



Woodrush High School

An Academy for Students Aged 11-18

PE Teacher

Applicant information



Advertisement

Teacher of Girls PE To cover a maternity leave starting October 2017

Join us at Woodrush High School to work within the PE department at an exciting time in its development. Our last three Ofsted inspections have been graded 'Outstanding' and we work hard as a team to continually strive to improve.

Woodrush High School is an oversubscribed 11-18 mixed Academy and has an excellent reputation locally and nationally. We are a Teaching School and a National Support School committed to educational innovation. We are situated in a pleasant suburban area the school is based on the borders of Birmingham, Solihull and Worcestershire only 5 minutes from Junction 3 of the M42.

The successful candidate should be able to teach both girls and boys PE to both KS3 and KS4. Experience in teaching BTEC and GCSE are also desirable. Applications are welcomed from NQTs, recent entrants to the profession, or experienced teachers.

Are you

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

You will join a vibrant department, where teachers work together and are encouraged to take measured risks and innovate to inspire all students to make excellent progress from their starting points

We can offer you:

- The benefit of being part of our Teaching School
- A wealth of CPD aimed at teachers at all stages and levels of experience
- Supportive Induction programme
- A high quality NQT induction programme (NQT Quality Mark gained 2016)
- Excellent opportunities for further development
- Gym membership at a reduced cost

Interested candidates are welcome to come and look around the school by prior appointment.

It is expected the Maternity leave contract will be from October 2017 to May 2018

For 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 Mrs Robinson Headteacher's PA on 01564 823777 or email her at nrobinson@woodrushhigh.worcs.sch.uk to have a pack emailed or posted out to you

Closing date first post Thursday 29th June 2017 interviews to take place soon 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

Information for Job Applicants

Dear Applicant,

Thank you for your interest in our vacancy

Woodrush High School is an extremely popular and oversubscribed Academy. We are an Outstanding school, a Teaching school and a recognised National Support school. We have a 'family' ethos and a strong commitment to building professional relationships, with staff and students alike. Our students are enthusiastic, keen to learn and range in age from 11 to 18 years old.

Our position at the heart of our local community is strong -Woodrush is thriving and amongst the top performing schools academically in our local area. We are proud of our local and national reputation; our 'Outstanding' OFSTED grade puts us in the top 10% of schools nationally. We place our emphasis on ensuring all of our students achieve the qualifications and equally importantly, the life skills to be successful in the world in which we live. We are a community school and value the contribution all of our students make to the life and success of our organisation.



We are justifiably proud of our school and our students' achievements. Their behaviour is excellent and they enjoy the learning experiences that they have. We are committed to ensuring that all our students receive the excellent education that they deserve. We have a hardworking and well-qualified staff who are dedicated to delivering an ever-changing curriculum in a vibrant and exciting way. The curriculum we offer is broad, balanced and inspires students to learn. The range of subjects and courses on offer help students acquire knowledge, understanding and skills in all aspects of their education, including the humanities, languages, mathematical, scientific, technical, social, physical and artistic learning.

Our young people are focussed, determined, motivated and encouraged to do their best in everything they do. Whilst our focus is on a strong academic performance, as a school we value highly our work with extra-curricular activities and opportunities are wide and varied. Students are able to take part in a range of experiences from the Duke of Edinburgh Award to work in the arts, music and sport to name but a few, along with many other opportunities for trips and visits locally and abroad. Our encouragement of our extra-curricular opportunities is as strong as the focus on all of our students' progress in the classroom with clear benefits to their chances in life.

It continues to be a fantastic time to join our team. I wish you every success in your application and, along with my colleagues, look forward to meeting the successful short-listed candidates.



Kind Regards

Ms N. Rancins BSc PGCE NPQH
Headteacher



About Our School

Woodrush High School is an 'outstanding' mixed, comprehensive school of approximately 1000 students aged 11 to 18, including a 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. It is a six form entry school and is heavily oversubscribed, with applications coming from parents of students residing in Birmingham, Worcestershire and Solihull. Applications for admission in 2016 totalled 386 for 180 available places. The school, which was opened in 1957, enjoys an excellent reputation locally and commands much loyalty from families who have lived in the area for some time. Woodrush was designated a Teaching School by the National College for Teaching and Leadership in 2014.

Our examination results at GCSE are significantly above national averages and our students have an excellent record for achieving employment and admission to higher and further education.

