



Head Teacher

Information for Applicants



Selly Oak Nursery School
26 Tiverton Road
Selly Oak
Birmingham, B29 6BP
Telephone: 0121 472 1700
www.sellyoak-nur.bham.sch.uk

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Head Teacher
Group 1, L8 – L14, £59,167 - £68,576
(Starting salary dependent upon experience)



Selly Oak Nursery School
26 Tiverton Road, Selly Oak,
Birmingham, B29 6BP
Chair of Governors: Mr Thomas Hindson
Head Teacher: Yvonne James

Required to start January 2026

Selly Oak Nursery School is a maintained local authority school, situated in Selly Oak Birmingham.

This exciting opportunity arises with the current Head Teacher's upcoming retirement in December 2025. The Board of Governors is seeking an ambitious and dedicated Head Teacher to continue the brilliant work of the school and to lead Selly Oak Nursery School as it develops and implements its vision. The Governors are pleased to offer the successful candidate the opportunity to join our team in designing the staffing structure to take the nursery forwards.

The successful candidate will provide strategic direction, building on the school's clear vision to ensure that children have access to opportunities to thrive in their early years. Our school has long been a cornerstone of the community, and we take great pride in this tradition. We seek a Head Teacher who will lead our school community with ambition, focusing on pupils' attainment, as well as supporting the development of the whole child. The new Head Teacher will also continue to strengthen the vital partnerships between home, school, and community to support the learning and development of all children.

The ideal candidate will have strong leadership experience and a comprehensive understanding of the challenges faced by Nursery schools both locally and nationally. They should be capable of devising and implementing effective solutions to address these challenges. Our school has maintained its 'Outstanding' judgement since 2007 with our most recent inspection taking place in April 2023. Therefore, we are seeking a candidate who can confidently demonstrate our continued success and address the school's developmental priorities. Our goal is to provide a rich and exciting curriculum with the highest quality of teaching and learning, ensuring that children enjoy and achieve in all aspects of their personal, social, and academic education.

Selly Oak Nursery school boasts a highly skilled and dedicated staff team who are enthusiastic and committed to creating a warm, caring, and friendly learning environment. The successful candidate will have excellent interpersonal skills and the ability to offer aspirational and collaborative leadership.

Informal visits will be held on: **Monday 9th June at 3:45pm** and **Tuesday 17th June at 9:15am**
Please contact the **School Office on 0121 472 1700** to arrange a visit.

Please return your completed application to: **recruitment@sellyoak-nur.bham.sch.uk**
Closing Date for applications is: **12pm on Friday 20th June.**

Interviews will be held on **Tuesday 1st July** and **Thursday 3rd July.**
Candidates will need to be available for interview on both days.

This school is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment.

The successful candidate will be subject to all necessary pre-employment checks, including: enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work.

All applicants will be required to provide two suitable references prior to interview.

An online search will also be carried out as part of due diligence on all short-listed candidates.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

This post is covered by Part 7 of the Immigration Act (2016). Therefore, the ability to speak fluent and spoken English is an essential requirement for this role



About our school

Our School Vision

"Embracing the unique journey we share together through equality, respect, confidence and courage."

We provide outstanding education and childcare for 3 and 4-year-old children, who experience quality, memorable learning opportunities delivered by highly skilled teachers and teaching assistants.

We understand that every child is unique and has a voice which should be heard and valued. Children's rights are at the centre of everything we do, with recognition of a child's right to play featuring throughout our curriculum. As a result, we are a Rights Respecting School.

Type of school	Maintained Local Authority Nursery School
Age Range	3 – 4
Number of children	52 FTE / 104 PTE

Selly Oak Nursery school is a local authority-maintained nursery school in the heart of Selly Oak, south Birmingham. We have a historic connection to the Cadbury family being established by the Cadbury Trust in 1904. We are an outstanding Nursery School with a proud history of providing high quality teaching and learning. We have been judged by Ofsted to be outstanding in our last five consecutive Ofsted inspections. Our last inspection was in April 2023.

The individual personal and academic needs of the children is at the heart of all we do, acknowledging the uniqueness of each individual. We pride ourselves on being a welcoming, caring and inclusive school. Our school is held in high esteem due to the excellent quality of our provision, our committed and experienced staff, and the strong and lasting partnerships we build between our children, families and our wider community.

