



Applicant Job Pack

Second in Humanities

History

Woodrush High School
An Academy for Students Aged 11-18





Second in Humanities - History

To start: September 2026

Contract: Full time, Permanent

Salary: MPS/UPS & TLR 2b

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 school committed to educational innovation, and we enjoy working partnerships with many schools locally and across the region.

We are excited to offer a great opportunity for a specialist practitioner with leadership potential, who is passionate about history to join us at Woodrush High School within the Humanities faculty, teaching across KS3, KS4 with the opportunity to teach KS5 for a suitably experienced candidate.

The successful candidate will provide excellent teaching that ensures all students, regardless of starting points, 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 and learning?
- 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:

- Specialist teaching of History in KS3, KS4 with the opportunity to teach KS5 for a suitably experienced candidate.
- 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
- Contributing to the development of effective teaching and learning within the Humanities department

We are proud to offer:

- A wealth of CPD aimed at teachers at all stages and levels of experience
- Excellent opportunities for further career development

Interested candidates are welcome to come and look around the school by prior appointment. Please contact Grace Terry Human Resources on 01905 701120 or email hr@blackpeartrust.org

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. Successfully shortlisted candidates may be subject to further online searches.





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 11-18-year-olds, committed to building supportive, professional relationships between students, staff, parents and carers and the community that we serve.

At Woodrush, staff are welcoming, committed and maintain the highest expectations of both ourselves 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 2024 Ofsted inspection acknowledged how:

- This is a school where students live out leaders' expectations of being 'Woodrush Ready'
- School is a harmonious community where difference is celebrated, and students behave considerately to each other and to visitors.
- Students respond well to the school's expectations of them academically.
- Typically, students focus in lessons and aim to do their best.
- The wider curricular provision is extensive and strategically planned.

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

Mr J Barber
Headteacher





About Our School

Woodrush High School is a mixed, comprehensive school of approximately 1010 students aged 11 to 18, including the Sixth Form. 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.

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 and 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. 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 our 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 adhere 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 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 keen sense of community life and developing good habits of hard work and self-discipline.





Why work at Woodrush High School?

Staff at Woodrush High School enjoy being part of a successful and inclusive school community, where there is a strong sense of shared purpose and a deep commitment to supporting both students and colleagues to achieve their best. We foster a professional environment in which staff feel valued, respected and supported at every stage of their career. Relationships between colleagues are warm and collaborative, with staff working closely together to share ideas, resources and expertise.

We are particularly proud of our highly supportive Early Career Teacher programme, which provides structured guidance and mentoring (outlined later in this pack). This is complemented by a well-planned induction programme for all new staff, ensuring that colleagues feel confident and well prepared from the outset. Our weekly CPDL sessions are engaging and rooted in evidence-informed practice, providing regular opportunities for staff to reflect on and develop their teaching.

Professional growth is a key priority at Woodrush. Staff are encouraged to be reflective practitioners and there is a strong culture of continuous improvement, supported by open dialogue and collaboration across departments. We provide clear opportunities for development, enabling staff to enhance their subject knowledge, refine their classroom practice and, where appropriate, take on additional responsibilities.

Alongside this, we recognise the importance of staff wellbeing. Staff benefit from a supportive network of colleagues and approachable leaders who are committed to maintaining a positive working environment. We also offer a range of on-site facilities, including a gym with subsidised membership, a café and a well-resourced library space.

Overall, Woodrush is a school where staff feel part of a community, where professional development is prioritised, and where colleagues are supported to thrive both personally and professionally.





The Humanities Department

The Humanities Department at Woodrush is innovative, forward-thinking and ambitious. We are a team of committed subject specialists determined to provide a high standard of education to all our students. We believe this is achieved through a supportive, collaborative approach, where ideas are discussed and shared and individual initiative is valued and encouraged.

It is a principle that each teacher will feel able to contribute to the policy and practice of the department; individual teachers or working parties have the opportunity to take responsibility for a variety of departmental areas. We see these negotiated roles as an opportunity for personal and professional development.

Students in Key Stage 3 experience three lessons a fortnight and study a range of skills and topics taught chronologically each year. Some of the topics students enjoy learning about include Norman England, the Reformation, the French Revolution, WW1, WW2 and the Holocaust. We are particularly passionate about developing students' ability to think critically, evaluate interpretations and construct well-supported historical arguments.

We regularly update medium term plans to make the curriculum as lively and enjoyable for students as possible, as well as ensuring that content is appropriately challenging in preparation for the demands of GCSE study. We teach a knowledge-rich curriculum and look for ways to encourage students to become culturally aware, independent, and creative in their approaches.

In Key Stage 4, history students study for their GCSEs with OCR SHP (B). Units studied include Peoples' Health, Elizabethan England, Life Under Nazi Rule, Making of America, and Kenilworth Castle. We have been committed to creating and revising schemes of work and resources in response to the GCSE specifications, ensuring that lessons support and challenge students to achieve their potential.