Achievements in other fields are equally valued and there is a strong tradition of extra-curricular activities within school. Woodrush has teams in many sports, including: rugby, football, netball, hockey, cricket, tennis, basketball, athletics, rounders and cross-country running. There are residential outdoor pursuit weeks, visits to France and Spain, skiing trips, residential field courses, and visits to theatres. There are drama and musical productions and a high participation rate in the Duke of Edinburgh Scheme.



Students follow a broad and balanced curriculum leading to a full range of qualifications. At KS4 students follow a flexible curriculum depending on needs and ability. At Sixth Form level the school offers a range of AS and A level courses alongside an increasing suite of vocational subjects such as BTEC's. 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. Students with physical disabilities are completely integrated within the curriculum of the school.

The accommodation of the school includes an assembly hall, kitchen and dining area, and two and three storey classroom blocks- much of which has undergone considerable refurbishment. There is specialist accommodation for Science, Technology, Art, Drama, Business Studies, and ICT, and more recently building programmes have provided high quality accommodation for Sports at the school and for community, Teaching school, Library, and Sixth Form area. Our sports facilities, including all weather floodlit artificial pitch, are open to the public as an evening and weekend 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. We have an agreed Code of Conduct and students are expected to and do behave well. Parents are very supportive and the school has an excellent reputation for creating high standards achievement and behaviour. Our school uniform, which is traditional in design, with a blazer, is worn by all students up to Year 11 and is strictly enforced. Students are encouraged to achieve the highest possible standards of which they are capable.

Woodrush prides itself on fostering a strong sense of community life and developing good habits of hard work and self-discipline. We aim to provide young people with an orderly, structured and supportive environment in which they can grow to maturity.

The Physical Education Department

The Physical Education Department at Woodrush School is a very successful innovative department whose work is recognised on a local, regional and national level. The department received a subject specific OFSTED inspection in 2011/12, we are extremely proud of the outcome of this inspection where we were graded outstanding in all areas.

The Physical Education Department at Woodrush High School comprises 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, in the subject, by providing challenging experiences across the full range of abilities within an environment conducive to learning in which high levels of learning and individual and group responsibility are expected.

From Year 7 onwards, students are set by ability in single gender groups in physical education. Students with special educational needs are integrated into the curriculum and more able students work within higher ability groups.



PE Curriculum

The high quality PE curriculum offered at Woodrush enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are and how to get involved helps them make informed choices about lifelong physical activity.

PE helps students develop personally and socially. They work as individuals, in groups and in teams; developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations

PE at Key Stage 3:

The PE curriculum at KS3 enables all students to enjoy and succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way that supports their health and fitness. The aim of our PE curriculum is to ensure all students:

- ✓ Develop competence to excel in a broad range of physical activities
- ✓ Are physically active for sustained periods of time
- ✓ Engage in competitive sports and activities
- ✓ Lead healthy and active lifestyles.



Students are taught and assessed through the following key processes:

- **Tactics and strategies:** develop a variety of different tactics and strategies to overcome opponents in team and individual games
- **Skill and technique:** develop their skill and technique and improve their performance in other competitive sports
- **Analyse of performance:** analyse performances compared to previous ones and demonstrate improvement to achieve their personal
- **Leadership:** learn rules and regulations, develop coaching leadership skills and be encouraged to work as part of a team, building on trust and developing problem solving.
- **Fitness:** develop understanding on different components of fitness, methods of training and fitness testing.
- **Health and well-being:** understand why we warm up and cool down, short term and long-term health benefits of physical activity and how our body systems help with movement in physical activity, nutrition



During the first half term Year 7 students will complete a series of core tasks and baselines tests linked to the key processes.

The **key processes** will be the main focus throughout the rest of Year 7 and will be delivered through a variety of **different sports and activities** including handball, football, netball, basketball, badminton, gymnastics, parkour, dance, OAA, athletics, rounders, cricket, fitness, softball and volleyball.

PE at Key Stage 4 & 5:

The PE curriculum in KS4 enables all students to enjoy and succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way that supports their health and fitness.

The aim of our PE curriculum is to ensure all students:

- ✓ Develop competence to excel in a broad range of physical activities
- ✓ Are physically active for sustained periods of time
- ✓ Engage in competitive sports and activities
- ✓ Lead healthy and active lifestyles.

