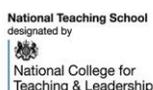




Applicant Job Pack

Drama Teacher

Woodrush High School
An Academy for Students Aged 11-18



Mandarin
Excellence
Programme





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Drama Teacher

To start January 2022

Contract: Full Time

Salary: MPS/UPS

Situated in a pleasant suburban area on the borders of Birmingham, Solihull and Worcestershire (only 5 minutes from Junction 3 of the M42), Woodrush High School is an oversubscribed 11-18 mixed Academy and has an excellent reputation locally and nationally. We are a designated Training School committed to educational innovation and we enjoy working partnerships with many schools locally and across the region.

We are offering a great opportunity for a practitioner who is passionate about their subject to join us at Woodrush High School within the creative arts faculty at an exciting time in its development **This vacancy is suitable for newly qualified teachers.**

The successful candidate should be able to teach Drama to key stage 3,4,and 5. The successful candidate will provide excellent teaching that ensures all students achieve the best outcomes and will join a vibrant department, where teachers work together and are encouraged to inspire all students to make excellent progress from their individual starting points.

Are you

- Passionate about teaching Drama?
- Reflective and dedicated to improving your practice?
- A caring professional who can build positive relationships and ensure young people are engaged and motivated to learn?

This role will include:

- Teaching KS3, KS4 and KS5 Drama
- Pastoral duties as a Form Tutor
- Planning and delivering well-structured sequences of lessons, aligned with the curriculum to ensure all students make at least good progress
- Taking an active role in the department

We are proud to offer:

- The benefit of being part of our Training School
- A wealth of CPD aimed at teachers at all stages and levels of experience
- Supportive Induction programme
- Excellent opportunities for further career development

Interested candidates are welcome to come and look around the school by prior appointment. To find out more information on our school please download our application pack from our website, where details can also be found on how to apply.

Alternatively, please contact Amy Branford, Human Resources on 01564 823777 or email abranford@woodrush.org to have a pack emailed to you.

Closing date at 9am on Wednesday 8th December 2021, interviews to take place shortly after.

Woodrush High School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment

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



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Information for Job Applicants

Dear Applicant,

Thank you for your interest in our vacancy.

Woodrush High School is an extremely popular and over-subscribed Academy for 11 to 18-year olds, committed to building supportive, professional relationships between students, staff, parents and carers and the community that we serve. We are proud to be a designated Training School and are recognised as a National Support school.

Woodrush staff are welcoming, committed and maintain the highest expectations of both themselves and our students. We have a firm commitment to professional and career development for all our staff, reflected in our continual professional development and learning opportunities. Teaching and learning practice is creative, ambitious and evidence-informed which promotes a place of learning that challenges and supports all students to be inspired, achieve and be celebrated for their success and aptitude.

Our recent Ofsted inspection, December 2018, categorised Woodrush as a 'Good' school with 'Outstanding' Leadership & Management and Personal Development, Behaviour & Welfare.

The inspection acknowledged how:

- *'Pupils achieve well because of strong teaching and the exceptional support and care they receive.'*
- *'Pupils' behaviour is excellent. They are courteous, friendly and routinely regulate their own behaviour. Pupils have very high expectations of each other's behaviour.'*
- *'Parents, staff and pupils are unanimous in their praise for the excellent pastoral care provided to pupils, which includes a strong focus on mental health and wellbeing.'*
- *'The leadership of teaching, learning, and assessment is highly effective.'*
- *'Staff are unanimous in their praise for the many training and professional development opportunities afforded to them.'*
- *'Middle leaders form a dedicated and highly focused group of professionals. They are consistent in their messages and drive for excellence.'*
- *'Morale at the school is exceptionally high. Teachers are proud to work at the school, they are fully engaged in leaders' improvement drive and all share a common goal, namely, to make their school the best it can be.'*

Of all our achievements, we are most proud of our students: their enthusiasm, inquiring minds, eagerness to learn and willingness to contribute to the various opportunities that life at Woodrush offers and we are united in our commitment to ensuring that all our students receive an excellent education that develops and nurtures their abilities and talents.

We welcome applicants to arrange a visit to our school to see first-hand our learning environment and we hope this information pack provides useful insight into life, work and learning at Woodrush.