We provide opportunities for children to learn with enjoyment and challenge within our open plan learning environment and our beautiful, large outdoor spaces, including a Forest School. Staff at Selly Oak Nursery school have access to high quality, relevant and up-to-date training which ensures that we are able to offer an enhanced, inclusive curriculum.

We are a 52 place (FTE) nursery school, providing places for children from 3 to 4 years of age. We provide government funded places for children through the 3-year-old early educational entitlement and the extended early education entitlement for working parents. We also provide places for fee paying children. Our provision is term time only, with a popular out of school club.

We have established strong associations with local primary schools and other agencies. Our pupils go on to be successful in their transition to reception. We work collaboratively with the other 27 'Good' and 'Outstanding' maintained nursery schools in Birmingham to contribute to the development of all Birmingham's young children. We share a common commitment to making Birmingham a great city for all our children.

This role provides an exciting potential for growth both in terms of our own school offer and in terms of greater partnership working with other maintained Nursery School Head Teachers to manage and lead the Early Years network across the city.

The land and buildings are held in a charitable Trust. There is a Board of Trustees who have been appointed to look after the buildings and grounds. Currently the Trustees meet at least 3 times a year in the evenings.

The Governing Board

We have a supportive Governing Body who are actively involved in the life of the school, bringing a variety of skills and knowledge.

The school is governed, in accordance with an Instrument and Articles of Government, by a governing body of members, comprising:

- 2 Parents Governors
- 1 Staff Governor
- 1 Headteacher Governor
- 1 Local Authority Governor
- 8 Co-opted Governors

The head teacher automatically becomes a member of the governing body unless they elect otherwise and notifies the Clerk of the governing body in writing of their decision not to become a member of the governing body.

The governing body meets at least twice a term and that will usually be an evening meeting. The Governors also meet in committee two groups, curriculum committee and resources committee (finance, staffing, H&S) at least twice a term and what will usually be during the school day.

Staffing

The current staffing structure:

- Headteacher (3 days)
- Deputy Headteacher (Acting Headteacher 2 days)
- Teacher
- PPA Cover
- 4x Teaching Assistants
- Inclusion Support Assistant
- Play Worker / LTS
- 2x PT Administrative Assistants
- DRB Finance Officer
- Building Service Supervisor
- 2x Lunchtime supervisors

The Governors are pleased to offer the successful candidate the opportunity to join our team in designing the staffing structure to take the nursery forwards.

Budget

The projected delegated budget for 2025-26 is £602,680. We are currently running a budget with no deficit.

Curriculum

Learning is a life-long process which enables us all to play a full part in society, to contribute to it and benefit from it. Parents, children, teachers, governors and the wider community are involved in this process. It is therefore of vital importance that the curriculum provides a solid foundation for future life experiences.

At Selly Oak Nursery, we emphasise that all children have an entitlement to:

- equality of opportunity
- a curriculum which recognises the individuality and special needs of each child
- a curriculum which involves children in their learning
- a curriculum that equips children with the knowledge and skills to be successful in the next stages of their lives

The staff and governors wish to ensure that through this curriculum, children will develop and apply the skills, knowledge and understanding gained from their families, our school and the community.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage forms a firm foundation for learning in our school. The children enjoy a stimulating and happy atmosphere where they learn important skills through their play, such as co-operation, communication and concentration. They are encouraged to develop their imagination and independence whilst acquiring those skills necessary for reading, writing, maths, science and information technology.

We follow the Early Years Foundation Stage curriculum using Birth to 5 Matters. This enables us to organise carefully planned learning opportunities through themes and cross-curricular topics, so that the children gain experience in all the following areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In Nursery our teaching staff use a variety of initiatives with our children to further support their learning and development. These initiatives include:

- Startwell
- WellComm
- Attention Autism Birmingham (Bucket time)
- Makaton signs

Over the last 18 months the Nursery has taken part in the National Education Nature Park programme. The Nursery applied for and was granted funding over 2 budget years. This has enabled the Nursery to continue to develop its Forest School environment as well as purchasing new resources.

Special Educational Needs & Disabilities

At Selly Oak Nursery school, we are committed to meeting the needs of all the children in our care, including those with Special Educational Needs & Disabilities. We aim to identify children's individual and specific areas of need early and make provision to meet their needs, so they achieve their best.

Children with Special Educational Needs are provided with an individual programme of work with clear targets set to meet the needs. Our SENDCo (Special Educational Needs Co-ordinator) monitors and implements the programmes of support for individual pupils. Support agencies including Pupil and School Support Services and Communication and Autism teachers, visit the school on a regular basis to advise, support and to monitor progress. Where possible we apply for additional funding to employ inclusion support assistants i.e. ICEY, PHCP, SSPP.

