



# Woodrush High School

An Academy for Students Aged 11-18

## Lead Practitioner in Mathematics

### Applicant information

National Teaching School  
designated by  
National College for  
Teaching & Leadership



**Mandarin  
Excellence  
Programme**



## Advertisement

# Lead Practitioner in Mathematics To Start January 2020 Salary: Leadership Scale 1-3

A new exciting opportunity has arisen for a passionate and inspirational Lead Practitioner of Mathematics and Numeracy to join Woodrush High School and Woodrush Teaching School Alliance from January 2020.

### Play a key role in:

- Using your Specialist Leader of Education status or working towards it, as you work across our alliance of schools
- Raising standards by modelling excellent teaching
- Supporting professional development of colleagues in Maths and Numeracy across the school
- Working with professionals within the Teaching School Alliance
- Leading coaching and mentoring to excel the professional development of all colleagues
- Supporting the Head of Mathematics in the leadership and management of the department
- The continual improvement and development of the curriculum
- Leading as a high-level classroom practitioner
- Development of high-quality teaching materials and learning schemes
- Developing, implementing and evaluating policies and practice that lead to school development.

### We can offer you:

- An opportunity to work in extremely popular and over-subscribed Academy on the border of South Birmingham
- Excellent training opportunities
- Opportunities to work across our alliance of schools and work towards Specialist Leader of Education status.
- Local Government pension scheme.
- Reduced rate gym memberships

### About Woodrush:

- Secondary school with excellent reputation both locally and regionally
- Ofsted 'Good' with 'Outstanding' Leadership & Management, Personal Development, Welfare and Behaviour.
- Extensive CPDL programme for all staff at every stage in their career

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

To apply please download our application pack from our website [www.woodrushhigh.worcs.sch.uk](http://www.woodrushhigh.worcs.sch.uk)

Alternatively, please contact Amy Branford, Lead HR Administrator on 01564 820097 or email her at [abranford@woodrush.org](mailto:abranford@woodrush.org) to have a pack emailed or posted out to you

**Closing date first post 15<sup>th</sup> October 2019, Interview dates to be confirmed.**

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

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

***'Morale at the school is exceptionally high. Teachers are proud to work at the school, they are fully engaged in leaders' improvement drive and all share a common goal, namely, to make their school the best it can be.'*** Ofsted 2018

# Information for Job Applicants

Dear Applicant,

Thank you for your interest in our vacancy.

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

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

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

The inspection acknowledged how:

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

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

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

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

Kind Regards



Ms N. Rancins BSc PGCE NPQH  
Headteacher



# About Our School

Woodrush High School is a 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.

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

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

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

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

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



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

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

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

# Why work at Woodrush High School?

We place learning and progress at the heart of everything that we do and regularly celebrate at all levels the excellent achievements of our students. We have a 'can do' attitude where we feel that nothing is impossible to achieve 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 school and Teaching School
- Being at a school which has a highly supportive NQT programme, verified externally by our NQT Induction Quality mark
- Our interactive and inspiring weekly CPDL training sessions
- A fully supportive New Staff induction process
- The school's supportive network of colleagues
- Excellent opportunities for further development
- On site gym with membership at reduced rates
- On site café and library

## What does being part of a 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 CPDL for teachers at all stages and levels of experience, which aims to support teachers to become outstanding practitioners who are highly effective and exceed the professional standards required.

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

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



# The Mathematics Department

The Mathematics department consist of a team of 7 full-time members of staff, this includes the Head of Department.

The department has a reputation for high standards; we aim to ensure that each pupil achieves their full potential in developing their mathematical thinking skills, in order to achieve rapid and sustained progress and the highest attainment possible by the end of Year 11. Learning is not limited by year group as our 5-Year programme of study fully supports all learners including appropriate scaffolding and differentiation and the opportunity to be exposed to all aspects of the Curriculum from Year 7. The use of investigative tasks that deepen understanding and broaden perspectives is encouraged throughout the SOW and we are always looking for innovative ways to enrich the learning experiences. This philosophy is especially beneficial to our gifted and talented students who are encouraged to progress even further by moving onto complex topics early and challenge themselves by taking on studies in other areas of Mathematics such as GCSE Statistics in Year 10 and sitting the Edexcel Algebra and Number and Measure Awards exams.



Teaching takes place in a suite of 7 large classrooms housed on 2 floors within the same block. They are all equipped with Smart interactive whiteboards and internet access is available throughout. This allows for the use a variety of interactive tools including MyMaths, Mathsbox, Maths Watch VLE and PinPoint Learning. All staff have a laptop computer for use with the interactive whiteboard as well as for their own use to produce resources and monitor progress. There is also a bookable IT room available for lessons.

Teaching is done in sets according to ability; with Years 7 and 8 taught in 3 bands of 7 total groups and Years 9 through to year 11 taught in 7 sets across the whole year group.

