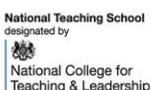




# Applicant Job Pack

## RE Teacher 1-year fixed term

Woodrush High School  
An Academy for Students Aged 11-18





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## RE Teacher

**To start September 2021**

**Contract: Full Time 1-year fixed term**

**Salary: MPS/UPS**

Situated in a pleasant suburban area on the borders of Birmingham, Solihull and Worcestershire (only 5 minutes from Junction 3 of the M42), Woodrush High School is an oversubscribed 11-18 mixed Academy and has an excellent reputation locally and nationally. We are a designated Training School committed to educational innovation and we enjoy working partnerships with many schools locally and across the region.

We are offering a great opportunity for a practitioner who is passionate about their subject to join us at Woodrush High School within the Humanities faculty on a 1-year fixed term basis at an exciting time in its development. This vacancy is suitable for newly qualified teachers.

The successful candidate should be able to teach RE to KS3, KS4 and KS5. The successful candidate will provide excellent teaching that ensures all students achieve the best outcomes and will join a vibrant department, where teachers work together and are encouraged to inspire all students to make excellent progress from their individual starting points.

### Are you

- Passionate about teaching RE?
- 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?

### This role will include:

- Teaching KS3, KS4 and KS5 RE
- Pastoral duties as a Form Tutor
- Planning and delivering well-structured sequences of lessons, aligned with the curriculum to ensure all students make at least good progress
- Taking an active role in the department

### We are proud to offer:

- The benefit of being part of our Training 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 Amy Branford, Human Resources on 01564 823777 or email [abranford@woodrush.org](mailto:abranford@woodrush.org) to have a pack emailed to you.

### Closing date 9am on 17<sup>th</sup> May 2021 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*

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



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## 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 Training 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





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## About Our School

Woodrush High School is a mixed, comprehensive school of approximately 1000 students aged 11 to 18, including the 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 students residing in south Birmingham, Worcestershire, and Solihull. The school, which was opened in 1958, enjoys an excellent reputation locally and was designated a Training 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 the 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 enriches 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 Training 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.



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## 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 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 Training 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 Training 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 a 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 can effectively support staff within our school or our Alliance/ partner schools.

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





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## The Humanities Department

The Humanities Faculty currently comprises of 6 subjects across 3 key stages: Faith & Ethics, Geography, Health and Social Care, History, Psychology and Sociology. The faculty has gone from strength to strength in recent years, achieving good results at KS5 and outstanding outcomes at KS4 despite all the new specification changes.

There are currently 10 members of staff who teach across the faculty. They share a forward thinking and dynamic approach to learning and teaching, working collaboratively to plan and design a challenging and engaging curriculum for our students. They regularly share best practice and are fully committed to wider enrichment and SMSC development of our pupils. The faculty works closely with local teacher training providers and we regularly have trainee teachers in our faculty.

### **Ethos:**

As well as fully supporting and promoting the school ethos of 'Turn up, work hard, be nice,' the faculty has its own strong ethos. There is a great feeling being part of a team; with all staff working collaboratively on everything they do. Staff in humanities 'teach from the heart'; the passion and enthusiasm has been noted by Ofsted inspectors and students alike. SMSC and enrichment is at the heart of everything the faculty does. We constantly strive to improve the Learning and Teaching experience of all our students; fostering a reflective approach to our own CPD and regularly sharing 'best practice.' We are also fully committed to developing students' literacy and numeracy skills; particularly getting them ready for SPaG marks in their GCSEs.



### **Facilities:**

The faculty is housed in 6 specialist Humanities classrooms. All classrooms have projectors, interactive whiteboards, and a wide variety of AfL resources. Each classroom uses the wall space to focus on engagement and motivation of pupils through a range of displays.

### **The KS3 Curriculum:**

Students receive 1 hour 15 minute lessons across a 2 week timetable at KS3.

This is currently divided into;

Year 7: 3 lesson of Geography, 3 lessons of History and 2 lessons of Faith and Ethics

Year 8: 3 lesson of Geography, 3 lessons of History and 2 lessons of Faith and Ethics

In Geography lessons, students start by thinking about their own geography and developing their basic map and geographical enquiry skills. They go on to study, My Place, Our Future World, Extreme Environments in Year 7. Then, in Year 8 we look at Our Developing World, Wild Weather and Global Climate and Our Restless Planet.

In History lessons, students find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that can enable them to make connections within and across different periods and societies. Topics include; Medieval Times, The Tudors, Industrial Revolution, Empire and Slavery, WWI, WWII and the Holocaust.

Faith and Ethics is taught thematically across Years 7-9 and includes the following topics:

Year 7: Is there a God, Special and sacred places, Power and Peace, Our planet.

Year 8: Being Human, Human Rights, The Arts at Easter, Life and Death.

Year 9: Suffering, Religion, Peace and Conflict, Religion and Life, Religion and conflict.

