

# WOODRUSH

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TRAINING CONSORTIUM



DISCOVER **YOUR** POTENTIAL,  
BE **THEIR** INSPIRATION.

# WELCOME



Samantha Bullivant  
Director



All Early Career teachers spoken to said that they are 'proud to work at the school'.

Woodrush High School, the lead school in our training consortium, is an 11-18 school on the border of Birmingham and Worcestershire. We place an emphasis on ensuring all of our students achieve the qualifications, and equally important the life skills, to be successful in the world we live in. We have hardworking and well qualified staff who are dedicated to delivering an ever-changing curriculum in a vibrant and exciting way. The curriculum we offer is broad, balanced and inspires students to learn. Staff at Woodrush TC work as a close and effective team, sharing good practice and providing support for each other. High quality coaching and mentoring is a strength across our school and consortium.

Woodrush works with over twenty five schools both primary and secondary in and across the Midlands. In order to provide you with a variety of experience you will be placed at two schools within the consortium. We offer bespoke school experience if you would like to visit any of our schools.

As always, through our work, our core aim is to improve the education of our students and those in the local area. We are looking for trainee teachers who will unlock the potential of our students. We understand choosing a place to train is such an important decision but we hope this prospectus and our team will help you make your final decision. If you have any questions or queries please do not hesitate to get in contact.

Woodrush Training Consortium is an excellent place to start your teaching career. We aim to develop outstanding practitioners who are creative, highly effective and exceed the professional standards. Educational theory, innovative research and outstanding pedagogy are the foundations of our highly successful training programme.

Early career teachers regard highly the support that they receive from Woodrush. This was recognised by Ofsted who said that early career teachers 'feel fully supported as they develop their skills in teaching and managing pupils' behaviour.

Teachers value the quality of the training and the way in which leaders encourage them to be reflective practitioners. Through this support, teachers are able to speak with passion and knowledge about a range of educational topics.

# OUR TEAM



Sam is the Director for Woodrush TC; she oversees all primary and secondary partner led places across the consortium, ensuring that student teachers are well-placed throughout their training year. Sam designs and delivers school based training for our trainee teachers and visits them on placement to observe and give feedback. Sam also facilitates on the Early Career Framework and National Professional Qualification and has built strong relationships with local universities, Warwick and Worcester to ensure we cover a wide geography.



**SAM BULLIVANT**  
DIRECTOR



**KERRY SCOTNEY**  
PROFESSIONAL MENTOR

Kerry is the ITT Professional Mentor who looks after all trainees and mentors based at Woodrush High School; organising weekly training, completing observations, quality assuring and providing support for everyone involved. Kerry has been a subject mentor for many years across 3 universities, Birmingham, Worcester and Warwick and has vast amounts of experience as a coach and mentor. She is extremely passionate about teacher training and ensuring the quality of mentoring provided is of the highest standard. Kerry really enjoys seeing trainee teachers grow and develop into their role of confident and competent practitioners.

Abi is an initial contact for Woodrush TC and focuses on the promotion and marketing of CPD opportunities within the consortium, teacher training recruitment and assistance within all key communications with the training consortium. You will regularly see Abi at teacher recruitment fairs and Woodrush TC events. Abi provides pastoral support to trainees, a friendly face to talk to and provides support throughout trainees training year.



**ABI ZAMAN**  
MARKETING AND COMMUNICATIONS



**WENDY MAGNE**  
ADMINISTRATOR

Wendy is an initial contact for Woodrush TC and supports with administration and recruitment for the training consortium. Wendy is a friendly face to all our ITTs, delegates and visitors.

# WHAT IS WOODRUSH TRAINING CONSORTIUM?

**Woodrush Training Consortium has been training teachers since September 2014 with a wealth of experience in supporting teachers in their early career. Woodrush TC are a regional hub and work with Primary and Secondary partner schools to provide high quality training, as part of the governments plan to give schools a central role in raising standards with a self-improving school led system. To deliver our teacher training we work in partnership with The University of Warwick and The University of Worcester. We also work with over 25 partner schools across Birmingham, Worcester, Solihull and Dudley to offer a wide range of different options and pathways to suit trainee's needs.**

## TO TRAIN TO TEACH

you need to have a degree in the area you wish to specialise in for Secondary. 50% or more of your degree needs to be relevant to the subject you want to teach. There are currently two main routes into teaching. University led and through a Regional Hub.

## WHAT IS A REGIONAL HUB?

- A Lead School who works closely with a group of schools in a regional area.
- Has a track record of training teachers with expert facilitators.
- Works closely with a University as part of it's strategy board to co-design sessions.

