



Oscott Manor
School

Headteacher Recruitment Pack



Think
Differently
Education Trust



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Oscott Manor School Headteacher Application Pack

Letter from our CEO

Dear Applicant,

We are delighted that you have expressed an interest in the position of Headteacher at Oscott Manor School. We welcome applications from experienced headteachers and senior leaders who meet the criteria set out in the person specification and who are excited by the opportunity to lead our school into its next phase.

Oscott Manor School joined Think Differently Education Trust in October 2025. Although the school was judged Inadequate at its last full inspection in June 2024, joining the Trust means that it is not due for reinspection imminently, giving the new Headteacher valuable time to embed their vision and make a lasting impact. Since becoming part of the Trust, the school has already undergone significant positive change, and we are confident that, under strong leadership, it will continue to grow from strength to strength.

This role offers an exciting opportunity for a skilled and ambitious leader to shape a clear vision and develop a strong framework for a successful school that truly serves its community. We hope you feel inspired to apply.

Prospective candidates are warmly invited to visit the school between 16th and 23rd March. To arrange a visit please contact our HR department at HR@thinkdifferentlytrust.org.uk The closing date for applications is midday on Monday 13th April. Shortlisting will take place on Wednesday 15th April, and shortlisted candidates will be informed the same day. Interviews will be held on 27th and 28th April.

We look forward to receiving your application.

Best wishes,

Hardip Bissell
CEO



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About Think Differently Education Trust

Welcome to The Think Differently Education Trust. We operate across a range of specialist settings, including Special Schools, Alternative Provisions, Hospital Provisions, and Home Education. We support young people with SEND and medical needs to make strong progress despite complex challenges, placing equal value on high quality education, care, and wellbeing. Young people sit at the heart of decision making, supported by a skilled and committed workforce. Our vision to think differently drives us to remove barriers, raise aspirations, and build futures through inclusive and specialist education

Our Commitment

Across the Trust, we deliver inclusive, pupil centred education through high quality teaching, care, and support. We create safe and nurturing environments with high expectations, where diversity is valued and every young person is supported to thrive. We prioritise ethical leadership, transparency, and wellbeing for pupils and staff alike, investing in training and development to meet evolving needs.

Our Values

- Thrive - We create a positive environment where we thrive and succeed
- High Aspirations - We have high aspirations for ourselves and others
- Inclusion - We are inclusive in all we do and celebrate our differences
- Nurture - We educate our young people and staff to nurture their emotional health and wellbeing
- Keep Safe - We ensure that keeping safe and the safety of others is paramount

Our Vision

Think differently to lead inclusive, specialist education.

We are committed to creating a future where every young person with SEND or medical needs can live a full and ambitious life, supported by a personalised, needs led curriculum and an innovative, skilled workforce that works in partnership with families, communities, and wider systems.

The Role of Think Differently Education Trust:

TDET provides the strategic framework for all its schools. It ensures OMS has:

- Clear strategic direction
- Trust-wide safeguarding systems
- Strong financial oversight
- Core policy and compliance arrangements
- Access to central services including HR, finance, estates and governance support



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About the School

Oscott Manor School is a community special school for 180 pupils aged between 11 and 19 with Autism as their primary diagnosis. All our pupils have an Education, Health and Care Plan and may have persistent difficulties with social interaction, social communication or understanding emotions. Such differences can significantly impact on their access to the curriculum.

Oscott Manor School supports young people with a broad and diverse range of needs and abilities, from those who are non-verbal and require highly personalised, sensory-focused provision, to pupils who are working towards and successfully completing terminal examinations. This wide spectrum means that learning pathways are carefully tailored to each individual. Some pupils follow highly structured programmes that prioritise communication, regulation, independence, and life skills, while others access a more formal academic curriculum leading to recognised qualifications. Our approach ensures that every learner is supported and challenged appropriately, with provision that adapts to their strengths, aspirations, and stage of development.

The school operates across two sites. Our main site accommodates the majority of pupils and provides a fully equipped environment designed to meet a wide range of needs. Our sixth form is based separately, a short drive away, offering an age-appropriate setting that supports preparation for adulthood. This arrangement enables older pupils to develop independence, confidence, and real-world skills in a setting that reflects the next stage of their journey, while still benefiting from the specialist support and ethos of Oscott Manor School.





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About the School

School Leadership

Our Senior Leadership Team Consists of:

- Headteacher
- 1 Deputy Headteacher
- 2 Assistant Headteachers (DSLs)

Governance:

Oscott Manor has a Local Committee Group that oversee the governance of the school. Strategic objectives and decisions are supported by the Think Differently Education Trust Board.

