Immanuel College Preparatory School
Year 1 Class Teacher
Maternity Cover (Part Time)

Candidate Information Pack
December 2019
ICPS Year 1 Class Teacher

Part Time | Three days a week | Maternity Cover

We are looking for an engaging and passionate educator who will share and promote the high standards of teaching, pastoral care and Jewish life and learning that are the core values of the school. Teaching in Year 1 the successful candidate will be approachable, imaginative and motivated, seeking to bring out the best in all the children.

In return, we can offer committed staff and governors who support the School and are dedicated to its success, a commitment to your continued professional development, remuneration commensurate with experience and access to the TPS.

This is a fixed term position to cover a period of maternity leave and will commence from February Half Term (2020). This is a part time position working on Tuesday, Thursday and Friday.

For further details please visit our website www.immanuelcollege.co.uk. If you have any questions, or wish to make an appointment to visit the school, please email Mrs Gaffin, Head of Immanuel College Preparatory School at agaffin@immanuelcollege.co.uk

An Application Form, Equal Opportunities Monitoring Form and the names and contact details of two referees should be sent to Mrs Gaffin, Head of Immanuel College Preparatory School at jobs@immanuelcollege.co.uk

Applications will be reviewed upon receipt and suitable candidates invited to interview.

Immanuel College is a thriving and successful HMC co-educational Jewish day school for children aged 4 to 18. We welcome, on an equal basis, all applications regardless of faith. NQT’s are welcome to apply.

Immanuel College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

Head Master: Mr Gary Griffin BA (Soc) Hons, Elstree Road, Bushey, Herts, WD23 4EB. Tel: 020 8950 0604
Dear Applicant

May I thank you for showing interest in applying for the post of ICPS Year 1 Class Teacher (part time, maternity cover) at Immanuel College. I thought it might be appropriate to tell you a little about me and to draw your attention to the job description for this position. I was appointed as the new Head Master of Immanuel College in April 2017 and took up the position on 1 September 2017. Previously, I had worked at City of London School, most recently as Second Master (the School’s Senior Deputy) whose remit covered the pastoral and disciplinary systems, as well as overseeing all the support staff and the day-to-day running of the School.

My experience at Immanuel has been very positive. It is a friendly and welcoming school, very much a vibrant community where relations between pupils and staff - and indeed between staff - are relaxed and yet respectful. The College is relatively new, as you will see from the accompanying information pack, but it has grown significantly in recent years. We were inspected by the Independent Schools’ Inspectorate (ISI) towards the end of the academic year 2018-19 and the College was found to be “excellent” (ISI’s highest possible grading) in both elements of the Inspection:

- The achievement of the pupils, including their academic development
- The personal development of the pupils

Our public examination results in the summer of 2019 were outstanding and broke all previous College records. At A-Level 90% of all entries were graded A*/B with 30% at A*. 50% of EPQ candidates were awarded A* and 50% an A. At GCSE 70% of all examinations were graded A*/A (or 9-7), including 29% at the very highest level.

As a relatively new Head, I have introduced a Strategic Plan for the College for the next three years and we are currently implementing changes to improve our facilities, our policies and our academic and pastoral provision as well as further developing our formal and informal Jewish education. I am not envisaging wholesale change or disruption. Rather, I am attempting to modernise and consolidate what we currently have in place, in a gradual and evolutionary process.

The post of ICPS Class Teacher will teach Year 1 and be part of an established team delivering high standards of teaching and pastoral care.

I do hope that you will be interested in finding out more about Immanuel. If you would like to discuss the role in greater depth, please do not hesitate to get in touch.

Kind regards

Gary Griffin
Head Master

We’re proud to be rated “Excellent” – ISI Inspectorate June 2019

Head Master: Mr Gary Griffin
BA (Soc) Hons, Eustree Road,
Bushey, Herts, WD23 4EB.
Tel: 020 8950 0604
The School

Immanuel is a highly successful, modern orthodox, co-educational Jewish day school, characterised by exceptional academic standards, outstanding pastoral care and a renowned programme of Jewish study which complements the demanding academic curriculum.

