



# Woodrush High School

An Academy for Students Aged 11-18

Business and Computing

Head of Faculty

Applicant information



## Advertisement

# **Head of Business and Computing Faculty - TLR £7622 Or Head of Business and Computing with responsibility for whole School ICT - TLR £9380**

**To start September 2017**

This is a great opportunity for an experienced Teacher who is passionate about their subject to join us at Woodrush High School and lead the Business and Computing faculty at an exciting time in its development. Or there is an opportunity for a suitably experienced teacher to take responsibility for our whole school ICT strategy.

Woodrush High School is an oversubscribed 11-18 mixed Academy and has an excellent reputation locally and nationally. Our last three Ofsted inspections have been graded 'Outstanding' and we work hard as a team to continually strive to improve. We are a designated Teaching School and a National Support School committed to educational innovation. We are situated in a pleasant suburban area 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 Computing to KS3, KS4 and KS5. The role is to provide professional leadership and management and to develop the faculty ensuring all students achieve the best outcomes.

Are you

- Passionate about teaching computing?
- 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?

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 individual 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
- 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 Mrs Robinson Headteacher's PA on 01564 823777 or email her at [nrobinson@woodrushhigh.worcs.sch.uk](mailto:nrobinson@woodrushhigh.worcs.sch.uk) to have a pack emailed or posted out to you  
Closing date first post Wednesday 22<sup>nd</sup> March 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

# 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

A handwritten signature in black ink, appearing to read 'N. Rancins'.

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 Business and Computing Department

The Computing and Business Faculty has a team of enthusiastic, motivational and dynamic teachers who aim to inspire all students to gain a thirst for knowledge of the world of Computing and Business. We encourage students to have the confidence to try out new things and not be afraid to make mistakes. There are currently four full-time members of staff who teach in the faculty. We are also fortunate to be supported by two excellent technicians, who are always ready to assist and solve any issues that may occur on a day to day basis. Over the past few years results in the faculty have significantly improved and Woodrush has become an ICT Mark Accredited school – only the second secondary school in Worcestershire to do so. We are looking for an inspirational leader who can, continue the good work that has already been started and ensure that our students are getting the best inclusive education and experience from our Computing and Business curriculum as possible. For a suitably qualified candidate there may also be the opportunity to take on additional responsibility for the development and leadership of whole school ICT.



During Years' 7 and 8 students undertake the new Computer Computing Key Stage 3 curriculum. The curriculum is broken down into three strands; ICT, Computer Computing and Digital Literacy. Students undertake units based on these three strands to help them decide which pathway to choose at Key Stage 4. Students will be assessed on each unit and given a level. They are able to track their own progress over Years' 7 and 8 and see which areas of Computing they are strongest at. Students have 1 hr a week and are taught in mixed ability groups. Currently Key Stage 4 starts in Year 9 where all students undertake the BCS Level 2 ECDL in IT. Students sit this exam at the end of Year 9 which means they will have banked a GCSE equivalent qualification before they start Year 10. Students will then choose a pathway to study based on their enjoyment and skills from the Key Stage 3 curriculum. Pathway choices include Edexcel GCSE ICT, WJEC Computing and Cambridge Nationals in Creative iMedia. Students study this pathway throughout Y10 and Y11. There is also an option to choose Edexcel GCSE Business Studies from Year 9 which will allow students to gain a thorough understanding of the subject before they sit the external exam in Year 11. In Year 12 and Year 13, the faculty offers both ICT and Business Level 3 courses. We strive to offer a wide ranging curriculum that caters for all students' needs. Edexcel BTEC L3 ICT is offered for students to enhance their digital skills and gain the knowledge required to study ICT and Computing at degree level. Edexcel A Level Business is also offered by the faculty for students wanting to build on their existing GCSE knowledge and prepare them for Higher Education.



Students' positive perceptions of Computing and Business across the school is growing rapidly due to the teaching and learning taking place in the classroom, an engaging, challenging curriculum and exciting enrichment activities on offer. These include after school clubs in Computer Coding, Coding for girls, BBC School News Report, Business Enterprise and many more. The faculty also plan trips to extend students' learning.

The faculty is a small team. However, what we lack in numbers, we more than make up for in other areas. We have a strong teamwork ethic and believe in supporting one another daily. From sharing resources to joint planning, we all strive to become the best practitioners that we can be, to ultimately give our students the best education and experience that they can possibly have here at Woodrush.

# 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 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.

# Job Description

## 1. Relationships:

The post holder is:

- Accountable to the Headteacher in all matters; to the identified SLT Line Manager of their department/ 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 Job

To provide professional leadership and management of the Business and Computing faculty to support and develop the team and to hold team members accountable for pupil progress. To manage, lead and develop the curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students.