Curriculum enrichment

Selly Oak Nursery school offers a varied and engaging enrichment programme linked to the topics and curriculum taught. Children take part in a variety of trips and visits within the local area, within Birmingham and further afield, e.g. visits to the MAC, Ash End Farm, Lickey Hills, Martineau Gardens, local supermarkets and fire station. We also have a wide range of visitors to the school to enhance our curriculum, Animal Man, Juggling Jim, Bhangra Drums, Football Coaches, and a range of artists. These are funded through parental contributions to school fund.

Out of School Club

After school provision takes place every evening from 3:00pm to 5:45pm. There are 16 places, and this is staffed by school staff.

Safeguarding

Selly Oak Nursery school is committed to the highest standards in protecting and safeguarding children and this is the responsibility of all adults working in school. At Selly Oak Nursery school, in order to protect our children, we aim to:

- Create an atmosphere where all children can feel safe, valued and listened to
- Recognise signs and symptoms of abuse
- Respond quickly and effectively to cases of suspected abuse

At Selly Oak Nursery school, there are currently a number of staff who have been DSL trained, including the head teacher and deputy head teacher, who all work closely together along with all other staff to ensure our safeguarding duty is being met fully.

Pastoral Care and Behaviour

At Selly Oak Nursery school, we follow a whole-school, positive approach to behaviour management. We believe that the ethos of the school will influence the behaviour of our children. First and foremost, we set high standards in the way we work. We have a mission statement to which we adhere. As a team we realise that the models of behaviour we exhibit will have a major impact on the ethos of the school. We must demonstrate effective relationships and respect for one another which, in turn, will create the kind of working environment which is so important.

Our belief is that children 'learn what they live'. Staff endeavour at all times to ensure firm but fair handling. Positive behaviour is highlighted and rewarded; negative behaviour is discussed and discouraged. Consistency in dealing with behaviour is a priority.

Attendance

The whole team at Selly Oak Nursery work hard to support our high expectations of attendance.

Partnership, advice and support

Selly Oak Nursery school maintains its excellent reputation within the local and wider community. We are members of several significant groups:

- Nursery School Collaboration Trust (27 schools)
- Nursery Head Teachers
- Kings Norton Consortium
- Schools Support
- Nursery Deputy Head Teachers
- SENCO Network
- Early Years SENCO Network
- Outside agencies. Education Psychologist /SALT
- Birmingham Early Years Network leads
- Early Education
- Early Excellence
- Stronger Practice Hubs

Education for a multi-cultural society

The LA, as an integral part of its policy for 'Education for a Multi - Cultural Society' is committed to the promotion of justice and racial equality through the establishment of a strong multi-cultural perspective in all its schools. This is to be achieved through the implementation of three major objectives:

- Preparing all pupils for life in a multi-cultural society, building upon the strengths of cultural diversity,
- Providing for the particular needs of children, having regard to their ethnic, cultural and historical background,
- Being aware of and countering racism and the discriminatory practice to which it gives rise.

As a school we believe in promoting Universal values, namely democracy, individual liberty, the rule of law and mutual respect and tolerance of those of different faiths and beliefs. We do this through the ethos in school, a broad and balanced curriculum and enrichment activities.

The school is highly committed to being a UNICEF Rights Respecting School and has achieved the Gold Award. As a gold rights respecting school we incorporate children's rights into our curriculum.

The award is based on principles of equality, dignity, respect, non-discrimination and participation.

Parent / Teacher links

The school works closely with parents to support the children in school and also to support families. The school runs workshops and provides opportunities for parents to come into school and learn how best to support their children's learning. We hold termly parents' evening, provide parents with half termly next steps, and an end of year report. Our IMPACT workshops are held 4 times a year. The workshops help parents to successfully support their child at home to develop a range of skills across the Early Years curriculum. Parents listen to a presentation and then children join them for activities before Nursery provides a pack of resources to use at home.

Senior leaders in school are trained to support parents in terms of Early Help provision and can signpost parents and families to external agencies for further support.

Links with the Community

At Selly Oak Nursery school, we are committed to working with the wider community. We are proud of our fund raising and charity work, both being involved with events such as Children in Need and Comic Relief, and supporting local food banks.

Head Teacher induction

All new head teachers are able to access induction and support through BEP and the Local Authority.

