WOODBRIDGE HIGH SCHOOL

Pride in Achievement



Information for Potential Applicants







Kindness ***Tolerance*** ***Respect*** ***Excellence***

A Message from the Headteacher

I would very much like you to consider coming to work at Woodbridge High School. We are a large, thriving 11-18 comprehensive school in the heart of Woodford—right on the Central Line with easy access to central and east London. Our school is socio-economically, ethnically and culturally as diverse as any you will find, with students from across the whole ability range. If you are looking for a genuine comprehensive school in which to start or continue your career in teaching, look no further.

Please read through this booklet to get a flavour of what it might be like to work at the school. If you have any questions, do not hesitate to get in touch. I look forward to reading your application!

Steven Hogan, Headteacher

What We Offer...

... the opportunity to work in a highly regarded school

Woodbridge is a school which is going places. Our last Ofsted report in 2016 was clear that the school is 'Good' and noted the harmonious environment and the commitment of the staff to students' personal development. External audiences, including the local authority, have confirmed this assessment. We see ourselves on the path to 'Outstanding', and continue to work on all the aspects of our provision that will enable us to get there. Our exam results are good – including some impressive value added, amongst the best in the local area. Our reputation with local parents and local primary schools is very good indeed. Prospective parents often ask us how they can get their child into Woodbridge. Several of our own staff have children who attend the school, and this speaks volumes.



... a friendly and welcoming staff body

Our staff welcome new colleagues with open arms. They are friendly, supportive and kind. Visitors and candidates for interviews often remark on how friendly the people they meet have been. But don't take our word for it – come and see for yourself. We always welcome visits from prospective candidates for positions in the school and we can organise some students to take you on a tour. Everyone you meet will greet you warmly.

... access to sports and leisure facilities

We have an all-weather pitch on site which is used by staff on one evening in the week, as well as a recently opened fitness gym and dance studio. Staff sessions are available in both of these facilities.

... motivated, well-behaved and friendly students



We have lost count of the number of times that visitors, interview candidates and prospective parents have remarked on how well our students present themselves. It is the ethos of the school which makes them that way; as a rule they are keen, articulate and absolutely ready to participate in whatever you have to offer them. They truly appreciate good teachers. External observers who have been to many schools tell us that behaviour is 'Good' and we would say that for the majority of students for the majority of the time it is outstanding. Of course, being young people, some students occasionally need guidance to do the right thing – and that is our role. We have a full set of behaviour procedures in place to deal with any incident of behaviour that does not meet expectations.

… opportunities for rapid career development and promotion



Many of the staff in promoted posts within Woodbridge started with us as NQTs, including four of the current senior leadership team, three of our heads of year and a number of heads of department. If you want to develop your career, and have the opportunity to take on responsibilities, then this is a very good place to be. Many staff gain promoted posts in their second year of teaching, often taking on one of our whole-school 'Every Child Matters' posts with responsibility for an area of our extra-curricular provision. If you are ready to take on some extra responsibility (and the extra salary that goes with it!) we will do our best to find something for you.

… tailored professional development and training



We are proud of the professional development programme we have on offer. We take this aspect of our work seriously. We encourage all staff to be reflective practitioners and to work with their line managers to develop a bespoke CPD programme each academic year. There is a full NQT induction programme, including the opportunity to attend sessions at our partner schools in the North-East London Teaching Alliance (NELTA). Each second-year teacher has a mentor from another department and a full programme of reflective CPD. During each academic year, we put on a number of optional CPD sessions designed to develop aspects of your teaching. We meet for whole staff training once a month as part of our school development programme. Subject leaders are given additional time to provide bespoke training for their team. Staff are also welcome to apply to our 'acting-up' programme. They take on an

… a comprehensive staff well-being package

Teaching is a challenging and sometimes stressful job. Our aim is that Woodbridge staff want to come to work each day and feel supported in their work. Our workload charter protects our staff from unnecessary tasks while allowing them to focus on their core responsibilities. Another key aspect of looking after our staff is by providing opportunities for them to develop relationships with colleagues, to socialise with them and to relax a little after a long day or long term. We provide refreshments for staff at CPD sessions and parents evenings, and at the beginning of each term we gather together for an INSET day lunch. As well as access to the sports facilities described above, we also have a group of staff who organise end-of-term events for staff. New staff will always have a 'buddy' assigned to them – an experienced member of staff who knows the ropes, but who is not their line manager. The role of the buddy is to provide support and guidance should it be needed. Our professional association representatives meet each term with the headteacher and discuss wellbeing issues raised by staff.