All pupils at Woodrush follow the Edexcel scheme and begin working towards their GCSE in year 7. Our 5-Year programme of study of work begins in September of Year 7 and follows a mastery approach where pupils are encouraged to build deep understanding across the curriculum and apply skills from different strands with skill and accuracy. Assessment is by periodic topic tests and Exit Tickets (short assessments targeting key skills) as well as twice yearly summative assessments to coincide with the whole school reporting system. A final full more detailed exam is taken at the end of each year to cover all topics pupils have learnt since starting their GCSE. From September 2015 all pupils now follow the new 9-1 GCSE curriculum and the current programme of study has been updated to reflect the changes as well as advice from partner schools, Pixl and Edexcel



At Key Stage 5 we have started the new GCE. Our Year 12's can choose to take Mathematics and Further Mathematics to A level. We currently teach the Pure, Applied and Statistics modules; but the option is there to choose other modules depending on the needs of the current year group. Our schemes of work have recently been updated and our marking policy has been changed to reflect the recent changes in KS5.

The department has a reputation for working as a team, sharing good practice and good ideas, with the Head of Department operating an open-door policy being readily available for all staff. We are a supportive team regularly taking PGCE students from Birmingham, Warwick and Worcester University as well as School Direct Trainee Teachers through our Teaching school. However, we are also open to fresh ideas and embrace new challenges – joining this department would give staff the opportunity to further their career and try out new initiatives.

# Job Description – Lead Practitioner in Mathematics

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

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

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

**JOB TITLE:** Lead Practitioner in Mathematics

**RESPONSIBLE TO:** Head of Faculty

**SALARY:** L1-3

## **Purpose of the Role**

- To develop and implement Teaching and Learning initiatives and strategies throughout the Maths faculty which further raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring a centre of best practice and excellence.
- To take a lead role, working closely with the Head of Faculty and the relevant members of Senior Leadership Team and other Lead Practitioners developing, implementing and evaluating practice that leads to continuous and sustained school improvement.
- To understand research into best practice in Mathematics and whole school numeracy through visits and established link with other schools.
- To undertake action research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues within school and the wider Teaching School Alliance.
- To develop high quality teaching materials and schemes of learning.
- To contribute to staff development through the CPD programme and Woodrush Teaching School Alliance.
- To support, if required, underperforming teachers to enable them to improve their practice.
- To support the Woodrush Teaching School Alliance teacher training programme and liaise with other Lead Practitioners/SLE.
- To actively contribute to the Department team within the context of the Departmental Improvement Plan and the School Improvement Plan.
- Ensuring that all students develop their knowledge, understanding, skills and abilities within a secure and motivating educational environment.

## **Main Duties and Responsibilities**

The list is given as a guideline only and is not exhaustive. Other tasks and activities relevant to the main headings should also be considered acceptable. A degree of flexibility is therefore considered essential.

### **Strategic Direction and Development**

- Contribute to ensuring high quality teaching and learning across the department and where appropriate within the TSA.
- Take an active part in the Teaching & Learning forum; developing policies, procedures and practice and promoting collective responsibility for their implementation. Know how to and take a lead role to improve the effectiveness of assessment practice in Mathematics, analysing statistical information to evaluate the effectiveness of teaching and learning.
- Research and evaluate the innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.

### **Teaching and Learning**

- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's QA cycle.
- To provide targeted coaching for other teachers. To co-plan and teach lessons to illustrate effective practice across a range of subjects with the aim to develop colleagues to become more effective practitioners when appropriate.
- To teach a timetable within specialism, appropriate to the demands of the role and the need of the school.

- To develop the creative use of technology to enhance teaching, learning and assessment.

### **Leading, Motivating and Developing**

- Have teaching skills which lead to excellent results and outcomes.
- Demonstrate excellent and innovative pedagogical practice and deliver demonstrative lessons.
- Participate in quality assurance activities.
- Contribute to the professional development (and appraisal where appropriate) of all colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring, induction).
- To support whole school Training Days and events by providing workshops, presentations and training sessions for colleagues on effective teaching and learning strategies.

### **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

### **Teacher Tasks and Responsibilities**

- 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 Appraisal process.
10. Specific tasks and targets (identified in the Appraisal process).
11. The post holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require.