Finally, I would like to take this opportunity to wish you every success in your application to join our exceptional team.

Kind Regards

Ms N. Rancins BSc PGCE NPQH
Headteacher





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About Our School

Woodrush High School is a mixed, comprehensive school of approximately 1000 students aged 11 to 18, including the Sixth Form of nearly 120 students. There are 70 teaching staff and approximately 60 support staff. The school is situated in a pleasant semi-rural residential area a mile to the south of the Birmingham city boundary.

Our reputation and record of success make us a highly attractive place for families to enroll their child[ren]. We are a heavily oversubscribed school, with the majority of students residing in south Birmingham, Worcestershire, and Solihull. The school, which was opened in 1958, enjoys an excellent reputation locally and was designated a Training School by the National College for Teaching and Leadership in 2014.

A high proportion of our students achieve examination results at GCSE and Post-16 above national averages and our cohorts have an excellent record of progression into employment, training and Further Higher Education.

Achievements in other fields are equally valued and there is a strong tradition of extra-curricular activities within the school. We have a wealth of clubs and sports teams and a broad range of educational visits, residential, productions, and performances run across the academic year that enriches the curriculum and life for students at Woodrush.



Our curriculum is dynamic and engaging, leading to a broad range of valued qualifications responsive to local and regional employment and training opportunities. At both KS4 and KS5, students receive a curriculum and pastoral support matched to their strengths, needs, and aspirations. All students follow our 'ASPIRE' programme which aids the personal development of students and prepares them for life after Woodrush. The Special Educational Needs department is particularly strong and offers considerable support to a number of students throughout the school.

Woodrush has high-quality facilities for sports in the school and Community Hub, which is also open to the community; as well as designated facilities for our Training School, Library, and Sixth Form. Our sports facilities include an all-weather floodlit artificial pitch which is also open to the public during evenings and weekends via the sports centre.



We have four Houses at Woodrush High School (Brindley, Cadbury, Eliot and Lanchester). Students join a mixed ability tutor group on entry to the school and remain in that group until the end of Year 11.

Students are encouraged to achieve the highest possible standards of which they are capable, and we have an agreed Code of Conduct and students are expected to, and do, behave well.

We aim to provide young people with an orderly, structured and supportive environment in which they can grow to maturity. Parents and Carers are very supportive of the staff and school at large and the school has maintained an excellent reputation for creating high standards of achievement and behaviour. Woodrush prides itself on fostering a strong sense of community life and developing good habits of hard work and self-discipline.



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Why work at Woodrush High School?

We place learning and progress at the heart of everything that we do and regularly celebrate at all levels the excellent achievements of our students. We have a 'can do' attitude where we feel that nothing is impossible to achieve to improve our students' chances in life.

Our success is based on the quality of the staff we have, in whatever role they play in school. We aim to continually improve and strive to excel in everything that we do. At Woodrush, we work towards creating caring and positive relationships with staff and with our students. We are a community, where students and staff are happy to work together.

Our Staff Enjoy:

- Being part of a successful school and Training School
- Being at a school which has a highly supportive NQT programme, verified externally by our NQT Induction Quality mark
- Our interactive and inspiring weekly CPDL training sessions
- A fully supportive New Staff induction process
- The school's supportive network of colleagues
- Excellent opportunities for further development
- On-site gym with membership at reduced rates
- On-site café and library

What does being part of a Training School mean for staff at Woodrush?

Within our Alliance, (of both Primary and Secondary schools) and situated in a brand-new training building, we lead teacher training through various routes -Schools Direct and PGCE with Universities of Birmingham, Worcester, and Warwick. Training is based at Woodrush High School and/or our partner schools. Alongside initial teacher training, we offer a wealth of CPDL for teachers at all stages and levels of experience, which aims to support teachers to become outstanding practitioners who are highly effective and exceed the professional standards required.

In addition, our professional, friendly and experienced team are able to skilfully lead the Olevi programme (The Outstanding Teacher programme (OTP) and the Improving Teacher Programme (ITP)) as well as further professional qualifications, such as the NPQML and NPQSL, with outstanding training and enhanced by strong partnership links within our growing Alliance. We place a strong emphasis on using educational research and evidence-informed pedagogy to steer our training, ensuring it is creative, dynamic, effective, and leads to exceptionally positive feedback.