The atmosphere at the College is encompassed by happy, fulfilled young people, fully engaged in the life of the school community, aspirational and committed to their studies. The College ethos reflects a conscious engagement with modernity, a sense of the spiritual importance of Israel for Jewish students, and a dedication to the value of co-education.

The College has good facilities including several new buildings, and offers an extremely wide range of extra-curricular activities, of which the exceptional series of educational visits is an outstanding example. Relations between the pupils and staff are open, warm and mutually supportive; characteristics which are also found in the wider Immanuel community of parents and alumni.

The Immanuel College Preparatory School (ICPS) opened on the school site in September 2011, a reflection of increasing demand for the outstanding education provided by the College. At all levels, the pupils benefit from inspirational teaching, supported by a highly regarded system of pastoral care, which enables them to progress to leading universities when they leave the Sixth Form.

The future for the College is exciting: from a commercial perspective, its finances are sound, the School is increasingly popular and there is a strong sense of purpose and a growing track record of success in the educational, pastoral and faith dimensions of Immanuel’s work. Immanuel’s most recent ISI inspection found that Immanuel’s “standards are excellent” and commented on “the outstanding support and guidance that pupils receive” at the School.
Location

The College is located in South-West Hertfordshire in an area that can genuinely be described as a leafy suburb. Road communications are excellent; with the M1 only a few minutes’ drive away. The College definitely has an outer London feel to it, offering the educational and cultural attractions of the capital, but set in an almost rural location.

Immanuel serves the north London Jewish community along with a number of other excellent schools, which means that competition for pupils is stiff. This presents particular challenges for the School’s marketing and presentation of its particular vision and strengths, to which it responds with imagination and vigour. Buses bring in pupils for areas as far afield as Totteridge, Hampstead Garden Suburb, Pinner, Edgware, Hendon and St John’s Wood each day.

History

The College was founded by the Jewish Educational Development Trust in 1990 under the leadership of the Chief Rabbi Lord Immanuel Jakobovits and with the participation of his successor, Chief Rabbi Lord Jonathan Sacks. The founding vision was quite deliberately to offer Jewish boys and girls an alternative to the great public schools such as Haberdashers’ Aske’s, Merchant Taylors’, St Paul’s and City of London, in an academic environment where the curriculum could be enriched by an extensive programme of demanding Jewish studies at all levels. The combination of a high quality secular education and an undogmatic Jewish experience remains at the heart of the College’s vision.

The past decade has seen a number of significant additions to the facilities, whilst existing buildings have been successfully converted to new use including a fitness suite, a theatre, an unusually productive photographic studio and dark room, a newly refurbished dining room, a new Sixth Form Art Studio, a newly opened Library in Caldecote Tower, a new Music Technology Suite and the Atar-Zwillenberg Beit HaKnesset for both formal and informal Jewish learning.

The Head Master of Immanuel College is currently a member of HMC, of the Haileybury Group and of Pales, the Partnership for Jewish Schools, which provides a forum and training for a family of high-achieving and over-subscribed State-funded and independent primary and secondary schools.
The three pillars of Immanuel College’s education - academic excellence, expert pastoral care and inspiring Jewish studies - remain the cornerstone of its activity.

The approach to teaching and learning at Immanuel is ambitious. It is characterised by teaching that is supportive, sensitive, innovative and demanding, and by the enthusiastic transmission of traditions to the next generation in an inspiring way. Teaching goes well beyond the normal classroom: within the Jewish context, pupils within the community are encouraged to keep as many of the mitzvot (commandments) as possible as part of their daily lives.

Academic added value is a defining feature of the College. The demands of the curriculum, extending beyond the statutory demands of the National Curriculum, ensure that excellent standards of secular and Jewish study are promoted, and that pupils are prepared for university and life-long involvement in Jewish learning.

