Woodrush High School

An Academy for Students Aged 11-18

Drama Teacher

Applicant information

Ofsted Outstanding School 2013|2014

Advertisement

Teacher of Drama

With the ability to Teach Music as a second subject

Join us at Woodrush High School to work within the Creative Arts 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.

The successful candidate should be able to teach both Drama to KS3 and KS4 and Music to KS3. Applications are welcomed from NQTs, recent entrants to the profession, or experienced teachers.
Are you:

- Passionate about teaching Drama and Music?
- 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.

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

For more information on our school please download our application pack from our website. Where details can also be found on how to apply: www.woodrushhigh.worcs.sch.uk

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 15th March interviews to take place on Monday 19th March

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

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.

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The Creative Arts Department



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

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

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

Creative Arts Curriculum



Creative Arts at Key Stage 3:

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

Creative Arts at Key Stage 4 & 5:

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

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

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

The Art & Photography Department aims to:

- Develop confidence, value and pleasure in Art & Photography – to take risks and to have fun.
- Encourage the individual student's creative ability and develop the technical skills necessary to reach their full potential.
- Use Art & Photography to help students express their ideas, thoughts, feelings and experiences effectively.
- Help students to explore their world at first hand using all their senses and experimentation to gain knowledge and understanding of the world in which they live.

- Develop students' aesthetic awareness and enable them to make informed judgements about Art & Photography.
- Develop students' ability to value the contribution made by other artists, makers, photographers and designers and respond critically and imaginatively to ideas, images and artefacts of many kinds and from many cultures.

The Drama Department:

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



At Key Stage 3 students have regular lessons in Year 7 & 8 developing performing, devising and appraising skills. Working on schemes of work such as Greek Theatre, Commedia Dell'Arte and working on scripts such as Blood Brothers, Archie Dobson's War and 'Teachers' students are able to bring their performance skills to life.

At Key Stage 4 we offer GCSE Drama (AQA exam board). With an impressive uptake at KS4, Drama is a popular option at GCSE. Students learn about key Drama practitioners in Year 9 and how to incorporate their styles into their own work, along with studying scripts using the specification script *39 Steps* to develop performance skills further. In Year 10 students work on their devising skills, putting skills learnt into practice to produce their own performance based on a stimulus. In Year 11 students put their final performance showcase together, this year based on the script *The Curious Incident of the Dog in the Night-time,* along with working on preparations for their written exam at the end of Year 11.

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

The Music Department:

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

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



Music contributes to the development of pupils and to the school curriculum by providing a powerful and distinctive form of communication and expression.

The teaching of music extends everyday experiences, providing opportunities and links between home, school and other outside agencies. It develops the ability to focus listening and analyse what is heard. It introduces pupils to different forms of music-making and encourages objective judgment of musical quality. Music stimulates the acquisition of the skills, attitudes and attributes needed for life such as listening skills, concentration, aural memory, presentation and teamwork. It also develops creativity, risk-taking, intuition, sensitivity, perseverance and a sense of achievement and enjoyment. The department aims to provide pupils with stimulating, challenging work covering a variety of types and styles of music from different times and places.

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

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

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



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

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 Drama to KS3 and KS4	E
• Teaching Music to KS3	E
• Extra-Curricular Activities	E
• Pastoral Experience e.g. Form Tutor	D
• Understanding of how to enhance students learning to make learning vivid, challenging, enjoyable and real	E
• Knowledge of 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 Creative arts and its role in improving student life chances	D
Behaviour and Safety	
• Knowledge of how to cultivate positive and effective teacher/student relationships to encourage the best from every student.	E
• Understanding of 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	
• Aibity 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

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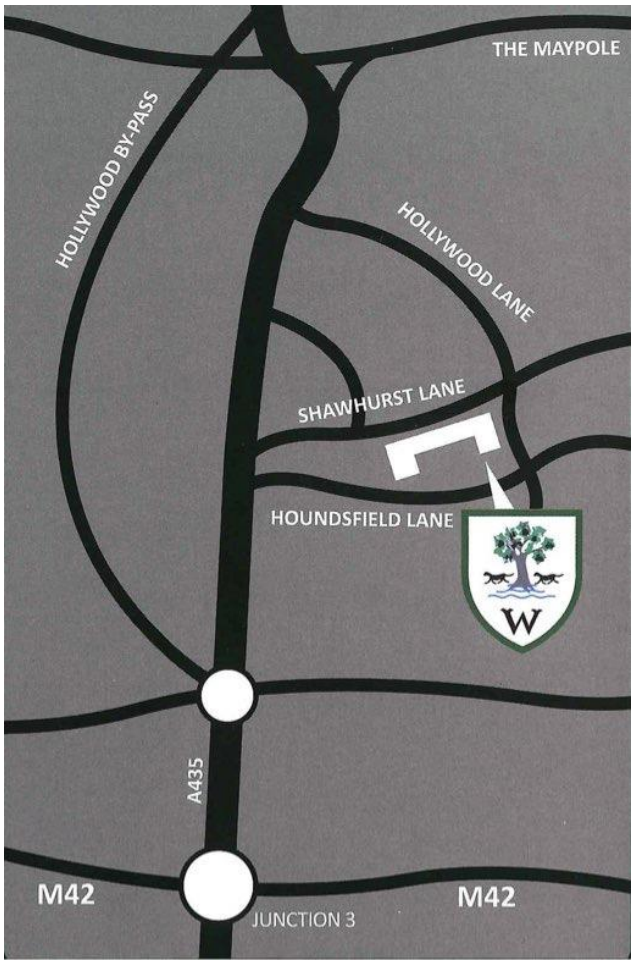
Woodrush High School

An Academy for Students Aged 11-18

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B47 5JW

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Fax: 01564 820092

Email: office@woodrushhigh.worcs.sch.uk
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