We pride ourselves on spotting talent within our Woodrush team (and the Alliance) and nurturing staff potential, to ensure that every single person aims to achieve their best and is supported to do so at any point in their career. We have a team of Specialist Leaders of Education in school and offer School to School support, which involves our SLEs, Senior team and Teaching staff who can effectively support staff within our school or our Alliance/ partner schools.

Therefore, the experience of the staff at the Woodrush High School is enriched by the many opportunities offered by the Training School (and the staff within the Alliance and partner schools.) Joining Woodrush enables you to have the opportunity to access the high-quality training programmes from within the Training School CPD programme, and offers you the chance to take part in our in-house events, train or support teachers or lead CPD for other teachers from Woodrush, or wider afield. As our Training school continues to grow, so do the opportunities which our staff are offered and can benefit from.





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The Creative Arts Department

The Creative Arts Department at Woodrush High School comprises of a team of five committed subject specialists who provide a high standard of teaching and learning within the framework of the National Curriculum.

The Department aims to enable all students to achieve their potential by providing a variety of experiences across the 5 subject areas of Art, Dance, Drama, Music and Photography.

From Year 7 onwards, students can take part in a wealth of extra-curricular opportunities such as Choir, Jazz Band, Pop Band, Drama Club, Dance Club linked with the local primary schools and Spoken Word club. In addition to this, the department produces an annual Christmas concert along with an Arts Festival and full school musical production every two years where students can showcase their talents.



Creative Arts Curriculum

Creative Arts at Key Stage 3:

The Creative Arts curriculum at KS3 enables all students to have the opportunity to experience the practical aspects of Art, Drama and Music. Students are given opportunities to play Samba, Djembes, Ukuleles and Keyboards in Music, work with a range of media in Art along with learning about different Artist's styles and devise their own performances, perform extracts from scripts and learn about different practitioner's work in Drama. The KS3 curriculum provides opportunities for students to become confident and creative individuals who are able to perform in front of their peers.



Creative Arts at Key Stage 4 & 5:

The Creative Arts curriculum at KS4 enables all students to enjoy and succeed in creative subjects. We offer 5 subjects at KS4: Art, Dance, Drama, Music and Photography. The uptake at KS4 has increased dramatically in the last few years with classes of 26 opting for Drama and Music at KS4.

The Art & Photography Department:

The Art & Photography Department at Woodrush Community High School is highly successful. It consists of 3 specialist Art & Photography teachers who are all innovative, forward thinking and ambitious with a dynamic approach to teaching sharing good practice and good ideas. The department has a reputation for good results and high standards. It is our aim to provide pupils with the opportunity to discover the pleasures and importance of art & design using a wide variety of media.

There are two art rooms and one photography room with Apple Mac computers, each equipped with general art and design equipment. The kiln and clay tools are situated in a small caged room between the two rooms, as is the stock room.

The Art & Photography Department aims to:

- Develop confidence, value and pleasure in Art & Photography – to take risks and to have fun.
- Encourage the individual student's creative ability and develop the technical skills necessary to reach their full potential.



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- Use Art & Photography to help students express their ideas, thoughts, feelings, and experiences effectively.
- Help students to explore their world at first hand using all their senses and experimentation to gain knowledge and understanding of the world in which they live.
- Develop students' aesthetic awareness and enable them to make informed judgements about Art & Photography.
- Develop students' ability to value the contribution made by other artists, makers, photographers, and designers and respond critically and imaginatively to ideas, images and artefacts of many kinds and from many cultures.

The Drama Department:

The Drama Department aims to provide pupils an alternative learning experience in the curriculum through drama teaching tools and encourage and foster an appreciation and respect for theatre and its craft, since its inclusion in the timetable in 2003.

At Key Stage 3 students have regular lessons in Year 8 developing performing, devising, and appraising skills.