The Secondary School conforms to the English system of year groups 7-13, denoting pupils of age 11 to 18. A deep, broad and thought-provoking Jewish education, including life-changing whole-year-group trips to Israel and Poland, is offered by educators in the Jewish Studies, Modern and Biblical Hebrew Departments.

The School teaches the usual range of subjects, including Jewish studies as a core element of its curriculum for all years. GCSE options include History, Geography, Art, PE, ICT, Music, Modern Hebrew, French and Spanish. Typically, students take between 8 and 10 different subjects for GCSE and stay on in the Sixth Form (Years 12 and 13) to study Advanced Levels in 3 subjects, plus the EPQ Research Project favoured by universities.

Options at A Level currently include Psychology, Media Studies, Economics, Photography, Sociology, Business and Politics in addition to the traditional subjects. Excellent results at this level, and superb support and guidance towards university applications, both before and after pupils leave Immanuel ensures access to the most competitive universities. The Sixth Form curriculum is currently under review and a variety of enrichment programmes and options are being considered.
Extra Curricular & Community Links

The School’s co-curricular programme is rich and varied.

Co-curricular clubs, supervised by members of the teaching staff, provide further opportunities to develop pupils’ confidence and broaden their horizons. The clubs span every aspect of school life and include art, chess, debating and public speaking, drama, DofE, ICT and Israel. Clubs exist for modern languages including Mandarin, French and Italian, as well as for astronomy, science and sports. In the past year Model United Nations, The Military History Society and Philosophy Society have been added to the provision.

Music, drama and art/photography are areas where the College has excelled in recent years. Concerts, plays and the annual musical are always well produced and popular and the Art and Photography Exhibition each summer is impressive and enjoyed by a large number of visitors.

Supporting the local and wider community is integral to life at Immanuel. Pupils volunteer regularly to visit elderly residents in local homes and also for the Yoni Jesner award scheme. Through the Alan Sennitt Leadership Scheme, links are fostered with a local Sikh school and with other schools of different faiths.

The College is a member of the Three Faiths Forum through which, for example, pupils have attended conferences on business ethics along with Muslim and Christian pupils from other schools.

A member of staff also oversees the College’s Outreach programme, which provides guidance and training to neighbouring state schools for Oxbridge and Medical School applications.

The College is also rightly proud of its charity fund raising which is organised by the pupils under the direction of a Sixth Form Committee and a member of staff.
Pastoral Care & Welfare of Each Pupil

Each Section of the College is overseen and monitored by the Head of Section supported by a Deputy, where appropriate. The teams of Form Tutors, who look after the pupils most directly, report to those Heads of Section. Pupils can turn to any of them, or indeed to any member of staff, if the need arises but, in addition, two independent counsellors come into the College each week to be available to pupils.

The College encourages a close partnership with parents, who have easy access to staff. Reporting to parents take place frequently, in addition the regular Parents’ Consultation Evenings for each year group. Parents are also encouraged to initiate meetings with their child’s subject teacher, Form Tutor, Head of Section, Deputy Head or the Head Master should they have any concerns about any aspect of their child’s progress.

Pupils feel safe, happy and supported, knowing that the College understands the true worth of each of them. They benefit from individual attention and moral, social and academic guidance on a daily basis. They are listened to in an atmosphere of mutual respect, and encouraged to acquire sensitivity to the feelings and needs of others, accepting personal responsibility for their actions.
Management Structure

The Senior Leadership Team, managed by the Head Master, consists of two Deputy Heads (Pastoral and Academic), a number of Assistant Heads, the Director of the Sixth Form, the Principal, the Bursar, the Head of the Preparatory School, the Director of HR.

In this way all aspects of school life are represented at a senior level with each member having a specific role and responsibility.

Equal Opportunities

Immanuel College is an equal opportunities employer and welcomes applications from appropriately qualified persons regardless of gender, marital status, sexual orientation, race, ethnic origin, colour, nationality, religion, disability or age. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment. Applications for this position are welcome from both Jewish and non-Jewish applicants.

