Interview

Criteria	Essential	Desirable	Stage identified
	<ul style="list-style-type: none"> • A clear understanding of 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 in relation to Health and Safety, in order that the school meets its statutory responsibilities and is a safe environment that promotes the wellbeing of staff, students and visitors; • 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 and digital technologies, including AI, to improve the quality of provision. 		
E. Personal qualities and attributes	<ul style="list-style-type: none"> • Honesty and integrity; • An enthusiastic, inspirational, creative and motivational leader who is able to operate effectively and think clearly under pressure in a changing and evolving environment; • Humility, resilience and optimism and able to work under pressure, retaining a focus on the overall strategic aims and philosophy of the school; • 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; 		Application References Interview

Criteria	Essential	Desirable	Stage identified
	<ul style="list-style-type: none"> • Proven success in promoting equality, respecting diversity and challenging stereotypes to promote the rights of young people; • 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 those in 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; • Ability to delegate effectively. 		

Key information

Selly Oak Trust School is a Foundation Special School, a state-funded school with increased autonomy, where the governing body employs the staff, the Local Authority owns the school buildings and where the Trust (The Real Life 4 Me Trust) holds the land occupied by the school. The Trust directly supports the work of the school through two Foundation Governor representatives on the school's governing board. The new Headteacher will be invited to become a Trustee of The Real Life 4 Me Trust.

Number of students on roll	404 (rising to c.420 by September 2027 on completion of the new build)
Of the total number on roll, number on roll in the Sixth Form	100
Number of students eligible for Free School Meals	202
% students who travel to school on LA home-school transport	56%
% students in receipt of Pupil Premium Funding	63%
Children in care	6
Number of teaching staff FTE	52
Number of support staff FTE	114.6
Total number of staff	197

All our students have an EHCP, and all referrals come to us through SENAR. Our diverse student intake comes from across Birmingham, and we have a small number of students from other Local Authorities.

Primary needs / secondary needs

SEN	Primary SEN	Secondary SEN
Autistic Spectrum Disorder	112	20
Hearing Impairment	2	--
Moderate Learning Difficulty	122	59
Other Difficulty/Disability	2	6
Physical Disability	7	2
Profound & Multiple Learning Difficulty	2	--
Severe Learning Difficulty	9	4
Social, Emotional and Mental Health	34	20

SEN	Primary SEN	Secondary SEN
Specific Learning Difficulty	7	5
Speech, Language and Communication Needs	106	48
Visual Impairment	1	2
Total	404	160

Our approach

Wellbeing

Fostering positive staff and student mental health and wellbeing is important to us at Selly Oak Trust School. Good mental health and wellbeing is essential for our students to thrive. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults. We have our own in-house team of experienced mental health leads, mentors and a student counsellor who provide information and resources on coping with stress, anxiety, and depression. They teach wellbeing strategies and create safe and supportive environments where students feel comfortable discussing their mental health.

We believe we get the best from our staff when they know they are valued and we support their wellbeing. In 2023 Selly Oak Trust School signed up to the government's *Education staff wellbeing charter*. The charter is a declaration of support for, and a set of commitments to, the wellbeing and mental health of everyone working in our school. In addition to this we have a wellbeing app which all staff can access and an onsite staff counsellor.

The Restorative Approach

Visitors regularly tell us that the behaviour of our students is excellent. As a school, we have worked hard as a school to provide consistent approaches to how we manage student behaviour. We take a restorative justice approach to supporting student behaviour management and creating a respectful culture that promotes building positive relationships with all members of the school community. We have developed a range of restorative approach methods and strategies to prevent relationship-damaging incidents from happening and to resolve them if they do happen. Our engagement staff, skilled and specialising in pastoral care, are always on call throughout the school day to attend to the needs of students who are unable to engage. The Engagement Team consists of Engagement Leads responsible for their own year groups, Learning

Mentors, ASC Mentors, Heads of School (for Rotation, Class-based and Sixth Form) and the Leadership team. To provide flexible and highly skilled support where and when students need us, we offer an "on duty" service that runs throughout the school day, supporting students in the moment.

Restorative Centre

The Restorative Centre is specifically designed as a place of reflection and calm. The staff work with students, within a classroom-sized environment, which is zoned into: a communal area, a small sensory area, a working area and a social area. There is also an outdoor garden with gym equipment for students to use. Students access the Restorative Centre for many reasons, and for different periods of time. Students that are dysregulated access the centre for support to enable them to restore emotional regulation and integrate back into lessons. Some students access the centre for restorative meetings and conferences with others; some use it for daily 'check-ins' and 'check-outs'. There is no set time period that students are in the centre, as the aim is to return to the classroom as soon as the student is ready.