At Key Stage 4 we offer GCSE Drama (AQA exam board). With an impressive uptake at KS4, Drama is a popular option at GCSE. Students learn about key Drama practitioners in Year 9 and how to incorporate their styles into their own work, along with studying scripts using the specification to develop performance skills further. In Year 10 students work on their devising skills, putting skills learnt into practice to produce their own performance based on a stimulus. In Year 11 students put their final performance showcase together, along with working on preparations for their written exam at the end of Year 11. In Year 12 & 13 we currently run the Level 3 BTEC Drama course with our very talented KS5 students who perform regularly in and outside of school.

We also improve the quality of our students' learning experience, enhancing the curriculum through educational visits to a variety of theatres in the area, as well as offering extra-curricular activities and clubs. There has been a whole school musical production every other year with shows produced such as The Lion King, Aladdin and our summer musical this year will be school of Rock. In addition to this the Drama department has taken part in the Shakespeare Schools Festival performing at the Redditch Palace Theatre and performed at the Royal & Derngate Theatre and Warwick Arts Centre as part of the Connections programme with the National Theatre.

The Music Department:

There is currently two full time teachers in the Music Department. The school also has 6 visiting peripatetic teachers who are employed by the school, offering a variety of tuition including drums, flute, clarinet, guitar, vocal, violin, piano, keyboard, and brass.

The department consists of two teaching rooms and two practice rooms. The department is resourced with 16 Yamaha keyboards, a class set of ukuleles, a full set of Djembes and a selection of Samba instruments. The school also has musical equipment for bands including drum kits, electric and acoustic guitars, bass guitars, a PA system and several practice amps and concert amps. We also have use of a computer room with 15 Apple Mac computers and midi keyboards for music composition lessons.



Music contributes to the development of pupils and to the school curriculum by providing a powerful and distinctive form of communication and expression. The teaching of music extends everyday experiences, providing opportunities and links between home, school, and other outside agencies. It develops the ability to focus listening and analyse what is heard. It introduces pupils to different forms of music-making and encourages objective judgment of musical quality. Music stimulates the acquisition of the skills, attitudes and attributes needed for life such as listening skills, concentration, aural memory, presentation, and teamwork. It also develops creativity, risk-taking,



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intuition, sensitivity, perseverance and a sense of achievement and enjoyment. The department aims to provide pupils with stimulating, challenging work covering a variety of types and styles of music from different times and places.

Within years 7 and 8 pupils receive regular lessons in Music. Pupils study termly units on a variety of topics integrating performing, composing, listening and appraising. Such topics include Latin American and Samba Music, African Music, Blues and Jazz and Film Music creating schemes of work on the Djembe drums, Samba kit, keyboards, and ukuleles.

Within Years 9, 10 and 11 pupils who choose music follow the GCSE Edexcel syllabus and the uptake is extremely high. Students create 2 compositions, a solo and ensemble performance recording and study music theory and 8 set works in preparation for a listening exam in Year 11.

A variety of extra-curricular activities exist within the Music Department throughout the year. These include Jazz Band, Choir and Pop Band. Opportunities are given for pupils to set up bands of their own. The Music department holds a Christmas Concert each year and a summer Art Festival that has around 100 students involved. The Music Department also has had links with the Drama Department producing whole school sell out productions such as Hairspray, The Lion King and Aladdin.





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Early Career Teaching (ECT) support

We pride ourselves on our support for ECTs in their early stages of professional practice. We have a long tradition of successful CPDL for new teachers, as part of our excellent Initial Teacher Training and whole staff CPDL. We use SIPs Education to accredit your ECT statutory programme, who are a well-respected Appropriate Body, providing statutory induction for over 150 schools and academies.

Alongside our Ofsted outstanding grade for Leadership in 2018, we are a member of the University of Birmingham (UoB) Alliance Group and so we have a strong influence on the CAPITA UoB Early Careers Framework which ensures we can make the ECF the best it can be for Woodrush ECTs and their Mentors.

So what kind of support should you expect at Woodrush?