In Year 10 we have developed and implemented different pathways for students to choose from including: **team games, individual games, alternative games, Fitness for all, Exercise to music or dance technique.**

The pathways are tailored towards our students giving them the opportunity to take part in different sports/activities that are suited to themselves. Students will also have the opportunity to use the HUB gym suite during KS4 and also to have the opportunity to take part in offsite activities.



Enrichment opportunities in PE

The department, well supported by Heads of Year and staff from other departments, provides a strong extra-curricular programme of Inter-house and Inter-School Sport with over 46 different activities/sports taking place throughout the academic year and over 70% of the school cohort being involved. Extra-curricular opportunities are provided in both the traditional sports such as hockey, football, netball, badminton, rugby and athletics as well as non-traditional sports such as aerobics, zumba, badminton, basketball, dance, aerobics, handball, cheerleading, rounders, cricket, tennis, trampolining, cricket, golf and ultimate Frisbee.

The school runs a successful Pastoral System; a key facet of which is the Inter Sports Programme where students compete in a range of different sports throughout the year for their house team. At least one day per half-term is devoted to House Competitions in athletics, badminton, cricket, cross-country, football, hockey, netball and rounders.

Sport Successes in PE

Achievement in PE is outstanding. Many students represent the District, County and Country in a variety of different sports. Our school teams are very successful and have been District Champions in netball, football, rugby, hockey, badminton and rounders. Many of our sports teams have represented the County and above.

We also have many individual sporting successes at District, County and National levels in cross country, athletics fencing, tennis, horse riding, karate, gymnastics and many more.



Students are also encouraged to take on different roles in PE; a growing number officiating in Inter house/year and School matches and gaining awards such as Youth umpire Award in netball. Our more senior students enjoy the opportunity of managing and running training sessions for younger teams.

PE facilities

The curricular and extra-curricular activities are enhanced by the very good facilities available to the Department. These include a well-equipped, spacious gymnasium with excellent storage, sports hall, rugby pitch, two football pitches, large grid area, floodlit Astroturf, four tennis courts, three netball courts, use of HUB gym fitness suite for KS4 groups.



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 in order 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 Outstanding 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 CPD training sessions
- A fully supportive New Staff induction process
- The benefits of working within a Teaching school and the additional support it provides for their development
- The school's supportive network of colleagues
- A pastoral structure which supports both staff and pupils
- Excellent opportunities for further development
- On site gym with membership at reduced rates
- On site café and library

What does being part of a Teaching 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 the 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 CPD- aimed at 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 strong emphasis on using Educational Research and cutting edge pedagogy to inform 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 SLEs in school and offer School to School support, which involves our SLEs, Senior team and Teaching staff who are able to effectively support staff within our own school or our Alliance/ partner schools.

Therefore, the experience of staff at the Woodrush High School is enriched by the many opportunities offered by the Teaching 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 Teaching 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 Teaching school continues to grow, so do the opportunities which our staff are offered and can benefit from.

NQT support

We pride ourselves in our support for NQTs and teachers in their early stages of teaching. We have a long tradition of successful NQT training, as part of our outstanding Initial Teacher Training, and outstanding CPD. We use the SIPs Education Ltd to accredit your NQT statutory training, who are a well-respected appropriate body, providing statutory induction for over 150 schools and academies. Alongside our Ofsted outstanding grading- (in all areas, including Leadership) in 2016 we gained the NQT Quality Mark, awarded by SIPs- an achievement which demonstrates the high quality support our NQTs gain in school.

So what kind of support should you expect at Woodrush?

Alongside a weekly whole school CPD programme, which closely follows our Quality Assurance calendar, you will receive the following support in your NQT year:

- 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 etc.
 - A subject mentor within the department you teach, who, along with your Head of Department, will ensure your development in your subject area.
 - Bespoke training once a week, just for NQTs and training teachers, which supports you to meet the Teaching Standards, and is personalised to meet your individual needs.
 - An NQT mentor who supports your progress throughout the year, through focused and personalised support, observations, liaising with other staff to support your needs, and ensures that the process and paperwork of your NQT year is completed successfully.
 - Support which occurs within your NQT year continues into your RQT year, with opportunities to buddy NQTs, attend our Olevi 'Improving Teacher Programme' from within our Teaching School, for free.
 - Strong career progression and opportunities to lead and take part in Teaching School events.
- In addition,
- Staff are proud to work at Woodrush- which is high achieving and successful in both local and National arenas.
 - Woodrush teachers are supportive, kind, dedicated and positive about teaching and your training.
- Woodrush is undoubtedly a fantastic place to start your career.