Staff Case Studies...

... Assistant Headteacher

"I joined Woodbridge as an NQT. After successfully completing induction and teaching across the key stages, I was promoted to the position of Head of History. Middle Leadership was a fantastic opportunity to lead a team in creating a successful department where students could aspire and achieve in their studies. Whilst continuing to craft my teaching, I was able to gain experience in leadership and management and was given bespoke CPD opportunities to develop and contribute to whole school leadership. I was successfully promoted to Assistant Headteacher with a challenging and diverse whole-school portfolio. This opportunity has allowed me to contribute to Woodbridge's constant drive to raise standards and provide better life opportunities for our students. One student I taught for a number of years gained a place at St Andrews to study history - a wonderful opportunity for him!



"Woodbridge is a truly great place to work. First and foremost the students are a genuine pleasure to work with. Whether it be a conversation on the corridor, or a duty, or in the depths of a lively debate in lessons, Woodbridge students are engaged, motivated and always a privilege to talk to. Staff are supportive and an excellent team who support one another and are passionate about the success of our students. Woodbridge is always looking forward and constantly challenging the way we do things and how we develop. CPD and the whole school Teaching and Learning agenda has a clear identity that is always evolving with current thinking and research. Lastly, Woodbridge is a truly comprehensive school. The geographical position of the school and the diversity of students on roll make this a fantastic place to teach and develop your career."

... NQT

"I joined Woodbridge as a trainee teacher and started my NQT year the following year. As is natural, I was daunted by the prospect of starting my first year as a "real" teacher, as the timetable and levels of responsibility were increased from my PGCE training year. However, the systems of support and help put in place at Woodbridge made this transition significantly easier and more peaceful than it had the potential to be. I was very well supported by my department, with a subject mentor, a teaching and learning mentor and, I suppose, a whole team of informal mentors (my colleagues) who were always happy to help me out or point me in the right direction. This support structure is backed up by the leadership team, who were just as happy to answer my questions and offer me advice when needed. This, coupled with the generally happy mood that pervades the school allows for a comfortable environment in which to focus on professional development. I must also mention the support and administrative staff who have never hesitated to make sure I knew what I was doing."

... Science teacher with additional responsibility

"The two best things about working at Woodbridge are the staff...and the kids! I started at Woodbridge as an NQT and have made some great friends within my department and in other departments as well. The students at Woodbridge come from such a vast diversity of cultures and backgrounds, and I love that there is always so much that I can learn from them, aside from simply being their teacher. The school is part of the North East London Teaching Alliance programme provided for NQTs, which is really great and provides interesting CPD sessions at a range of different schools. I had excellent support from my NQT mentor, which allowed me to grow and develop as a really enthusiastic teacher. There are a range of opportunities for continued professional development, from outstanding teaching sessions to 'how to use Excel'-type sessions, because even the most experienced teachers need a helping hand sometimes! There are also lots of opportunities for progression within the school, with regular extra whole-school roles to apply for and also TLRs within departments; a journey which I have recently embarked upon myself!"