The purpose of the Trustee Board is to provide

- Strategic leadership of the Trust by defining the vision for high quality and inclusive education and fostering the Trust's culture
- Accountability and assurance by having effective oversight of the operations and performance of the Trust
- Strategic oversight of engagement so that decision-making is supported by meaningful engagement

Trust Wide Commitment

TDET places strong emphasis on safeguarding practice, collaborative working and leadership development. The Trust encourages leaders to share expertise, take part in professional networks and draw on support from colleagues across the organisation. This ensures that OMS is connected to a wider learning community that strengthens provision for children and young people.

TDET Board of Trustees: Governance - Think Differently Education Trust





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Wellbeing

Our commitment to staff wellbeing

At TDET we want every colleague to feel valued supported and able to do their best work. We know this only happens when people feel cared for and heard. For us staff wellbeing is not something that sits on a poster. It is part of how we lead how we talk to each other and how we look after one another every day.

To help us do this well we provide a wellbeing offer through Education Support. Their Employee Assistance Programme gives our staff access to confidential support whenever they need it. It is designed for people working in schools and understands the pressures that come with the job.

Our wellbeing programme provides a wide range of support such as

- A confidential helpline available day and night throughout the year
- Counselling that can be arranged quickly with trained counsellors either in person online or by phone
- Guidance for managers who want help with difficult situations or conversations
- Life coaching to help staff grow set goals and stay motivated
- A mindfulness programme that helps people build awareness and reduce stress
- Digital therapy tools that support positive habits and emotional wellbeing
- Clear advice around legal financial and personal matters
- Regular wellbeing guides and online sessions created for people working in education





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Job Description

Job Title:	Headteacher
Grade	L22- to L27 (£ 86,803 - £98,106)
Responsible to	CEO/Deputy CEO

Job Purpose

The Headteacher is the strategic leader of the Academy and a key contributor to the wider Trust, driving excellence through shared moral purpose and collective ambition. As part of the Trust's executive community, the Headteacher champions collaboration, system leadership and alignment to Trust priorities, ensuring the Academy both benefits from and contributes to the strength of the wider family of schools.

Rooted in our core values of THINK – Thrive, High Aspirations, Inclusion, Nurture and Keep Safe – the Headteacher creates a culture where every child flourishes academically, socially and personally. They lead with clarity and conviction to ensure high aspirations are realised for all, barriers are removed, diversity is celebrated and safeguarding remains uncompromised.

The Headteacher inspires and develops high-performing staff teams, fostering professional trust, accountability and continuous improvement. Through strategic leadership and rigorous self-evaluation, they secure sustained improvement and exceptional outcomes for pupils.

Accountable to the Governing Board and working in partnership with the Trust, the Headteacher ensures strong governance, financial integrity and full statutory compliance, including fulfilling the responsibilities of Accounting Officer.

The Headteacher will carry out their professional duties in accordance with and subject to 'The School Teachers Pay & Conditions Document.



Core Purpose and Responsibilities

LEADERSHIP AND MANAGEMENT

The Headteacher provides strategic, professional and values-led leadership of the Academy, ensuring alignment with Trust priorities while establishing a culture of excellence, accountability and continuous improvement.

Key Responsibilities

- Provide clear strategic direction, translating Trust strategy and Academy vision into measurable improvement priorities.
- Lead and sustain a high-performance culture rooted in THINK values.
- Establish robust systems for self-evaluation, quality assurance and performance monitoring.
- Hold senior and middle leaders accountable for standards, outcomes and quality of provision.
- Build, develop and retain high-performing staff through effective recruitment, professional development and rigorous performance management.
- Ensure safeguarding, inclusion and wellbeing are central to leadership decision-making.
- Promote a calm, safe and purposeful learning environment.
- Lead effective financial and resource management, ensuring value for money and long-term sustainability.
- Work in strategic partnership with the Governing Board and Trust leaders, providing transparent reporting on performance, risk and compliance.

QUALITY OF EDUCATION

The Headteacher ensures the delivery of an ambitious, inclusive and knowledge-rich curriculum that enables all pupils to thrive and achieve highly.

Key Responsibilities

- Secure consistently high-quality teaching and learning across the Academy.
- Deliver a broad and balanced curriculum that meets statutory requirements and reflects Trust principles.
- Drive strong pupil progress, attainment and personal development through evidence-informed practice.
- Ensure effective assessment systems are in place to monitor achievement and inform intervention.
- Create an aspirational culture where disadvantage is actively addressed and excellence is expected for all.



SAFEGUARDING, INCLUSION AND WELLBEING

The Headteacher ensures that pupils are safe, supported and able to flourish within a culture of vigilance and care.

Key Responsibilities

- Ensure safeguarding is effective, compliant and embedded throughout the Academy's culture and practice.
- Promote equality, diversity and inclusion in all aspects of Academy life.
- Maintain high standards of behaviour and attendance.
- Champion pupil wellbeing, personal development and character education.
- Ensure statutory duties relating to SEND, safeguarding and equality are fully met

FINANCE, OPERATIONS & ACCOUNTABILITY

The Headteacher ensures the Academy operates with integrity, sustainability and strong governance.