Job Description

The post of teacher is subject to the relevant sections of the national Teachers' Conditions of Service and the contractual obligations of Woodrush High School.

1. Relationships:

The post holder

- Is accountable to the Headteacher in all matters; to the Team Leader of their department/faculty team for teaching duties and relevant pastoral staff in pastoral or tutoring matters
- Will interact on a professional basis with colleagues and seek to establish and maintain productive relationships with them

2. Purpose of the job:

To actively contribute to the Department team within the context of the Departmental Improvement Plan and the School Improvement Plan.

To help shape and put into practice school policies designed to secure continuous improvement in the teaching of their subject(s) producing the highest standards of student achievement and ensuring that all students develop their knowledge, understanding, skills and abilities within a secure and motivating educational environment.

3. Key Tasks:

3.1 Subject to the negotiation with the Team Leader or Subject Leader actively contribute 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 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 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
 - ensuring classroom and adjacent corridor and communal area presents 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 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 a 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

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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 duties/responsibilities of the post. These will be reviewed annually as part of the performance management process
 10. Specific tasks and targets (identified in the Performance Management 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

Person Specification

Teaching and Learning	
• Secondary teaching across the age, gender and ability range.	E
• Establishing high expectations of all students.	E
• Teaching Girls PE to KS3 and KS4	E
• Teaching Boys PE to KS3 and KS4	D
• Extra-Curricular Activities	E
• Pastoral Experience e.g. Form Tutor	D
• 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
• Evidence of further personal and professional training development and how this has been applied.	D
• Has enthusiasm and a vision for the future of PE and its role in improving student life chances	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
• Ensure positive learning behaviour in your classes	E
Achievement	
• How to use personalised learning strategies to ensure high quality outcomes	E
• Understanding of how to use Data to raise students' performance	D
• Ability of ensuring students meet challenging targets in their own 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
• Be able to provide a positive role model who 'walks the talk'.	E
• 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

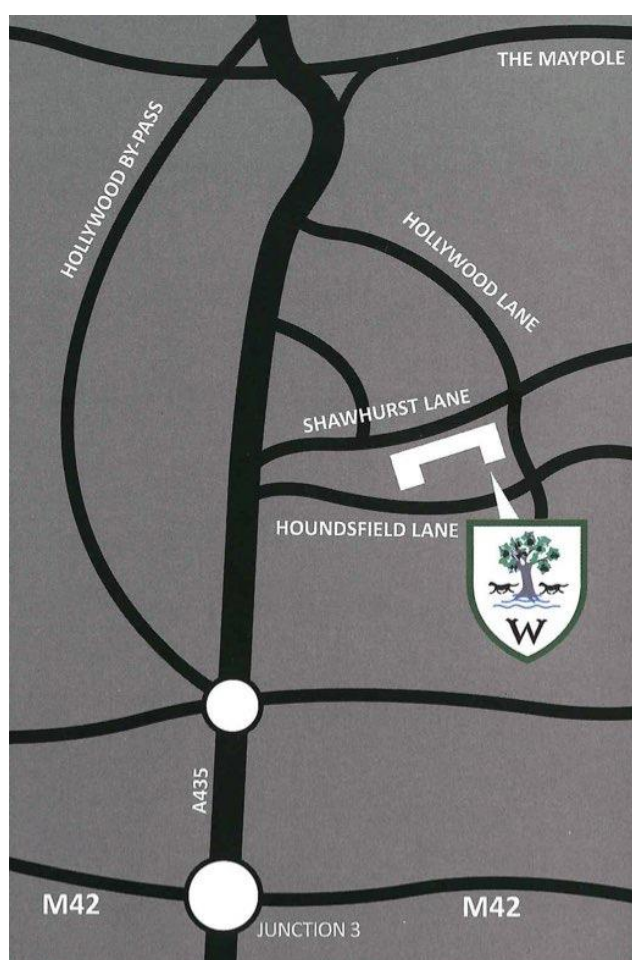
Woodrush High School

An Academy for Students Aged 11-18

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Fax: 01564 820092

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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 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 clearly sign posted