## The benefit of training with a Regional Hub

- The school you train to teach in will be LOCAL.
- You will know, prior to starting your course, the school or group of schools you will be based in for your training.
- You will be invited into the school prior to the start to meet colleagues, other trainees and attend an induction.
- You will be working with the same mentor and senior mentor for a large part of your training, giving you continuity.
- You will be given the opportunity to share areas of your teaching and learning practice with other trainees in your school and consortium.
- You will know the area you will be in for second placement near the start of your course. You will have opportunities to get immersed in the whole school.



## Why train with us?

You have probably been overwhelmed with choices that are offered for training to teach. It is a very important decision to make and you want to get it right. At Woodrush TC our numbers of trainee teachers have grown year on year but we still pride ourselves on providing a personalised service. We are very proud of our training figures.

Feed back from our previous cohorts:

- **100%** of trainees gained employment on completion of the course.
- Satisfaction rates from evaluations for the training sessions were at **96%**.
- **100%** of trainees said they would recommend us to friends of family.

## SCHOOL EXPERIENCE

School experience is beneficial if you are interested in becoming a teacher. Before you apply for your training you may want to gain school experience in the classroom to strengthen your application and prepare you for interviews. School experience can be set up at Woodrush High School or at a school within the consortium. We encourage applicants to come in and get complementary school experience to meet the teachers they will be working alongside but also to meet our current trainees to hear what it is like to train with us.



# SUBJECTS WE OFFER

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<b>Subject</b>	<b>Worcester</b>	<b>Warwick</b>
<b>Art &amp; Design</b>	S096	35CT
<b>Biology</b>	35C5	35CV
<b>Business Studies</b>	35C6	-
<b>Chemistry</b>	2ZQ4	35CW
<b>Computing</b>	2ZPW	35CX
<b>D &amp; T</b>	2ZP2 (Food)	35CY (Food, Textiles, Prod Design)
<b>Drama</b>	-	35CZ
<b>English</b>	2ZNX	3DTX
<b>Geography</b>	2ZPM	35D3
<b>History</b>	2ZP9	35D4
<b>Mathematics</b>	2ZPN	35D5
<b>MFL French</b>	Q286	F003

<b>MFL French with Spanish</b>	B881	-
<b>MFL French &amp; Spanish</b>	-	35D6
<b>MFL French with German</b>	E643	-
<b>MFL Mandarin</b>	-	G760
<b>MFL Spanish</b>	M526	A762
<b>Music</b>	-	35D7
<b>Physical Education</b>	2ZPR	35D8
<b>Physics</b>	35CQ	35D9
<b>Primary ( 3 - 7 years)</b>	L675	-
<b>Primary (5 - 11 years)</b>	G385	-
<b>Psychology</b>	35CR	-
<b>Religious Education</b>	35CS	35DB
<b>Social Sciences</b>	-	K768

# PARTNER SCHOOLS

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## **University Partners**

The University of Warwick  
The University of Worcester

## **Primary Partners**

Beaconside Primary School  
Coppice Primary School  
Fairfield First School  
Holywell Primary School  
Hollywood Primary School  
Lickey Hills Primary School  
Meadow Green Primary School  
Meadows First School  
Our Lady of Compassion Primary School  
St Andrews CE First School  
Stoke Prior First School  
Tidbury Green Primary School

## **Secondary Partners**

Ark St Albans Academy  
Birchensale Middle School  
Christopher Whitehead Language College  
Crestwood School & Sixth Form  
Ellowes Hall Sports College  
Hanley Castle High School  
Hamstead Hall Academy  
Kinver High School  
Leasowes High School  
Moseley School  
Nunnery Wood High School  
Pedmore High School  
Trinity High School  
Q3 Academy Great Barr  
Q3 Academy Langley  
Queen Mary's Grammar School  
Queen Marys High School  
Wombourne High School  
Woodrush High School

# Entry Requirements



# 01

Grade C/4 in GCSE examinations in **English** and **Mathematics**, and all that intend to train to teach Primary additionally have achieved a grade C/4 in the GCSE examination **Science**.

All entrants hold a **degree** of a United Kingdom higher education institution or equivalent qualification at a 2.2 or above.

# 02



## Selection Process

Once you have submitted an application, the lead school and university will decide whether to call you for interview. As Woodrush work with 2 universities the interview stage is different for each institution.



Selection process with the Lead School

Formal Interview

Data Task and Article Journal Task



Selection process with both the Lead School & University

Formal Interview with School and University

Written task and presentation



**PGCE Primary in partnership with the University of Worcester.**

***This programme is designed and delivered by Woodrush Training Consortium and the University of Worcester.***

## **ENTRY REQUIREMENTS**

- Honours degree normally (2:2) or higher from a United Kingdom higher education institution or equivalent qualification. Applicants with a 3rd class degree will be considered on an individual basis.
- All entrants have achieved a standard equivalent to a grade 4 (formerly grade C) in the GCSE examinations in English Language or English Literature, Mathematics and Science (applicants must have these qualifications by the start of the course). Alternatively, we offer an equivalency test if you don't have the required GCSE grade to apply for our courses. Trainees who begin courses before providing evidence of the required GCSE standard (or equivalent) will not be eligible for financial incentives, such as bursaries or grants until they achieve the required standard.

