



Applicant Job Pack

Second in Science

Woodrush High School
An Academy for Students Aged 11-18





Science Teacher

To start September 2023

Contract: Permanent, Full Time

Salary: MPS/UPS (TLR for 2ic)

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 science faculty on permanent basis. This vacancy is suitable for newly qualified teachers.

The successful candidate should be able to teach Science to KS3, KS4 and KS5. 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 Science?
- 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 and KS4 Science, with the potential for KS5
- 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
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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 Laura McCleary, Human Resources on 01564 823777 or email hr@woodrush.org to have a pack emailed to you.

Closing date 10am on Friday 24th March 2023 with interviews to take place Tuesday 28th March 2023.

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.



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

Mr J Barber
Headteacher





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.



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 ECT 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 subsidised membership
- 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.

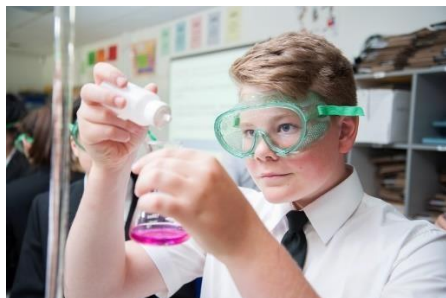
Therefore, the experience of the staff at the Woodrush High School is enriched by the many opportunities offered by the Training School (and the staff within the Alliance and partner schools.) Joining Woodrush enables you to have the opportunity to access the high-quality training programmes from within 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.





The Science Faculty

The Science Faculty consists of a strong team of enthusiastic teachers who are passionate about teaching science and who work hard to ensure that students achieve successful outcomes, enjoy their learning, and can develop skills which will be useful in everyday life. There are currently nine full-time members of staff, plus one member of the senior leadership team, who teach in the faculty. The science department has nine purpose-built laboratories, five of which were recently renovated. The team are fortunate to be supported by two excellent science technicians, who support the team to deliver high quality practical learning in science.



During year 7 and 8, students study a rigorous and creative Key Stage 3 curriculum. The course follows the new National Curriculum, yet uses a bespoke scheme of work designed to inspire and encourage students to question the natural world around them. All the topics studied explore Science in real, every day scenarios and involve investigative practical activities as a way of students gaining knowledge and understanding. Throughout Key Stage 3, regular low stakes assessment is embedded into each topic combined with end of topic tests used to assess both

knowledge and the assessment of skills. Pupils use their results to track their own progress over the year and compare it to their own target achievement levels, ensuring that there is a focus on high achievement at all stages of their learning in science.

Key Stage 4 starts in year 10 and all students follow a course designed to support the transition from Key Stage 3 to GCSE level. Students study fundamental topics in Biology, Chemistry and Physics and there is an emphasis upon knowledge acquisition and practical and scientific skills development. All students follow a Science course in Key Stage 4 and are grouped by ability, so that all students can fulfil their potential. Students study either OCR Gateway Separate Sciences, where they can achieve 3 GCSE grades (9-1) in Biology, Chemistry and Physics, or they follow GCSE (9-1) OCR Gateway Combined Science which results in students achieving two GCSE grades (9-1). These courses are challenging, however the science department works continually to engage students by building strong relationships with their classes, making the learning relevant to real life contexts and through challenging all students appropriately. We have 3 members of staff delivering their subject specialism to each group.

The science staff are a team of highly competent, specialist teachers, who continue to develop their subject specific knowledge and pedagogy of Post 16 Science, to maximise the progress of students in the challenging A Level Science subjects available. The Science department strives to offer a wide ranging curriculum so that all pupils can follow a course which caters for their needs and aspirations. In years 12 and 13, OCR Biology A, Chemistry A and Physics A are offered alongside BTEC applied science. The new A-level specifications have been taught since September 2017 and the numbers studying each of the sciences continues to grow. The Science department is proud to have large numbers of students studying Physics, with approximately 50% of A2 Physics being female, a number which has continued to grow over the years. All science subjects are popular options at A Level and the majority of students in Woodrush 6th form study at least one science subject. We offer two Biology and Chemistry A Level classes, due to the popularity of these subjects. The success of the science department in recruiting students and achieving positive outcomes continues to drive forward improving standards and outcomes in the sixth form.