Emotion Coaching

Over the last three years, we have developed Emotion Coaching which has been highly effective. Our staff have been trained in Emotion Coaching which enables them to understand the feelings of a young person and how changes in their emotions can drive behaviour. Our vision is to teach all our young people to recognise their own feelings and how emotion can drive some of their behaviours. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security.

Trauma Informed and Attachment Aware Schools (TIAAS) Programme

Linked very much to Emotion Coaching, our staff have also been trained in how trauma can impact students' thought patterns and responses.

Specialist Health Services (on site)

The school employs its own Speech and Language Therapy (SaLT) and Occupational Therapy (OT) professionals. These professionals work on site alongside teaching colleagues to provide specialist support for students both in the classroom and in one-to-one and group intervention sessions. We also hold a paediatrician surgery in school twice a month.

Working with our families

We work closely with our Selly Oak families, sharing good news stories and information through regular communications such as our weekly newsletter, through EHCP review meetings, Parent Power workshops, parent drop-ins and parents' evenings.

Curriculum

At Selly Oak Trust School all students are able to access an ambitious curriculum with a range of vocational and accredited options to choose from that meet the aspirations of our young people. Developing real skills for life is at the heart of everything we do. We have three main curriculum pathways: Class-based (Y7-11), Rotation (Y7-11) and Sixth Form (Y12-14).

Class-based Pathways (around 120 students across 10 classes)

Our Class based students learn in one, consistent and supportive classroom environment with their own workspace and with the same teachers and teaching assistants. Within our class-based pathway the focussed curriculum is linked to EHCP targets and designed to maximise opportunities to promote personal development and independence using a sensory and therapeutic approach. Our two 'attachment' classes receive a curriculum designed to maximise opportunities to promote social and emotional development using an attachment aware and trauma informed approach.

Rotation Pathway (around 180 students)

Our rotation students follow the National Curriculum at a level that is appropriate for them. The curriculum is rich in vocational options at KS4 and all learning is delivered in specialist, supported classrooms, taught by subject specialist teachers. They are typically taught in groups of between 9-13 students, with one teacher and one TA.

Sixth Form Pathway (around 100 students)

Sixth Form students follow a 'preparation for adulthood' or 'supported adulthood and work focussed' curriculum with vocational and accredited options available linked to student aspirations and delivered in specialist, supported classrooms. We have a Y14 cohort that undertake a supported internship, delivered by our Occupational Therapy team, offsite within the local community.

For more information about our curriculum pathways please visit our [website](#).

Accreditations, Qualifications and Destinations

Our students leave school with a range of accreditations and qualifications, from pre-entry to Functional Skills Level 2. When they leave Selly Oak, our students successfully transition to a range of destinations. For example, supported courses at local colleges, supported internships, specialist provision at Queen Alexandra College, Harborne and Heart of Birmingham Vocational College. There are also occasions where a student will successfully transition to a mainstream school, with support from Selly Oak mentors. Further details about the range of qualifications that we offer, and 2025 outcomes data can be found on our [website](#).

Building Capacity: our new building

The Local Authority values what we do in our community and has invested £13.5 million in a new three-storey building for Selly Oak, due for completion in Autumn 2026, and the expansion of the school. This new building replaces several old, dilapidated portacabins. In addition to the new building, there will be new PE changing rooms, new Horticulture and Trade Buildings, and a new Restorative Centre. We will also benefit from several upgrades to the existing buildings including the installation of new boilers, new windows and a newly tarmacked playground. We have excellent working relationships with the contractors, Morgan Sindall, and the project team at Birmingham City Council.



Finance

Selly Oak Trust School is in a healthy financial position, and we are forecasting a surplus at the end of the financial year 2025-26. We are a Cheque Book School (CBS). The school was last audited by Birmingham City Council in 2015, and we receive a termly financial health check from School Financial Services (Birmingham City Council). We have taken a prudent approach to budgeting because, like all schools, we also face challenges with the security of future funding and rising staffing costs. Overall staffing costs constitute 80% of the school's budget. In addition to 'place funding' and 'top up on need funding', we currently receive 'exceptional special needs funding' for nine students, and we have

three DWP-funded job coaches for supported internships. Other income streams are derived from local schools sourcing the expertise of our staff for support or training. The school also manages and holds the funds for the Oaks Collegiate, a consortium of local secondary schools of which we also have membership.