## **COURSE STRUCTURE**

Woodrush TC plays a key role in recruiting trainees and organising their school placements within the partnership. Trainee teachers join their schools at the start of the autumn term, for an extended period of induction.

You will have two placements throughout the course, spending more time at your lead school. In a typical week you will spend 4 days in school and 1 day receiving school-based training from experts based in our primary partner schools. Every trainee will have a dedicated and committed school-based mentor who is not only a skilled practitioner but will meet with you weekly to check progress and help you set targets. You will also have a lead mentor who will be a familiar face from interview to the day you pass your training year!

## **ASSESSMENT**

The course provides opportunities to test understanding and learning informally through the completion of subject audits, formative assessments, tasks completed during lectures and enhancement activities.

Assessment methods include an assignment for both Level 7 modules, the Developing Teacher and the Learning Child.

On school experience, you are formatively assessed against our University of Worcester Curriculum. You will work with school colleagues alongside University tutors to complete reflections and activities in school to support your formative assessment. This will build towards your assessment against the Teachers' Standards at the end of your course.

Throughout your course, you will be supported to prepare for your transition into your early career teacher years through the Career Entry Profile, as part of your Continuing Professional Development.



**PGCE Secondary in partnership with the University of Worcester**

***This programme is designed and delivered jointly by Woodrush Training Consortium and the University of Worcester. It gives you full immersion in the daily life of a school and all the existing rewards and challenges that it brings.***

**ENTRY REQUIREMENTS**

All applicants to the Postgraduate Diploma in Secondary Education must hold a degree from a UK Higher Education Institution. Normally, this should be a 2:2 or above (and this will be a condition of any offer where the degree is not already awarded). You must have a GCSE in Mathematics and English (Grade 4 or above\*), or an equivalent qualification which must be attained **prior** to making an application. If you are offering a qualification other than a GCSE please check with us **before** making an application.

**COURSE STRUCTURE**

As this is a school-led programme, the majority of training takes place in schools. There are three extended placements teaching in at least two different schools and two key stages. There are also many opportunities to gain additional experience in partner schools and settings. The school professional studies programme runs in parallel to the university taught sessions in both subjects and exploring wider issues of education and society. In a typical week you will spend 4 days in school and 1 day receiving school-based training from experts based in our secondary partner schools.

**ASSESSMENT**

You will be assessed on the basis of coursework including 2 written assignments, as well as on your teaching practice. To gain qualified teacher status (QTS) you must demonstrate that you can meet the Teachers' Standards. The standards set a clear baseline of expectations for the professional practice and conduct of teachers, from the point of qualification. Trainees are required to monitor and direct their own progress, with the support of mentors and tutors. The teaching experience assessment is based on a portfolio which allows you to monitor your own developing competence and from this reflection set targets to improve teaching and learning in your classroom.

## **PGCE Secondary in partnership with the University of Warwick**

***This programme is designed and delivered jointly by Woodrush Training Consortium and the University of Warwick. You will develop a secure subject knowledge base, and the ability to plan and teach so that all pupils learn and make good progress. You will also learn how to assess and evaluate learning and develop your teaching to ensure progress for all pupils.***

### **ENTRY REQUIREMENTS**

All applicants to the Postgraduate Diploma in Secondary Education must hold a degree from a UK Higher Education Institution. Normally, this should be a 2:2 or above (and this will be a condition of any offer where the degree is not already awarded). You must have a GCSE in Mathematics and English (Grade 4 or above\*), or an equivalent qualification which must be attained **prior** to making an application. If you are offering a qualification other than a GCSE please check with us **before** making an application.

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### **ASSESSMENT**

You will be assessed at Masters level and all assignments are submitted in electronic form. Your tutors will give you formal feedback identifying the strengths of the academic piece, and offer any advice for future work. The current assessment methods consist of the following:

#### **Subject Studies (Master's level)**

A series of assessments focusing on both educational theory and issues in your specialist subject (1 x 3000-word essay, 1 x Academic Poster.)

#### **Professional Enquiry (Master's level)**

A reflective case study on an area of educational practice in your placement school(s) supported by a literature review (1 x 1000 word formative essay and 1 x 4000 word essay.)

#### **Professional Practice (Honour's level)**

Meeting the Teachers' Standards at a Good or Outstanding level (Regular observations by mentors and Teaching Fellows; Tutorials; Professional Digital Portfolio, Viva Voce.)