Alongside a weekly whole school CPD programme, you will receive the following support in your ECT years 1 and 2:

- An extra hour on your time table to support your personal training needs, such as observation of other staff, support with planning, moderation / assessment with a more experienced member of staff.
- Access to and support with the statutory national ECF training on the strands of behaviour, intervention and curriculum.
- An annual ECF Conference to kickstart Year 1 and Year 2.
- An ECF specialist mentor within the department you teach, who will support your continuing professional development in your subject area.
- ECT training once a week which aligns Woodrush standards and systems with the national ECF objectives and outcomes and is personalised to meet your individual needs.
- Our ECF Lead, Sam Hammond, who supports your progress throughout the years, through focused and personalised support, observations, liaising with other staff to support your needs, and ensures that the process and paperwork of your ECF year is completed.
- Bespoke CPD training where needed to meet your specialist needs e.g. Exam board training or opportunities to attend High Impact delivery courses.
- An SLT link who provides additional quality assurance and support for the ECF Lead, ECTs and Mentors.

In addition,

- Staff are proud to work at Woodrush- which is high achieving and successful.
- Woodrush teachers are supportive, kind, dedicated and positive

These are just some reasons why Woodrush is undoubtedly a fantastic place to start your career.





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Job Description – Drama Teacher

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions document: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Job descriptions are subject to review and amendment. This job description may be amended at any time following discussion with the Headteacher and is to be reviewed periodically.

Expected "standards" to be reached and maintained are clearly defined within the school's Performance Appraisal (PA) documentation and should be referred to regularly for further clarification and specific detail.

JOB TITLE: Drama Teacher
RESPONSIBLE TO: Head of Faculty
SALARY: MPS/UPS

Teacher Tasks and Responsibilities

- 3.1 Subject to the negotiation with the Team Leader or Subject Leader actively contributes to the process of curriculum review and development within the Department by:
- helping to shape and create a well-informed vision of the subject and its contribution to students' overall development
 - contributing to the process of establishing short, medium- and long-term plans for the development of the department and support the agreed plans
 - contributing to the development of curriculum policy and practices and implement schemes of work, the School Improvement Plan and school policies.
 - contributing to the process of establishing and implementing, agreed to policies and practices for assessing, recording and reporting on student achievement within the context of the school's policy on assessment, recording, and reporting
- 3.2 To actively contribute to procedures for monitoring performance and the evaluation of teaching and learning by:
- embracing an open and reflective approach to the teaching of the subject in which self-evaluation is used to improve the quality of teaching and learning
 - making use of performance data to monitor and evaluate the progress and achievement of students
 - implementing agreed action to raise achievement and to strive to meet the targets set for improvement
 - ensure there are equal opportunities within all teaching and learning for all students
- 3.3 To work to agreed expectations set by the Team Leader or Subject Leader and within the context of school policies by:
- establishing good working practices and relationships with students
 - seeking to encourage moral, emotional and spiritual growth in students
 - maintaining good working practices and relationships with other staff
- 3.4 To actively contribute and participate in policies established to promote and continue professional development both personally and in respect of other members of the department by:
- embracing agreed to school policy of staff review and development within the department
 - informing the Team Leader of CPD needs to meet personal targets established in the process of the school's Appraisal Policy
 - informing the Team Leader of CPD needs to meet targets established within the context of departmental and school improvement plans
- 3.5 To help in the management of resources of the Department by:
- informing the Team Leader or Subject Leader of resource needs to meet department and school improvement plans
 - working within the budget resource needs
 - encouraging within students, good practice to conserve and use efficiently all resources