Website

www.sellyoak-nur.bham.sch.uk

Selly Oak Nursery School

Head Teacher – Job Description



Selly Oak Nursery school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful candidates.

Pay Scale: Group 1, **Group 1, L8 – L14, £59,167 - £68,576** (Starting salary dependent upon experience)

Job Purpose

The Head Teacher provides strategic and operational leadership, working in close partnership with the Governing Body and the Board of Trustees to realise the school's vision, values and aims. The Head Teacher will lead a safe, inclusive and nurturing early years environment that offers the highest quality education and care to all children, while promoting staff wellbeing and engagement with families and the wider community. The Head Teacher will ensure that teaching and learning are of the highest standard, and that children's development, achievement and wellbeing are at the heart of all decisions. They will lead the school with integrity, innovation, and a commitment to continuous improvement.

Key Responsibilities

1. Leadership and Strategic Direction

- Provide visionary leadership to sustain and develop the ethos and strategic direction of the school, rooted in child-centred practice and inclusive values.
- Collaborate with governors and staff to formulate and implement the School Development Plan and ensure alignment with local and national priorities.
- Embed a culture of high expectations, continuous reflection and professional growth.
- Lead by example with professionalism, integrity, emotional intelligence and resilience.
- Work in partnership with other maintained Nursery School Head Teachers to manage and lead the Early Years network across the city.

2. Educational Excellence and Curriculum

- Ensure the provision of a high-quality, broad and balanced curriculum that supports children's holistic development in line with the Early Years Foundation Stage (EYFS) framework.
- Promote high-quality, evidence-informed teaching and learning through support, modelling and coaching of staff.
- Lead curriculum development and pedagogical practice that reflects current research and best practice in early childhood education.
- Ensure effective use of assessment, including observation and analysis of children's progress, to inform planning and enhance outcomes for all children.

3. Inclusion, Safeguarding and Wellbeing

- Uphold and model a strong safeguarding culture; ensure compliance with all safeguarding legislation and statutory guidance.
- Promote a positive, inclusive school culture that values diversity and ensures equitable access for all children, including those with SEND.
- Prioritise the wellbeing and safety of children and staff, creating an environment where all feel secure, respected and supported.

4. Staff Leadership and Development

- Promote a culture of reflection, collaboration and continuous professional learning.
- Line-manage all staff, ensuring effective performance management and opportunities for career development.

- Identify and nurture leadership potential among staff.
- Ensure staff workloads are reasonable, and that staff wellbeing is embedded in school policy and practice.

5. Family and Community Engagement

- Build strong, trusting relationships with parents and carers, creating opportunities for meaningful engagement and shared learning.
- Promote the nursery as a valued community resource, fostering links with other local services, schools, professionals and networks.
- Continue and develop initiatives such as parent workshops, drop-in sessions and support groups to enhance home–school partnerships.

6. Governance and Accountability

- Work in partnership with the Governing Body to ensure effective governance and transparency.
- Provide high-quality reports and updates on performance, outcomes, and priorities.
- Promote accountability at all levels within the school, including through monitoring, self-evaluation and external review.

7. Organisational Management and Finance

- Oversee efficient and effective day-to-day operations and systems to ensure a safe and well-managed environment.
- Ensure all statutory requirements are met, including those relating to health and safety, employment law, financial regulations and data protection.
- Lead strategic financial planning, securing best value for resources and ensuring long-term sustainability.
- Develop and oversee robust risk management and contingency planning.

Key Relationships

- Senior Leaders
- Nursery School Staff
- Parents and Carers
- Governing Body
- Board of Trustees
- Local Authority, including SEND and safeguarding teams
- Ofsted and DfE representatives
- External partners, agencies and networks

General

- Carry out duties in accordance with the School Teachers' Pay and Conditions Document (STPCD), and comply with relevant employment, education, health and safety and safeguarding legislation.
- Demonstrate consistently high standards of professional conduct, including adherence to the Nolan Principles of Public Life.
- Undertake other reasonable duties as required by the Governing Body.