We adhere to the National Teachers' Pay and Conditions Document. As a Foundation Special School, we have adopted our own pay policy for support staff; this includes having our own individual pay bands which are more favourable than the Local Authority pay scales. We pay support staff employer pension contributions into the NEST pension scheme resulting in a financial annual cost saving of £400,000 per annum to the school. As a Foundation Special School, we have chosen to set our own HR policies.

Governance

Our talented team of governors are committed, hard-working people who are visible to staff, parents and students. They know the school well. In our most recent inspection, inspectors described governance as strong. The governors provide the school with a good balance of support and challenge. They put their wide-ranging expertise to good use and give generously of their time. You can find out more about the governors on our [website](#).

Partnerships

Partnership working is important to Selly Oak Trust School, and we are well connected in our local community. Our new headteacher will benefit from being interconnected in Birmingham through working with colleagues in the Birmingham Special School Headteachers' Network as well as headteacher colleagues in the local consortium of secondary schools called The Oaks Collegiate.

Beyond this personal support network for our new headteacher, the school has many flourishing partnerships of all types which benefit the students more directly too. These include partnerships with the International Hotels Group and the King Edward VI Foundation of schools to provide work experience and supported internships for our students. For example, last year our Year 13 Hospitality students successfully completed a six-week work experience programme every Wednesday at our partner hotels after which two students secured paid summer positions at the Holiday Inn Express. On an annual basis, King Edward VI Camp Hill School for Girls offers two supported internship placements across several areas including School Administration, IT Support, Catering, Estates Management and Cleaning. Our longstanding partnership with Communicate 2 U, a social enterprise running supported internships, has seen our students become Communication Experts, teaching healthcare professionals to make healthcare better for people with learning disabilities. We also believe it is important to give back to our community; our students get involved in many charitable endeavours, most notably raising funds throughout the year for our neighbours Acorns Children's Hospice.

Employee Benefits

Our new headteacher will gain from many benefits including:

- Terms and conditions in line with national teacher terms and conditions and a salary range that is in line with local benchmarking data
- Working in a calm school where everyone is heard and fully focused on doing the best for the students
- Supportive, kind and caring senior and middle leadership teams and colleagues
- Access to an external wellbeing service, funded by the school
- A supportive, tailored induction programme
- Access to excellent internal and external CPD programmes
- Coffee shop available to staff
- Access to the school gym before and after school
- A contribution to relocation expenses, by arrangement

How to apply

Application process

Applicants should submit via teachingvacancies@sellyoak.bham.sch.uk a **completed application form** (available from our website) and a **covering letter** (no more than two sides of A4) addressed to Mrs Louise Leigh (Chair of Governors) outlining their suitability for the post, relevant experience, prior impact, and vision. We encourage applicants to read this information pack thoroughly and to respond to the salient details in their letter of application. Applicants should also read our *Safeguarding and Child Protection Policy* and our *Safer Recruitment Policy*. These policies are available via our [website](#). Please note that we do not accept CVs. In line with recognised safer recruitment procedures, you must provide the name of one referee who is your current or most recent employer.

School visits

Prior to making an application, we strongly encourage applicants to visit the school. During your visit, there will be an opportunity to see the school in action, to meet our young people and staff, to speak to Ms Julie Eaton (Headteacher) and to experience our Bistro. We have allocated three visiting times: Friday 23rd January, 10am; Tuesday 27th January, 2pm; or Monday 2nd February, 10am. We really look forward to welcoming you to Selly Oak Trust School.

To arrange a visit or for an informal conversation about the role, please contact Mrs Sarah Simmons (Strategic Business Manager) in the first instance by email Sarah.Simmons@sellyoak.bham.sch.uk or phone 07525 123 903 (school mobile). If you require reasonable adjustments during the recruitment process, please contact Sarah Simmons to discuss these.

Key dates

Deadline for the submission of applications:

Monday 9th February 2026, 12 noon

Interviews:

Monday 23rd February and Tuesday 24th February 2026

Selly Oak Trust School is committed to safeguarding children and young people, and we expect all staff and volunteers to share this commitment. All applicants will require at least two satisfactory references. As part of our due diligence, online and ID check searches will be carried out on all short-listed candidates. Successful candidates will be subject to all necessary pre-employment checks including enhanced DBS; Prohibition check; Section 128 check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. It is an offence knowingly to apply for, offer to do, accept, or do any work in a regulated position if you have been disqualified from working with children. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.



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