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- ensuring classroom and adjacent corridor and the communal areas present a stimulating learning environment with high-quality display
- 3.6 To contribute to policies covering the health and safety of both staff and students within the department by:
- promoting and maintaining an effective, safe working and learning environment
 - encouraging students to adopt safe working practices
 - advising the Team Leader of any areas of concern within the department
 - advising the school's Health and Safety Officer of any areas of concern outside the control of the department
- 3.7 To help in the review and development of policies established to promote and develop the department and its accountability by:
- helping to ensure that improvement plans and schemes of work form part of a coherent strategy for raising students' achievement and in key skills (e.g. literacy, numeracy, and ICT capability)
 - reporting issues on students' progress and achievement to the Team Leader or Subject Leader
 - helping to promote effective working relationships with other professionals to ensure that they play a role in improving and sustaining student achievement
 - helping to promote effective working relationships with parents to ensure that they play a role in improving and sustaining student achievement
- 3.8 To collaborate with other teams to facilitate the development of whole-school initiatives.
4. To participate as required in meetings with colleagues and parents in respect of the duties of the post.
5. To supervise students as required by the Headteacher including duties.
6. The post holder in conjunction with the departmental policy will help to ensure effective liaison with external organisations.
7. Where appropriate to carry out the duties of a **form teacher** in respect of form students, to include:
- the maintenance of discipline and high standards of conduct and appearance of students
 - the establishment of a rapport with students to develop their social and academic potential and to be the main source of reference for their problems
 - ensuring absences and lateness are accounted for, taking appropriate actions where they are not
 - the tracking of student progress and intervention strategies
 - the compilation of reports, profiles and references on students as required
 - the effective teaching of the school Aspire programme for students
 - the monitoring of independent study of students, the teaching of form periods,
 - escorting the form to assemblies, attending assemblies and attending tutor meetings
8. The duties and responsibilities of the post are subject to those detailed in the National Statement of Conditions of Employment and will count as directed time as detailed in such statement, and as defined by the Headteacher.
9. This job description does not define in detail all the duties/responsibilities of the post. These will be reviewed annually as part of the Appraisal process.
10. Specific tasks and targets (identified in the Appraisal process).
11. The post holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require.



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Person Specification – Teacher

Teaching and Learning	
• Secondary teaching across the age, gender and ability range.	E
• Knowledge of the Curriculum	E
• Establishing high expectations of all students.	E
• Teaching Drama to KS3, KS4	E
• Extra-Curricular Activities	E
• Pastoral Experience e.g. Form Tutor	E
• How to enhance students learning to make learning vivid, challenging, enjoyable and real	E
• How to use ICT as a tool to enhance teaching and learning	E
• Experience working/supporting colleagues in another school	D
Relevant Experience	
• Relevant experience as a successful teacher in a secondary school	E
• Proven track record of raising student outcomes	E
• Awareness of the latest developments and initiatives in education	E
Education and Training	
• Qualified Teacher Status	E
• Degree in related subject	E
• Coaching qualification	D
Behaviour and Safety	
• How to cultivate positive and effective teacher/student relationships to encourage the best from every student.	E
• How to promote inclusion and equal opportunities	E
• Secure understanding of safeguarding and keeping children safe	E
• Ability to create an excellent climate for learning within your teaching area	E
Achievement	
• Evidence of previous achievements relating to set outcomes	E
• How to use personalized learning strategies to ensure high-quality outcomes	E
• Understanding of a range of assessment for learning approaches, including grades where appropriate.	E
• Understanding of how to use Data to raise students' performance	D
• Ability to ensure students meet challenging targets in their classes	E



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Other Skills and Attributes	
• Excellent communication, presentation, and interpersonal skills.	E
• Excellent knowledge, expertise, and enthusiasm.	E
• Excellent personal organisation and self-motivation.	E
• Proven ability to raise standards in classrooms other than their own	E
• Ability to establish curriculum development, assessment, coordination, and coaching	D
• A proven record of good attendance	E

E = Essential D= Desirable





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How to Apply:

If you would like to join our outstanding team and apply for this post, please complete the application form in full. Please note that incomplete applications may result in possible rejection from the shortlisting process.

Section One: Personal Details

Please ensure that all details are completed including your date of birth. This is to ensure that appropriate identity checks can be made. Ensure your NI number, email address and contact numbers are also included. For Teaching staff please make sure you include your Teacher's number.

Section Two: Education, Training & Qualifications

Please complete this fully and ensure that you have proof available of your qualifications. If you are not in possession of this proof, please be aware that we will require your permission to contact the relevant awarding bodies prior to a firm offer of appointment, should you be successful.

Section Three: Employment/Work Experience

Please ensure that this section is completed fully. If you have gaps in your employment, please indicate the reasons for this. This may be explored further in an interview.

Section Four: Supporting Statement

Please use this opportunity to show your suitability for this post as outlined in the person specification. Your letter of application, which should be no more than two sides of A4 should:

- show your suitability for this post as outlined in the person specification
- give an outline of the impact you have had in your current role on students' outcomes
- tell us why you want to join us at Woodrush
- outline how you will improve levels of achievement further for our students at Woodrush High School.