Key Responsibilities

- Act as Accounting Officer, ensuring regularity, propriety and value for money.
- Lead strategic financial planning aligned to educational priorities and Trust expectations.
- Ensure effective risk management, compliance and internal controls.
- Oversee the safe and efficient management of buildings, facilities and resources.
- Provide accurate, timely and transparent reporting to the Governing Board and Trust.
- Ensure the Academy meets all statutory, regulatory and funding requirements.

TRUST AND COMMUNITY PARTNERSHIPS

The Headteacher strengthens the Academy's role within the Trust and wider education system.

Key Responsibilities

- Contribute actively to Trust-wide strategy, collaboration and school improvement.
- Build strong relationships with parents, carers and the local community.
- Represent the Academy as a credible and principled ambassador.
- Engage constructively with inspection, review and external challenge.
- Work in partnership with other schools and agencies to improve outcomes for all pupils.



GENERAL

- The Headteacher will carry out their duties in accordance with the School Teachers' Pay and Conditions Document and relevant statutory frameworks.
- This job description may be reviewed periodically and amended in consultation with the post holder. The Headteacher may be required to undertake duties commensurate with the seniority of the role.
- The postholder will fulfil the professional duties of a headteacher and demonstrate practice aligned with the Headteachers' Standards (England), ensuring high expectations for leadership, teaching quality, pupil outcomes and school improvement.
- The postholder will model and promote ethical leadership, acting with integrity, transparency and accountability, and adhering to the principles set out in the Framework for Ethical Leadership in Education.
- Teaching is not required of this post-holder, however there is responsibility for securing excellent teaching and actively managing the quality of teaching and learning.





Criteria	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Degree • QTS • Commitment to continued professional development 	<ul style="list-style-type: none"> • NPQH • Higher qualification in education and/or management 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Senior leader within a large organisation • Proven track record of measurable organisational improvement over a 3 year period • Successful leadership of change and inspiring others • Management of large budgets to achieve short and long term organisational aims • External evaluation • Managing organisational risk 	<ul style="list-style-type: none"> • Previous headship experience • Experience of a range of school settings • Experience of working with partner organisations 	<ul style="list-style-type: none"> • Application form • References
Professional knowledge & understanding	<ul style="list-style-type: none"> • Special Educational Needs • Environments and curriculum programmes that promote successful learning for all • Curriculum entitlements • Academies and Academies Financial Handbooks • Governance and working with governors • *Ofsted framework and expectations • *Appraisal/Performance Management frameworks • *The current education climate and the opportunities/ threats for schools 	<ul style="list-style-type: none"> • Local and National development in education of children including those with ASC; Cognition & Learning; Non-verbal 	<ul style="list-style-type: none"> • Application Form • Selection process • References