Review

This job description will be reviewed annually and may be amended following consultation and agreement with the Governing Body.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed. The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

PERSON SPECIFICATION

Headteacher



Pay Scale: Group 1, **Group 1, L8 – L14, £59,167 - £68,576** (Starting salary dependent upon experience)

Selly Oak Nursery school is committed to maintaining the highest standards of safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

The following outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area, and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: Application form (A), Interview process (I)

CRITERIA		Essential/ Desirable	M.O.A.
EDUCATION/ QUALIFICATIONS NB: Full regard must be paid to overseas qualifications	Degree	Essential	A
	Qualified teacher status	Essential	A
	NPQH	Desirable	A
	Recent and relevant CPD	Essential	A/I
	Further relevant study in Early Years	Desirable	A
EXPERIENCE (Relevant work and other experience)	Recent substantial leadership experience as a Head Teacher, Deputy Head Teacher or Early Years Leader in a Primary School	Essential	A/I
	Career progression showing experience at different levels of senior leadership	Essential	A
	Experience of early years education and leadership	Essential	A/I
	Experience of managing SEND provision and/or holding the role of SENCO	Desirable	A/I
	Experience of implementing Performance Management	Essential	A/I
	Experience of working in inclusive, diverse settings	Desirable	A/I

	Evidence of impact on school improvement planning and implementation.	Essential	A/I
	Successful track record of forging constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	Essential	A/I
	Experience of work in partnership with other schools and networks.	Essential	A/I
	Experience of Designated Safeguarding Lead	Essential	A/I
SKILLS AND ABILITIES			
Leadership and Management (staff)	Ability to set targets, inspire, motivate and challenge staff to achieve them and to have high expectations of their pupils.	Essential	A/I
	A positive approach to equal opportunities and to the development of staff in the context of the school's needs and their career aspirations.	Essential	A/I
	Ability to sensitively resolve conflict, professional and personal problems.	Essential	A/I
	Ability to implement structures and systems; delegate appropriately to secure effective curriculum delivery and accountability.	Essential	A/I
Leadership and Management (pupils)	Commitment to pupils' personal safety, academic needs and achievement at the highest possible individual level.	Essential	A/I
	Inspire high pupils' expectations while sensitive to individuals' backgrounds.	Essential	A/I
	Ability to analyse complex data and issues related to pupils' attainment and progress and to develop effective strategies to resolve them.	Essential	A/I
	Ability to establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines.	Essential	A/I
	Implement consistent, fair and respectful approaches to managing behaviour	Essential	A/I
	Demonstrate an understanding of the impact of systems and techniques for the monitoring of	Essential	A/I

	pupils' performance, and a track record of deploying them into detailed plans with quantifiable targets.		
	A record of management within an inclusive school delivering high standards and educational excellence.	Essential	A/I
	Have knowledge and understanding of up-to-date curriculum issues and a record of curriculum delivery, monitoring and assessment.	Essential	A/I
Leadership and Management (curriculum)	Deep understanding of EYFS framework and current research in early childhood education	Essential	A/I
	Experience of curriculum development, assessment and pedagogy in the early years	Essential	A/I
	Understand the need to monitor the proper use and management of resources and be able to identify risks and ways of mitigating them.	Essential	A/I
Resource Management	Understand the principles of budget building and value for money have a commitment to balancing the budget annually.	Essential	A/I
	Knowledge of the statutory regulations controlling staffing, salary calculations and financial management.	Essential	A/I
	Ability to understand the impact of strategic decisions on resource allocations and overall expenditure.	Essential	A/I
Working in Partnership	Effective communication with staff, pupils, parents, carers, Governors, community organisations and external agencies.	Essential	A/I
	Forge constructive relationships beyond the school, working in partnership with other schools, parents, carers and the local community	Essential	A/I
	Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support	Essential	A/I
	Establish and maintain working relationships with fellow professionals and colleagues across	Essential	A/I

Accountability and Governance	other public services to improve educational outcomes for all pupils		
	Present information in a clear easy-to-read format, easy to understand so that pertinent questions can be asked by Governors, parents, carers and others.	Essential	A/I
	A track record of working closely with a Governing Body and its committees.	Essential	A/I
OTHER	A passion for teaching and learning and working with young children.	Essential	A/I
	Self-motivating and able to motivate, inspire and challenge others.	Essential	A/I
	Excellent interpersonal and communication skills.	Essential	A/I
	Self-aware with conviction for own vision and approach and able to carry others towards the same goals.	Essential	A/I
	Ability to think analytically, strategically and creatively.	Essential	A/I
	Confident, cheerful, optimistic, resilient personality with a good sense of humour.	Essential	A/I
	Personal Qualities: <ul style="list-style-type: none"> • Calm • Visible and approachable • Supportive • Resilient • Responsible • Confident • Self-reflective 	Essential	A/I