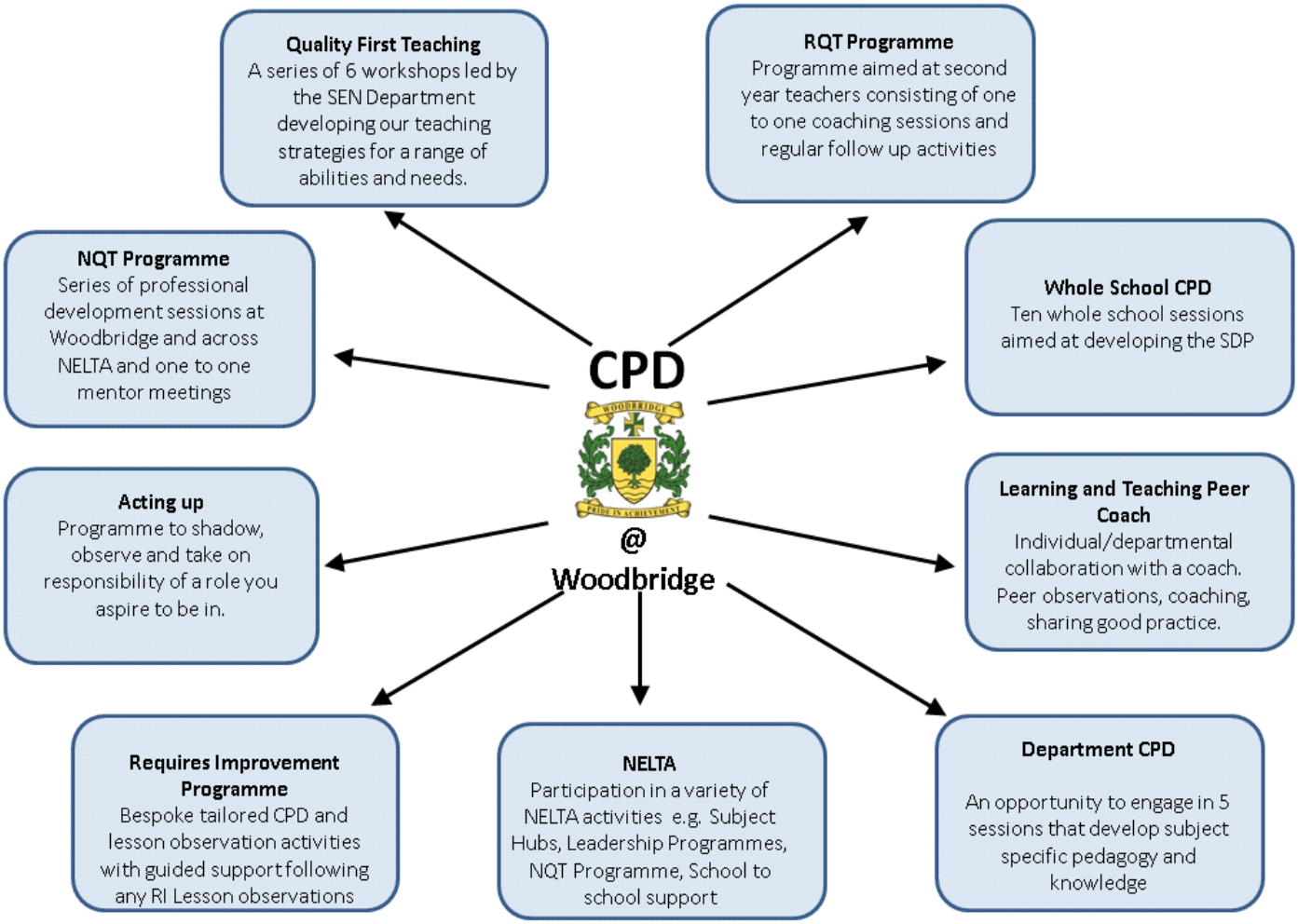


... English teacher with additional responsibility

"My experience of working at Woodbridge has been rewarding and enriching. The Woodbridge Team are dynamic, innovative and supportive. I would recommend working here because of the spirit and ethos of the 'Woodbridge Way'. Our pupils are eager to learn and willing to try their best even when they are tired or find a task challenging. Most of my best days always happen in the classroom when there is that magic moment of flair and brilliance when our pupils 'get it'. Around the school, I have found the pupils are positive, safe and happy to be here."

Professional Development at Woodbridge

The diagram below sets out the CPD programme for the current academic year.







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Safeguarding Information for Applicants

Woodbridge High School is absolutely committed to safeguarding children and young people.

To that end careful checks will be made on all applicants for posts at our school. This includes:

- Checking a valid passport or driving licence and birth certificate to check identity
- Checking original certificates for academic qualifications
- Contacting referees for each shortlisted applicant

All appointments are made subject to a satisfactory Disclosure and Barring Check (DBS). Applicants who have resided abroad will be subject to further checks with authorities in those countries where they have resided.

All applicants should note that the position available involves contact with children and is exempt from the Rehabilitation of the Offenders Act 1974 and all subsequent amendments (England and Wales).

The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.

A previous unspent conviction will not necessarily bar someone from being appointed; the specific nature and date of the conviction will be taken into account.

In addition, all applicants will be required to satisfy the school that they are permitted to work legally in the UK.

Safeguarding underpins the work we do in school and as such the school provides appropriate induction support to all appointed staff and promotes vigilance at all times.



A Final Message…

"I have come to the frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or de-humanised."

Dr Haim Ginott