# KEY INFORMATION

- If you want to teach a subject but do not quite have the experience or qualifications, do not be put off. You may still be able to train to teach these subjects (and be eligible for the bursaries they attract) by building up or refreshing your existing knowledge with a **subject knowledge enhancement (SKE) programme**. All the Universities we work with have links to SKE providers.
- Holidays **must not** be taken in school time. Medical appointments, unless emergency, must be outside of school time. As a general rule you need to keep yourself available the last week of August 2026 till late July 2027.
- Please note that schools can have different school holidays so avoid booking holiday until you know your placement school.
- You will need to complete a DBS check through the university and will need to pass a right to study check. The University will give you details on this. Your DBS must be shown to each school you are placed at on your first day.
- It is your responsibility to apply for funding/bursaries.
- We aim to inform you if you are successful after interview in gaining a place to teach within 5 school days. The formal offer on the DFE portal is normally within 10 school days.
- You may have conditions on your offer such as completing a equivalency test.
- If you receive a reject you can request feedback via telephone.
- If you receive an offer but decide to reject we will contact you for feedback to help with our tracking and to improve our interview experience for future candidates.

# APPLICATION SUPPORT

If you would like further support with your application, and the process of the interview stage then please do contact Woodrush TC. Our administration team will be on hand to offer guidance on the steps of submitting your application and the interview process.



# WHAT OUR TRAINEES THINK...

*"As a Woodrush Training Consortium Alumni, I'm glad I chose school led as my pathway into teaching; it gave me an additional route of support through all my placements, alongside the university staff, and a wealth of additional expertise from specialists weekly, including mock interviews to prepare me for job hunting. I felt supported, week in and week out, that my practise was being encouraged and guided, and my well-being treated as a priority. Through the school led route, I was able to build strong, positive, working relationships in my **placement schools**, with both students and staff. I had more time in school, to hone my lesson plans to students individual needs, which was also influenced by Woodrush's weekly professional skills sessions, and allowed me to show my abilities to my school as a potential employer.*

*Woodrush Training Consortium staff already had working relationships with the consortium partner schools which meant there was open communication about my abilities and progress, so when it was time to start looking for a job I had the knowledge and abilities which the consortium partner schools were looking for! Woodrush allowed me a more hands on approach to teacher training so I felt a lot more prepared for a full time teaching position and can now focus on improving my practise through my ECT years at my placement school. Every day's a school day, and I look forward to a never ending education, from my start as a Woodrush Training Consortium trainee".*

***'This time last year I was so frustrated with where I was in my previous role and I feel like I've been given a new beginning - I have loved every single day of my job this year. Thank you so much!'***

*'I have had such a fantastic year and am so excited to be starting my new career. The training has been brilliant and so supportive. Thank you for making me a teacher.'*

***'Thank you for all the support over the past year. Not sure if I would have been able to do it without you guys!'***

*'The staff are so supportive, I gained valuable feedback for all of my lessons and planning. The lead mentor provides encouraging specific targets'*

***'The training was so useful and very thorough, I felt confident discussing my concerns and felt like part of a team'.***

*'I enjoyed networking on the training consortium days, everyone was very approachable. The training was very practical & easily applied'.*

***'The lead mentor always sorts things out and delivers quality and invaluable training, she is passionate & enthusiastic about teaching'.***

*'My mentor was flexible & supportive, I trained in a friendly and enjoyable atmosphere'.*

***'Excellent linking of topics, constant reassurance that I'm on the right track'.***

*'It was easy to access anyone I needed. The training included experienced and informed guest speakers'.*

If you would like to speak to one of our existing or previous trainees to assist you in making your decision please do ask a member of the team and this can be set up for you.,

# Prospects



As there are over 25 schools in Woodrush Training Consortium your chances of employment either at your placement school or a school within the consortium increases. Many of our trainees gain employment within the consortium, with some gaining employment at their placement school. As part of your training you will have a whole day of focusing on applications and interviews. This involves sessions on what headteachers are looking for and also a mock interview with a member of the senior leadership team.

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**There are lots of misconceptions about Regional Hub training that arise frequently. Below we answer some of the most common questions.**

**Myth: I'll get thrown in the deep end, teaching classes by myself early on.**

Fact: You are part of a team from the start and receive intensive support from experienced teachers in the classroom. You will not be teaching classes unsupported until the school thinks you are ready, and opportunities will exist to build networks with fellow trainees.

**Myth: I'll only train in one school - I want something broader than this.**

Fact: To become a qualified teacher, you have to take training placements in two schools. Trainees will train in at least two schools, and will usually spend time in other schools too.

**Myth: There's no academic or theoretical training. I won't get a PGCE.**

Fact: You will spend plenty of time in academic training, comparable to the university led route. Our school led courses result in a Masters-level qualification such as a PGCE as well as qualified teacher status (QTS).

**Myth: Don't most people just go to university to do teacher training?**

Fact: School-led routes into teaching have been around for many years, and have very high rates of trainee satisfaction. Half of postgraduate teacher training places are school led.

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