In Key Stage 5, students learn about the French Revolution, 20th Century Britain, and Russia. We are proud that our students' results across all Key Stages are consistently strong.

To further extend our curriculum, we also offer a range of enrichment opportunities. We have also offered a range of trips including the Black Country Museum, Kenilworth Castle, and Berlin.

The Humanities Department at Woodrush will provide you with the opportunity of working with a committed and supportive team

which values initiative and collaboration. We are excited to welcome new members of staff with fresh ideas and an enthusiastic approach.





Job Description

JOB TITLE: Second in Humanities - History

CONTRACT: Permanent

RESPONSIBLE TO: Head of Faculty

SALARY: MPS/UPS & TLR 2b

We are seeking a passionate and enthusiastic Second in Humanities with a specialism in History to join our supportive and collaborative department. This role is ideal for an experienced teacher with leadership potential and ambition who is keen to develop their practice in a well-structured and nurturing environment.

Teaching and Learning

- Plan and deliver well-structured, engaging History lessons in line with departmental schemes of work.
- Model high-quality teaching and maintain consistently high expectations for all students.
- Adapt teaching to meet the needs of all learners, including those with SEND and disadvantaged students.
- Use questioning, modelling and feedback effectively to support student progress over time.
- Support colleagues, including non-specialists, in the effective delivery of the History curriculum, ensuring consistency across the department.

Assessment and Feedback

- Assess students' work regularly in line with school policy, maintaining accurate records of progress.
- Provide clear, constructive feedback that supports improvement.
- Develop and refine accurate and fair assessment practices that reflect the taught curriculum.
- Use assessment and performance data to inform planning, identify trends and implement interventions to improve outcomes.

Behaviour and Classroom Culture

- Establish clear routines and maintain high expectations for behaviour in line with school policy.
- Create a positive, inclusive and purposeful learning environment.
- Build strong relationships with students to support engagement and progress.
- Promote a culture of respect, collaboration and academic ambition within the classroom.

Planning and Curriculum

- Lead the development of the History curriculum, shaping its vision, ethos and values in line with whole-school priorities.
- Continue to develop, sequence and implement an ambitious, innovative and engaging curriculum at KS3 that meets National Curriculum requirements and supports strong uptake and outcomes at KS4 and KS5.
- Follow and contribute to departmental schemes of work, sharing ideas and resources with colleagues.
- Lead the development of curriculum resources and approaches that support the progress of all learners, particularly disadvantaged students and those with SEND.
- Support the development of literacy, reading and communication skills within History lessons and across the curriculum.
- Work collaboratively with colleagues and senior leaders to ensure History contributes to wider whole-school priorities.

Professional Development

- Participate fully in the school's CPD and, where appropriate, ECT programme.
- Reflect on teaching practice and respond to feedback to continually improve.
- Maintain an up-to-date understanding of developments in teaching and learning, ensuring practice reflects current research and best practice.
- Contribute to and, where appropriate, lead subject-specific CPD to support colleagues' development.
- Support and, where appropriate, line manage members of the History team, providing guidance, feedback and coaching.
- Work closely with a mentor, Curriculum Leader or Head of Faculty to develop leadership practice.



Wider Contribution

- Attend departmental meetings, parents' evenings and school events.
- Promote and celebrate History through a wide range of enrichment opportunities, including clubs, trips and visits such as the Berlin residential.
- Lead and contribute to assemblies and key events, including Black History Month, Remembrance Day, Holocaust Memorial Day and Women's History Month.
- Represent the History department within the school and wider community, including supporting transition work with feeder primary schools.
- Contribute to extra-curricular opportunities and wider school initiatives.

General Responsibilities

- Support the Curriculum Leader in securing strong outcomes for students across Humanities, with a particular focus on History.
- Work closely with the Curriculum Leader playing an active role in quality assurance processes, including lesson visits, work scrutiny and curriculum review.
- Follow all school policies, including safeguarding and health & safety.
- Promote the school's values and ethos.
- Collaborate with other teams to support whole-school initiatives.
- Participate in meetings with colleagues and parents/carers as required.
- Undertake supervisory duties and other responsibilities as directed by the Headteacher.

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.

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.

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.