Furthermore, the science department has achieved consistent success in their GCSE outcomes for a number of years. In the school's 2018 Ofsted report, the science department's teaching and learning was praised for being "consistently outstanding" and "outcomes have been and remain particularly strong in science".

Students have very positive perceptions of their progress in Science and this is echoed by parent and carers, who are similarly positive their children's experience of science at Woodrush. The science team, in recent years, have run after school clubs in animal care, robotics, STEM and support with revision. Science students competed nationally in The First Lego League and have achieved silver crest awards in the process. The Woodrush Science club represented the school at The Big Bang Fair to showcase their Bronze Crest Award work.





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.





Job Description – Science 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: Science Teacher
RESPONSIBLE TO: Head of Faculty
SALARY: MPS/UPS

Teacher Tasks and Responsibilities

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
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. 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
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
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
 - ensuring classroom and adjacent corridor and the communal areas present a stimulating learning environment with high-quality display
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
 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
 8. To collaborate with other teams to facilitate the development of whole-school initiatives.
 9. To participate as required in meetings with colleagues and parents in respect of the duties of the post.
 10. To supervise students as required by the Headteacher including duties.
 11. The post holder in conjunction with the departmental policy will help to ensure effective liaison with external organisations.
 12. 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
 13. 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.
 14. 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.
 15. Specific tasks and targets (identified in the Appraisal process).
 16. The post holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require.



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 Science to KS3, KS4	E
• Teaching Science to KS5	D
• 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
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
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





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



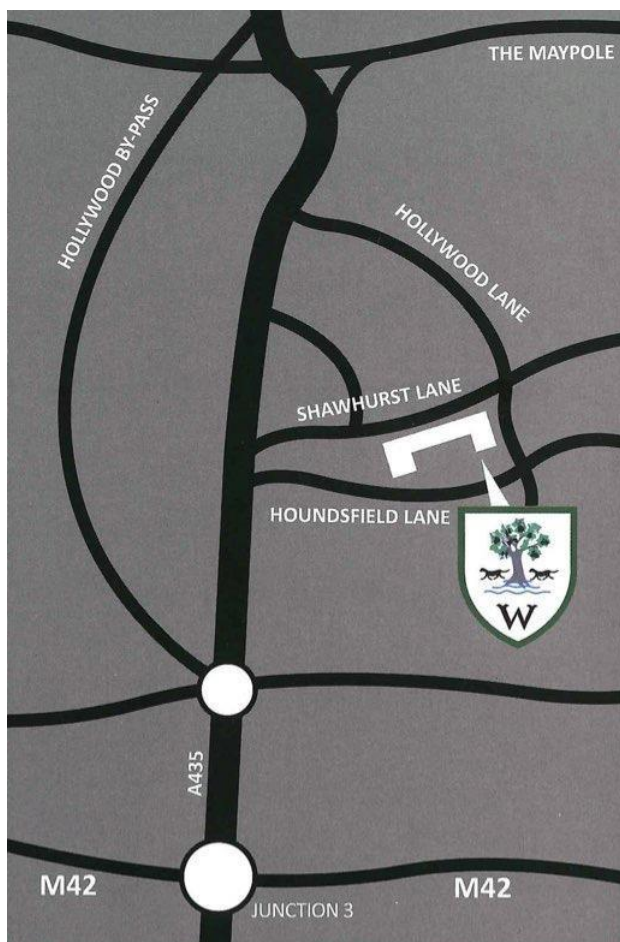
Woodrush High School

An Academy for Students Aged 11-18

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Wythall
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