Section Five: Convictions/Disqualifications

Please be aware that this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared.

Section Six : References

Please provide two referees and their details. A telephone number or e mail address often makes this process easier and would be much appreciated. The references MUST include your current or most recent employer and will ask about your suitability to work with children. Open references or testimonials will not be considered. Please be aware that we may approach previous employers to verify particular experience or qualifications.

Section Seven: Declaration

Please be aware that by signing the declaration you are declaring that you are not on List 99, disqualified from work with children or subject to sanctions imposed by a regulatory body e.g. the General Teaching Council (GTC) and that you either have no convictions, cautions or bind-overs, or that you have attached details of these in a sealed envelope. You are also aware that you will be subject to a DBS Disclosure appropriate to the level of the post should you be successful.

Please be aware that providing false information is an offence and could result in the application being rejected, or summary dismissal if you are appointed on the strength of this, with possible referral to the police.

Safeguarding:

Please note that Woodrush High School is committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment





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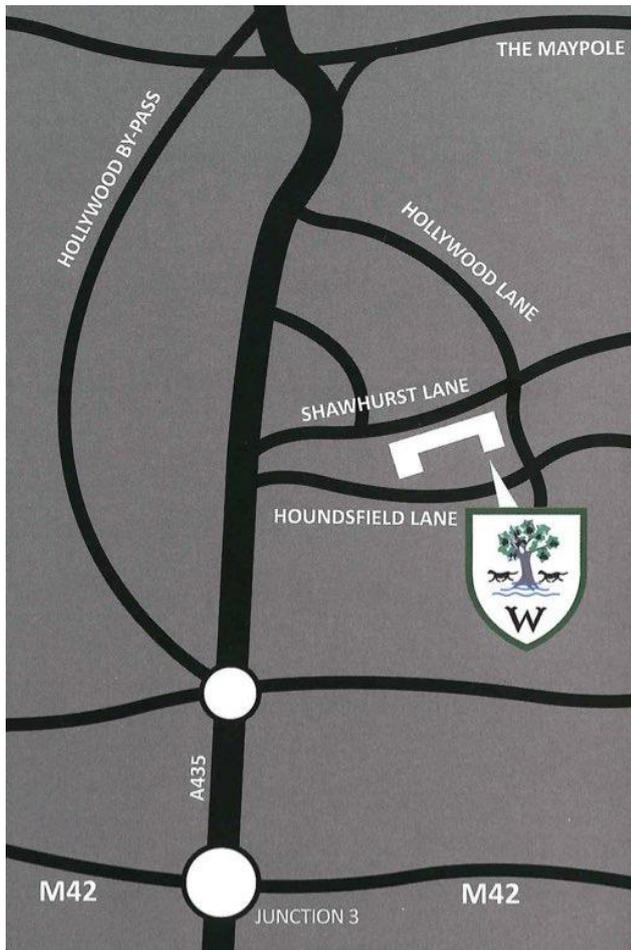
Woodrush High School

An Academy for Students Aged 11-18

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Worcestershire
B47 5JW

Tel: 01564 823777
Fax: 01564 820092

Email: office@woodrush.org
Web: www.woodrushhigh.worcs.sch.uk



By Rail

A train from Birmingham Moor Street to Whitlocks End will take around 20 minutes. A taxi from Whitlocks End Station to Woodrush High School will cost about £5.00.

A train from Birmingham Moor Street to Wythall Station will take about 20-25 minutes. This service is less regular than the service to Whitlocks End. A taxi from Wythall Station to Woodrush High School will cost about £4.50.

A2B Taxis- 0121 733 3000

By Car

From junction 3 of the M42 take **A435** exit to **Birmingham**

At the next roundabout take the third exit signposted Wythall/Hollywood. Follow this road until you pass a group of shops on the right (including Spar). Turn right onto Shawhurst Lane. Woodrush High School is on the right. (Postcode for Sat Nav. is B47 5JW)

There is limited parking at the front of the school or alternatively please use the Sports centre Carpark situated to the left of the school main gates. Please press the buzzer for Woodrush and the Receptionist will answer. Please park and come to the main school reception which is signposted