### **The KS4 Curriculum:**





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At the end of Year 8 students chose their GCSE options. Students are streamed and then set within each stream for their chosen subjects. Humanities subjects at KS4 are incredibly popular. Students study the courses over a 3-year period and results in all subjects are above national average.

Subjects currently available:

History, Geography, RE, Sociology, Health and Social Care.

#### **KS5 Curriculum:**

KS5 Humanities subjects are extremely popular. We currently offer 4 Humanities subjects at KS5:

Geography – AQA

History – OCR

Sociology – AQA

Psychology – AQA

#### **Enrichment:**

Humanities are very proud of their enrichment provision. They provide a wide range of extra-curricular trips, visits, clubs and events including:

Gifted and Talented clubs at KS3 and 4

Residential studies in History, Geography and Faith and Ethics at KS3

Numerous day trips to enrich all Humanities subjects

Trips abroad to support our GCSE subjects

#### **Sanctions and Rewards**

As a faculty we think it is important to praise students and have raised the profile of rewards in the faculty.

We have a rewards information board and another display board with names of 'students of the week'.

Student behaviour is first and foremost monitored within faculty and a faculty timeout timetable ensures that staff have support where they need it. Behaviour management is strong within the faculty and we focus heavily on effective behaviour for learning.





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## 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.



QUALITY MARK

### **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 Training School, for free.
- Strong career progression and opportunities to lead and take part in Training 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.





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## Job Description – RE Teacher

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.

<b>JOB TITLE:</b>	RE Teacher
<b>RESPONSIBLE TO:</b>	Head of Faculty
<b>SALARY:</b>	MPS/UPS

### Teacher Tasks and Responsibilities

- 3.1 Subject to the negotiation with the Team Leader or Subject Leader actively contributes 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 to 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 to 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:



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- 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 the communal areas present 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 the 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 the 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 the 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).



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11. The post holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require.





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## Person Specification – Teacher

<b>Teaching and Learning</b>	
• Secondary teaching across the age, gender and ability range.	E
• Knowledge of the Curriculum	E
• Establishing high expectations of all students.	E
• Teaching RE to KS3, KS4	E
• Teaching RE 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
• Experience working/supporting colleagues in another school	D
<b>Relevant Experience</b>	
• Relevant experience as a successful teacher in a secondary school	E
• Proven track record of raising student outcomes	E
• Awareness of the latest developments and initiatives in education	E
<b>Education and Training</b>	
• Qualified Teacher Status	E
• Degree in related subject	E
• 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



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• Understanding of how to use Data to raise students' performance	D
• Ability to ensure students meet challenging targets in their classes	E
<b>Other Skills and Attributes</b>	
• 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, coordination, and coaching	D
• A proven record of good attendance	E

**E = Essential D= Desirable**





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## 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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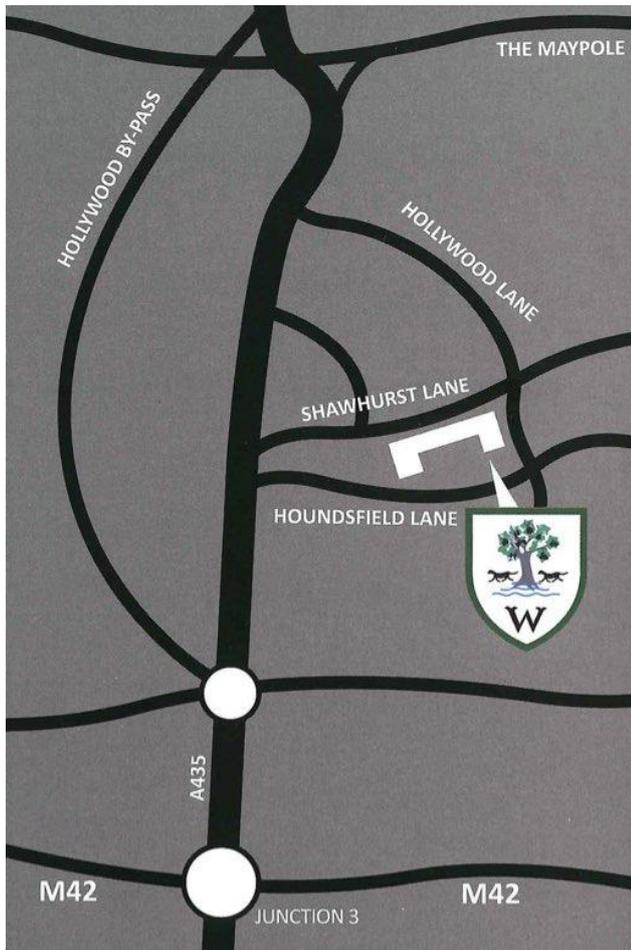
# Woodrush High School

An Academy for Students Aged 11-18

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 the 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 signposted