



Applicant Job Pack

Teacher of  
History

Woodrush High School  
An Academy for Students Aged 11-18





## Teacher - History

**To start:** September 2026

**Contract:** Full time, Permanent

**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 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, who is passionate about their subject to join us at Woodrush High School within the Humanities faculty, teaching across KS3, KS4 and KS5 for a colleague with appropriate experience.

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
- Supportive Induction programme for Early Career Teachers
- 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](mailto: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, 20<sup>th</sup> 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

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

We are seeking a passionate and enthusiastic Teacher of History to join our supportive and collaborative department. This role is ideal for an Early Career Teacher, or someone with more experience, who is keen to develop their practice in a well-structured and nurturing environment.

## **Teaching and Learning**

- Plan and deliver well-structured, engaging lessons in line with departmental schemes of work
- Adapt teaching to meet the needs of all learners, including SEND and disadvantaged students
- Use questioning, modelling and feedback to support progress over time
- Maintain high expectations of all students

## **Assessment and Feedback**

- Assess students' work regularly in line with school policy
- Provide clear, constructive feedback to support improvement
- Use assessment information to inform planning and identify next steps
- Keep accurate records of student progress

## **Behaviour and Classroom Culture**

- Establish clear routines and high expectations for behaviour
- Create a positive, inclusive classroom environment
- Apply the school's behaviour policy consistently
- Build strong relationships with students to support learning

## **Planning and Curriculum**

- Follow departmental schemes of work and contribute ideas where appropriate
- Work collaboratively with colleagues to share resources and good practice
- Support the development of literacy and communication skills across lessons

## **Professional Development**

- Participate fully in the school's CPD and ECT programme (where applicable)
- Reflect on teaching practice and respond to feedback
- Work closely with a mentor or subject leader to develop practice

## **Wider Contribution**

- Attend departmental meetings, parents' evenings and school events
- Contribute to enrichment activities where possible (e.g. clubs, trips, reading initiatives)
- Act as a form tutor if required

## **General Responsibilities**

- Follow all school policies, including safeguarding and health & safety
- Promote the school's values and ethos
- Carry out reasonable duties as directed by the Headteacher
- To collaborate with other teams to facilitate the development of whole-school initiatives.
- To participate as required in meetings with colleagues and parents in respect of the duties of the post.
- To supervise students as required by the Headteacher including duties.



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 – Teacher

<b>Teaching and Learning</b>	
• Experience of secondary teaching across age, gender, and ability range.	E
• Knowledge of the National Curriculum & GCSE Specification	E
• Establishing high expectations of all students.	E
• Understanding of a range of adaptive teaching approaches	E
• Willingness to lead Extra-Curricular Activities	D
• Willingness to undertake form tutor role	E
• Able 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
<b>Relevant Experience</b>	
• Ability to engage and challenge students across a range of abilities in Key Stages 3&4	E
• Understanding of how to support student progress	E
• Awareness of the latest developments and initiatives in education	E
• Experience teaching KS5	D
<b>Education and Training</b>	
• Qualified Teacher Status	E
• Degree in History, or an associated subject	E
<b>Behaviour and Communication</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>	
• Commitment to supporting student success	E
• Understanding of how to use data to raise students' performance	E
• 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 organization, resilience, and self-motivation.	E
• A proven record of good attendance	E

E= Essential D= Desirable



### **Early Career Teaching (ECT) support**

We pride ourselves on our support for ECTs in their early stages of professional practice. We have a long tradition of successful CPDL for new teachers, as part of our excellent Initial Teacher Training and whole staff CPDL.

So what kind of support should you expect at Woodrush?

Alongside a weekly whole school CPD programme, you will receive the following support in your ECT years 1 and 2:

- An extra hour on your timetable to support your personal training needs, such as observation of other staff, support with planning, moderation / assessment with a more experienced member of staff.
- Access to and support with the statutory national ECF training on the strands of behaviour, instruction and curriculum.
- An annual ECF Conference to kickstart Year 1 and Year 2.
- An ECF specialist mentor within the department you teach, who will support your continuing professional development in your subject area.
- Regular ECT training which aligns Woodrush standards and systems with the national ECF objectives and outcomes and is personalised to meet your individual needs.
- Our ECF Lead supports your progress throughout the induction period offering focused and personalised support, observations, liaising with other staff to support your needs, and ensures that the process and paperwork of your ECF year is completed.
- Bespoke CPD training where needed to meet your specialist needs e.g. Exam board training or opportunities to attend High Impact delivery courses.
- An SLT link who provides additional quality assurance and support for the ECF Lead, ECTs and Mentors.

In addition,

- Staff are proud to work at Woodrush- which is high achieving and successful.
- Woodrush teachers are supportive, kind, dedicated and positive

These are just some reasons why Woodrush is undoubtedly a fantastic place to start your career.



# Woodrush High School

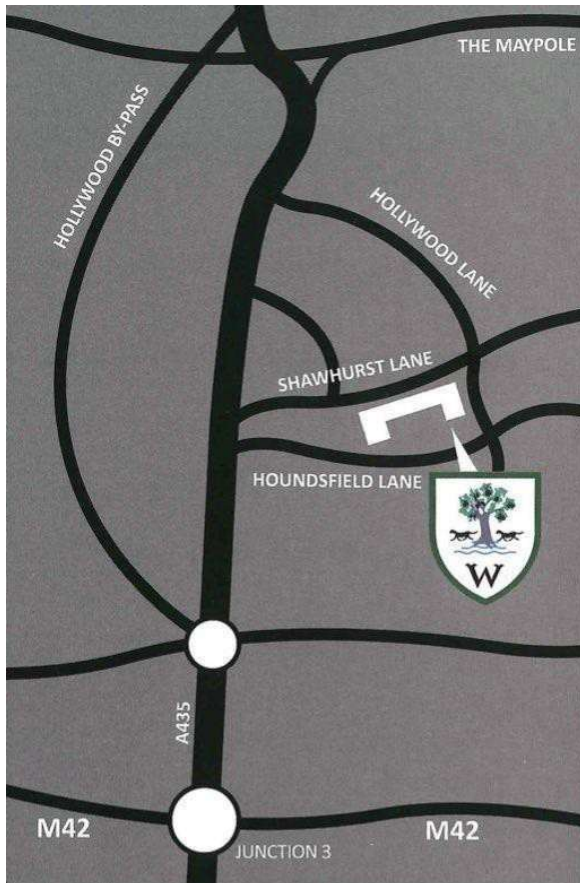
An Academy for Students Aged 11-18

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## 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.