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 – Second in Humanities - History

Teaching and Learning	
• Experience of successful secondary teaching across a range of ages, abilities and backgrounds	E
• Secure knowledge of the National Curriculum and GCSE specification in History	E
• Ability to model high-quality teaching and establish consistently high expectations for all students	E
• Strong understanding of adaptive teaching approaches to support all learners, including those with SEND and disadvantaged pupils	E
• Ability to support colleagues, including non-specialists, in delivering effective teaching	E
• Ability to make learning engaging, challenging and relevant to students	E
• Confidence in using ICT to enhance teaching and learning	E
• Willingness to lead enrichment opportunities (e.g. trips, extra-curricular activities)	E
• Willingness to undertake the role of Form Tutor	E
Relevant Experience	
• Experience of teaching History successfully at Key Stages 3 and 4	E
• Evidence of positively impacting student progress and outcomes	E
• Experience of using assessment and data to inform teaching and support progress	E
• Experience of contributing to curriculum planning or development	E
• Experience of supporting or leading aspects of a subject area or initiative	D
• Experience of teaching at Key Stage 5	D
Education and Training	
• Qualified Teacher Status	E
• Degree in History, or an associated subject	E
• Evidence of engagement in relevant professional development and a commitment to ongoing learning	E
• A relevant NPQ (e.g. NPQML/NPQLT or equivalent), or similar	D
Behaviour and Communication	
• Ability to establish positive, professional relationships with students that support high levels of engagement and achievement	E
• Ability to promote inclusion and equality of opportunity in the classroom	E
• Secure understanding of safeguarding responsibilities and child protection	E
• Ability to create and maintain a calm, purposeful and inclusive learning environment	E



<ul style="list-style-type: none">• Strong communication skills when working with students, colleagues and parents/carers	E
Achievement	
<ul style="list-style-type: none">• Commitment to securing strong outcomes for all students	E
<ul style="list-style-type: none">• Ability to use data effectively to raise standards and address underachievement	E
<ul style="list-style-type: none">• High expectations of student achievement and behaviour	E
<ul style="list-style-type: none">• Understanding of factors affecting student progress within a comprehensive school context	E
Other Skills and Attributes	
<ul style="list-style-type: none">• Ability to contribute to the development of the History curriculum and departmental resources	E
<ul style="list-style-type: none">• Willingness to support the professional development of colleagues through collaboration, sharing good practice and leading CPD	E
<ul style="list-style-type: none">• Strong organisational skills, including the ability to manage workload and priorities effectively	E
<ul style="list-style-type: none">• Excellent communication, presentation and interpersonal skills	E
<ul style="list-style-type: none">• Enthusiasm for History and commitment to promoting the subject across the school	E
<ul style="list-style-type: none">• Resilience, adaptability and a reflective approach to professional practice	E
<ul style="list-style-type: none">• A reliable record of attendance and professionalism	E

E= Essential D= Desirable





Woodrush High School

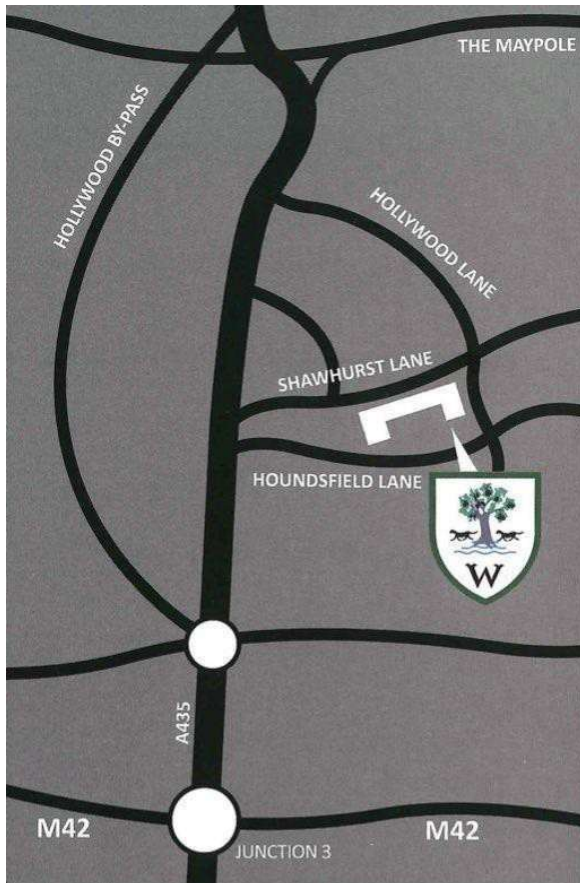
An Academy for Students Aged 11-18

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Worcestershire
B47 5JW

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Email: office@woodrush.org

Web: www.woodrushhigh.worcs.sch.uk



By Rail

A train from Birmingham Moor Street to Whitlocks End will take around 30 minutes. A taxi from Whitlocks End Station to Woodrush High School will cost about £5.00 (approx. 1.5 miles)

A train from Birmingham Moor Street to Wythall Station will take about 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 (approx. 1 mile)

A2B Taxis- 0121 733 3000

Crown Cars- 0121 706 2525

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 come to a group of shops on the right (including Spar). Turn right onto Shawhurst Lane. Woodrush High School is approximately 360ft on the right. (Postcode for Sat Nav. is B47 5JW)

Please use the Sports Centre car park situated to the left of the school main gates.

Please press the buzzer for Woodrush and the Receptionist will answer and raise the barrier.

Please park and come to the main school reception.