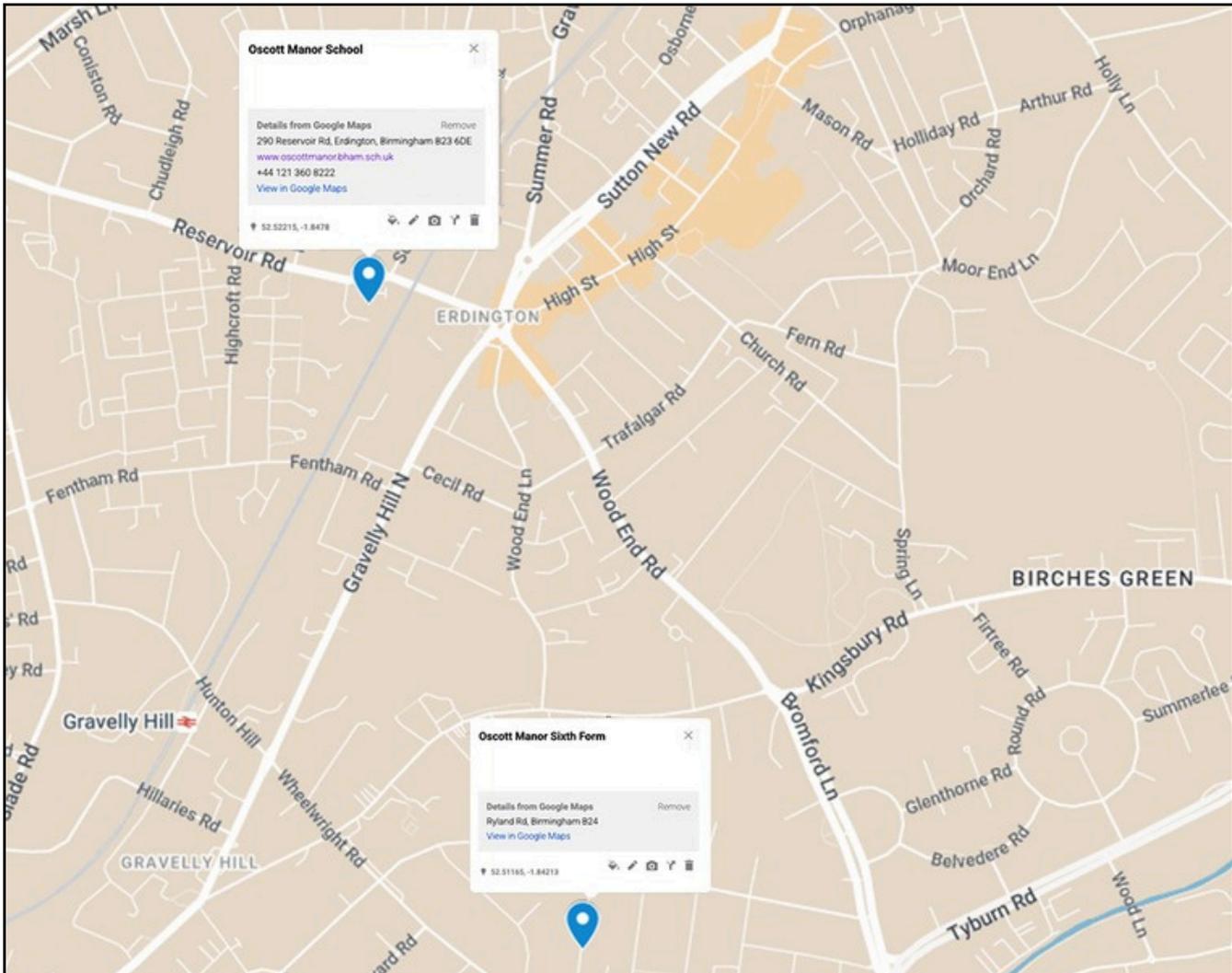
Criteria	Essential	Desirable	Evidence
Philosophy and commitment	<ul style="list-style-type: none"> • Visionary Leadership: Inspires a forward-looking culture of innovation, improvement and excellence. • Pupil-Centred Ethos: Places every pupil's individuality, potential and wellbeing at the heart of all decisions. • Inclusivity and Equity: Ensures all young people thrive by promoting inclusion, opportunity and high aspirations. • High Expectations: Fosters a culture of achievement, ambition and accountability for pupils and staff. • Staff Development: Builds and empowers high-performing teams aligned with Trust priorities. • Continuous Growth: Committed to personal reflection, learning and professional development. 		<ul style="list-style-type: none"> *Application Form *Selection process
Personal qualities & attributes	<ul style="list-style-type: none"> • Leads by example with high professional standards • Dynamic, proactive and motivational • Confident and resilient • Approachable, collaborative and responsive • Firm and fair • Pragmatic • *Decisive 		<ul style="list-style-type: none"> *Application Form *Selection process *References
Safeguarding	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of young people is central to your working practice. 	Experience of being a Designated Safeguarding Lead	<ul style="list-style-type: none"> *Application Form *Selection process *References



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Our Local Area

Oscott Manor School is located on Reservoir Road in Erdington, a residential area in the north of Birmingham known for its strong community links and access to local services.



The area is well connected by public transport. Gravelly Hill railway station is around a ten-minute walk from the school and provides Cross-City Line services across Birmingham, while Erdington railway station is roughly a fifteen-minute walk and offers the same direct routes. Reservoir Road links into key routes such as the A452 and A38, giving straightforward access to Birmingham City Centre. Regular bus services also run through Erdington and Stockland Green, making the school accessible for pupils, staff and visitors.





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How to apply

Submitting your application: Applications should be submitted using the school's application form via the MyNew Term Recruitment Portal. As part of the application form, candidates must provide a personal statement of up to 1,200 words, demonstrating how they meet the criteria in the person specification. CV's, additional covering letters and any other additional documents will not be accepted or considered.

Prospective candidates are warmly invited to visit the school between 16th and 23rd March. To arrange a visit please contact our HR department at HR@thinkdifferentlytrust.org.uk

Closing date and time

**Monday 13th April 2026:
12:00pm**

Selection Day 1

Monday 27th April

Interview day 2 (successful candidates will be shortlisted at the end of day 1 and invited to the interview panel)

Tuesday 28th April

Commitment to Safeguarding and Safer Recruitment Practices:

We welcome applications from candidates of all backgrounds. TDET is committed to safeguarding and promoting the welfare of children and young people. Online searches will be conducted as part of the pre-employment checks.

This role is not exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. All shortlisted candidates will be subject to online checks, they will also be asked to complete a criminal records self-disclosure form and successful candidates will be subject to Disclosure and Barring Service (DBS) checks at enhanced level, along with other relevant employment checks. This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required.