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 negotiation with the Line Manager actively contribute to the process of curriculum review and development within the Department/Faculty.

By

- helping to shape and create a well-informed vision of the faculty and its contribution to students' overall development
- contributing to the process of establishing short, medium and long term plans for the development of the faculty and support the agreed plans
- contributing to the development of curriculum policy and practices and implement schemes of work, which meet the requirements of the National Curriculum, 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 subjects 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 Line Manager 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 Line Manager of CPD needs to meet personal targets established in the process of the school's Performance Management Policy
- informing the Line Manager of CPD needs to meet targets established within the context of departmental/faculty and school improvement plans

3.5 To help in the management of resources of the Department/Faculty.

:

By

- informing the Line Manager of resource needs to meet department/faculty and school improvement plans
- working within the budget resource needs
- encouraging students, to develop good practice to conserve and use efficiently all resources
- ensuring classrooms and adjacent corridor and communal area presents a stimulating learning environment with high quality displays

3.6 To contribute to policies covering the health and safety of both staff and students within the department/faculty:

By

- promoting and maintaining an effective, safe working and learning environment
- encouraging students to adopt safe working practices
- advising the Line Manager 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/faculty

3.7 To help in the review and development of policies established to promote and develop the department/faculty and its accountability:

By

- helping to ensure that improvement plans and schemes of work form part of a coherent strategy for raising students' achievement in key skills (e.g. literacy, numeracy and ICT capability)
- reporting issues on students' progress and achievement to the Line Manager 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/faculty 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 issues or concerns
- 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 Personal, Social, Health and Emotional issues
- 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 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.

Additional Accountabilities: As part of a continuous process

1. To be accountable for learning outcomes within the relevant areas (a team of up to 4 or more full time equivalent teachers)
2. To agree to and support the achievement of student progress targets and to make a measurable contribution to whole school targets
3. To support, facilitate and monitor the progress of development plans to ensure they make a significant contribution to the whole school improvement plan
4. To provide regular feedback for subject leaders and other team members in a way which recognises good practice and supports their progress against performance management objectives, resulting in a tangible impact on student learning
5. To review and report regularly on the standards of leadership, teaching and learning in the designated areas consistent with the procedures in the school Self-Evaluation/ Monitoring Evaluation and Review Policies
6. To consult with relevant colleagues and assist with the formulation, communication and monitoring of the school improvement plan, including financial management, and ensure concerns and ideas are considered so that all staff understand the key school targets and the part they play in achieving these.
7. To support and assist team members to ensure they understand, and are actively implementing, the key aspects of the school's policies (e.g. behaviour, assessment and inclusion)
8. To determine the learning priorities within their faculty (if applicable) and to plan, oversee and evaluate the budget in accordance with these priorities and applying best value principles.
9. To oversee and evaluate their faculty budget allocation (if applicable) to ensure that the budget is spent in line with faculty learning priorities and best value principles.
10. To engage all subject staff in the creation, consistent implementation and improvement of schemes of work/learning which encapsulate the school teaching and learning policy.
11. To monitor and evaluate research and development of issues related to learning and teaching in their subject areas and share this with subject staff to develop their practice.
12. Actively seek out opportunities for their own professional development and link these to contributions to the whole school targets in their subject areas in school and beyond.
13. To provide regular progress updates to Senior Leaders in designated areas to ensure they are fully aware of all successes, issues and concerns.
14. To ensure that relevant colleagues are pro-active in involving parents and guardians in their child's learning
15. To fulfill the function of Team Leader according to the school's Performance Management Policy
16. To be responsible for the ongoing welfare and protection of children through the promotion of healthy lifestyles and the constant vigilance required for ensuring effective safeguarding procedures in line with those of the school.