## Person Specification – Teacher

Teaching and Learning	
• Secondary teaching across the age, gender and ability range.	E
• Knowledge of the Curriculum	E
• Establishing high expectations of all students.	E
• Teaching Mathematics to KS3, KS4	E
• Teaching Mathematics to KS5	D
• Extra-Curricular Activities	E
• Pastoral Experience e.g. Form Tutor	E
• How to enhance students learning to make learning vivid, challenging, enjoyable and real	E
• How to use ICT as a tool to enhance teaching and learning	E
• Evidence of further personal and professional training development and how this has been applied.	E
• Has enthusiasm and a vision for the future of Mathematics Faculty and its role in improving student life chances	E
• Experience working/supporting colleagues in another school	D
Relevant Experience	
• Relevant experience as a successful teacher in Maths in a secondary school	E
• Proven track record of raising student outcomes	E
• Use of intervention strategies to address identified issues for development	E
• Experience of delivering CPD or coaching staff to improve pedagogy or practice	E
• Awareness of the latest developments and initiatives in education	E
• Awareness of the new EIF	D
• Experience working/supporting colleagues in another school	D
• Minimum of 5 years teaching experience or strong evidence of practice as an outstanding teacher over a prolonged period.	E
Education and Training	
• Qualified Teacher Status	E
• Degree in Maths or related subject	E
• SLE accredited or equivalent	D
• Higher qualifications such as a master's degree or evidence of pursuit of further professional qualifications	D
• Coaching qualification	D

<b>Behaviour and Safety</b>	
• How to cultivate positive and effective teacher/student relationships to encourage the best from every student.	E
• How to promote inclusion and equal opportunities	E
• Secure understanding of safeguarding and keeping children safe	E
• Ability to create an excellent climate for learning within your teaching area	E
<b>Achievement</b>	
• Evidence of previous achievements relating to set outcomes	E
• How to use personalized learning strategies to ensure high quality outcomes	E
• Understanding of a range of assessment for learning approaches, including grades where appropriate.	E
• Understanding of how to use Data to raise students' performance	D
• Ability of ensuring students meet challenging targets in their own classes	E
<b>Other Skills and Attributes</b>	
• Outstanding classroom practitioner	E
• Experience of coaching/mentoring of colleagues	E
• Experience of contribution to the professional development/mentoring of colleagues	E
• Excellent communication, presentation and interpersonal skills.	E
• Excellent knowledge, expertise and enthusiasm.	E
• Excellent personal organisation and self-motivation.	E
• Proven ability to raise standards in classrooms other than their own	E
• Ability to establish curriculum development, assessment, co-ordination and coaching	D
• A proven record of good attendance	E

**E = Essential D= Desirable**

# How to Apply:

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

## Section One: Personal Details

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

## Section Two: Education, Training & Qualifications

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

## Section Three: Employment/Work Experience

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

## Section Four: Supporting Statement

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

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

## Section Five: Convictions/Disqualifications

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

## Section Six : References

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

## Section Seven: Declaration

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

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

## **Safeguarding:**

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

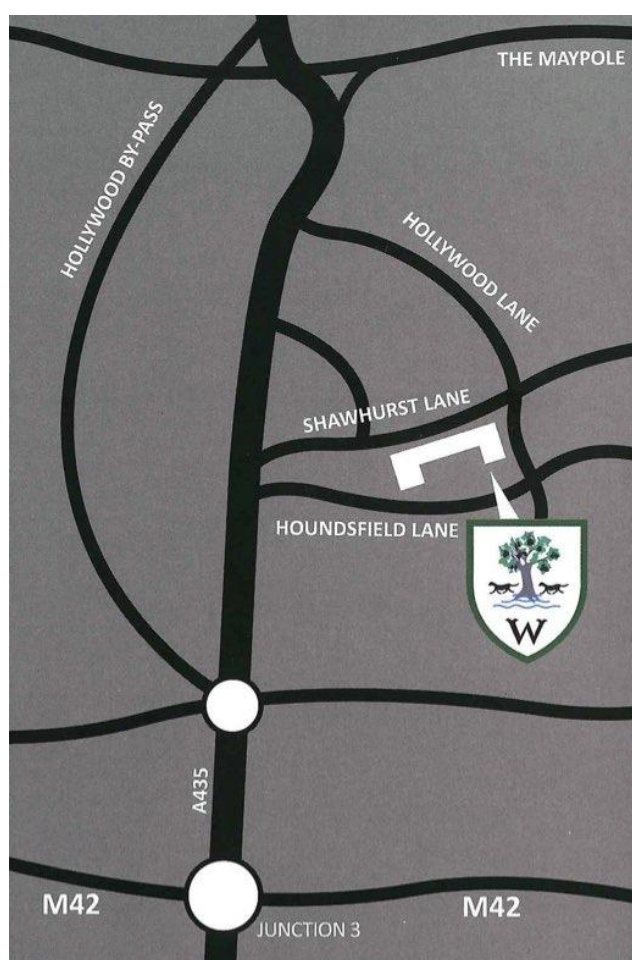
# Woodrush High School

An Academy for Students Aged 11-18

Shawhurst Lane  
Wythall  
Worcestershire  
B47 5JW

Tel: 01564 823777  
Fax: 01564 820092

Email: [office@woodrush.org](mailto:office@woodrush.org)  
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**

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