Required Competencies

**Conceptual Thinking**

**Impact & Influence**

**Drive for improvement**

**Developing Potential**

**Holding People Accountable**

**Challenge and Support**

**Flexibility**

**Community Engagement**

**Confidence**

**Respect for Others**

**Initiative**

**Passion for Learning**

**Team Working**

# Person Specification

## Leadership & Management

E/D

- Understanding of and a commitment to the aspects required to build high performing teams E
- The ability to balance priorities to ensure deadlines are met E
- The ability to motivate staff and students within the Faculty to achieve their potential E
- Up to date knowledge of the curriculum area including examination board requirements at KS4/5 E
- Awareness of recent Ofsted guidance D
- Experience of strategic planning and implementing whole school initiatives D
- Excellent interpersonal and communication skills E
- The ability to lead and foster positive professional relationships and work effectively with teaching and support staff of varying experience E
- A clear passion for improving outcomes for students within the Faculty E
- A commitment to distributed leadership, evidenced through successful experience of leading high performing teams E
- Previous experience and responsibility for leading a subject area / department / Faculty E
- Proven ability to use a wide range of self-evaluation strategies to identify strengths and areas for development within the Faculty E
- Experience in negotiating challenging Appraisal Objectives for staff E
- Understanding and use of a wide range of leadership strategies to empower staff in their team E
- The ability and commitment to work as part of a Heads of Faculty team to develop strategic initiatives across the school E
- To know how and when to draw on advice and specialist support especially from your line manager and other members of the Faculty E
- Middle Leadership CPD (either in-House or through external verifiers eg: National College) D
- Understanding how to manage change effectively at middle leadership level E
- Experience of engaging in self-evaluation activities outside of their own subject area D
- Excellent communication, presentation and interpersonal skills E
- Excellent personal organisation and self-motivation and be able to act as a positive role model who 'walks the talk' E
- Demonstrates integrity, warmth, creativity and good humour. E
- An ability and willingness to engage in difficult conversations with colleagues about teaching and learning performance E
- Flexible and adaptable to meeting the changing needs of the Faculty E
- The ability to work under pressure and maintain a good sense of humour E

## Behaviour

- The ability to make a positive contribution to the wider life and ethos of the school E
- Ensure a wide and varied extracurricular and enrichment offer from the faculty E
- Able to demonstrate an ability to lead consistent behaviour and discipline across a faculty E
- Secure understanding of safeguarding and keeping children safe E
- Ability to create a positive ethos and culture within a faculty E
- Ensuring positive learning behaviours are modelled and developed in the faculty E

## Teaching and Learning

E/D

- QTS and an outstanding classroom practitioner E
- A high level qualification in the teaching of one of the subjects within the Faculty E
- Relevant teaching experience E
- Experience of teaching across the age and ability range E
- Experience of teaching in a sixth form D
- Experience of teaching more than one subject within the Faculty E
- Proven ability to share strategies to improve teaching and learning in classrooms other than their own E
- Excellent understanding of the components which comprise outstanding teaching and learning E
- Experience of conducting lesson observations and making accurate judgements on teaching and learning over time E
- experience of giving effective feedback to colleagues about professional performance E
- A robust commitment to collaboration of teaching and learning strategies designed to support colleagues in their professional learning E
- Experience of leading teaching and learning initiatives beyond their own classroom D
- Experience of coaching and mentoring colleagues D
- Evidence of further Professional Development and training and how it has been applied E

## Achievement

- Evidence of effective strategies to raise achievement E
- Understanding how to use of data to inform improvement and raise student performance. E
- Ability of ensuring students meet challenging targets in their own classes E
- Ability to ensure students meet challenging targets across classes taught by others E

# 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



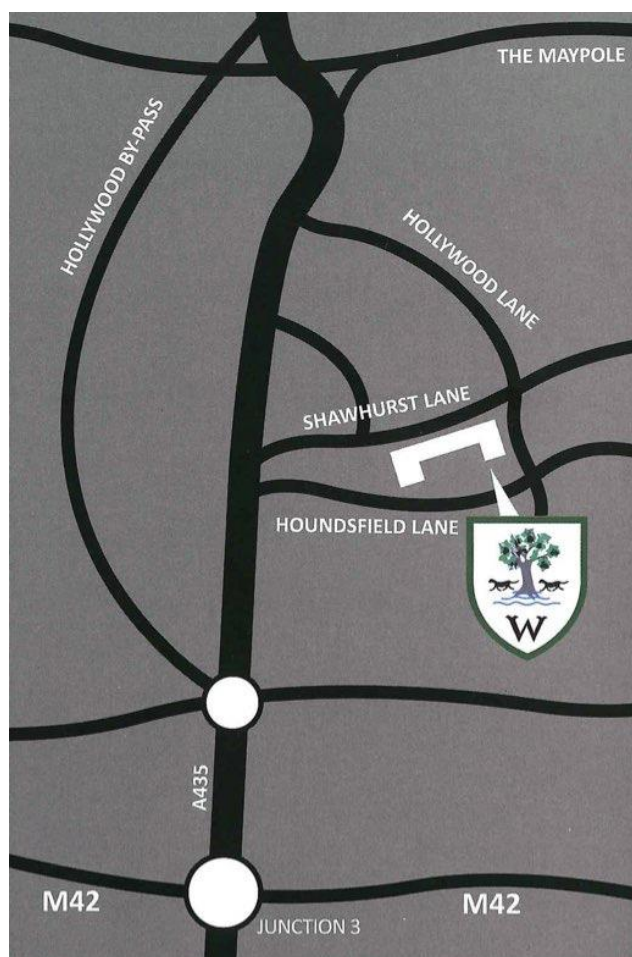
# Woodrush High School

An Academy for Students Aged 11-18

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Web: [www.woodrushhigh.worcs.sch.uk](http://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 (S)/Redditch/Evesham**.

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