In accordance with the Disability Discrimination Act, Immanuel College seeks to treat those with disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever possible, to avoid putting those with disabilities at a disadvantage.
## Job Description

### ICPS Year 1 Class Teacher

Part Time | Three days a week | Maternity Cover

<table>
<thead>
<tr>
<th>Summary of the role:</th>
<th>ICPS Class Teacher. The post holder will teach Year 1 in the first instance but could be required to teach other year groups within the Preparatory School.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main duties and responsibilities:</strong></td>
<td>Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.</td>
</tr>
<tr>
<td></td>
<td>- To meet, and exemplify wherever possible, all of the eight Professional Teaching Standards:</td>
</tr>
<tr>
<td></td>
<td>- Set high expectations which inspire, motivate and challenge pupils</td>
</tr>
<tr>
<td></td>
<td>- Promote good progress and outcomes by pupils</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate good subject and curriculum knowledge</td>
</tr>
<tr>
<td></td>
<td>- Plan and teach well-structured lessons</td>
</tr>
<tr>
<td></td>
<td>- Adapt teaching to respond to the strengths and needs of all pupils</td>
</tr>
<tr>
<td></td>
<td>- Make accurate and productive use of assessment</td>
</tr>
<tr>
<td></td>
<td>- Manage behaviour effectively to ensure a good and safe learning environment</td>
</tr>
<tr>
<td></td>
<td>- Fulfil wider professional responsibilities</td>
</tr>
</tbody>
</table>

More specifically this will include:

**Teaching and learning**

- Ensure all pupils are appropriately supported in their learning be it academic, practical, behavioural or social, by
adoacting intervention strategies as directed by the teacher.

- Encourage and support the learning of individual pupils or small groups by complementing teaching and learning strategies deployed by the teacher.
- Prepare appropriate resources for lessons as directed by the teacher.
- Accompany teachers and pupils on educational visits and engage in the learning process for the benefit of the pupils.
- Liaise with the teacher in order to ensure the effective delivery of the curriculum for all pupils and to help raise standards of achievement.
- Contribute to discussions with the teacher on the development of work and support programmes for pupils, in order to further support learning or behaviour.
- Assist in the efficient management and/or completion of individual pupil records through observation, recording and filing.
- Be prepared to take on supervision of pupils and classes other than the main class supported.

**Pastoral care**

- Liaise with the class teacher on the implementation of appropriate strategies to ensure that all pupils are supported pastorally.
- Ensure that all pupils are adequately supported in the acquisition of personal skills through either direct or indirect intervention strategies as directed by the teacher.
- Under the direction of the teacher, promote and model positive behaviour in all teaching areas.
- Uphold the Code of Conduct/Behaviour Policy through effective delivery of its aims.
o Provide pastoral/welfare support for all pupils in order to encourage their social and emotional stability and development.

o Assist with the supervision of pupils in the playground and at lunchtimes to further support pupils in their learning.

o Administer first aid if qualified to do so.

Management of Resources

o Ensure that classroom resources are maintained effectively and available as required.

o Assist in the preparation and creation of attractive and interactive learning displays.

o Prepare work and activities in advance of the lesson (within employed hours), in order to ensure that the learning resources required are effective and accessible in order to achieve the learning outcomes.

Communications

o Where appropriate, develop a relationship to foster links between home and school, and to keep the school fully informed of relevant information.

o Respect confidentiality in issues linked to home/pupil/teacher/school.

o Work collaboratively with colleagues to meet the needs effectively of all pupils.

o Communicate concerns and observations to the relevant person regarding health & safety issues and child protection issues to maintain the school’s duty of care.

o Liaise with parents regarding the effective sharing of information regarding the collection of pupils.
- Attend staff meetings when required.

**Training & development of self and others**

- Where appropriate, to assist in the induction, development and support of other TAs in their role.
- Participate in training activities and sessions offered by the school and other external agencies in order to further relevant knowledge and skills.

**All teaching staff are expected:**

- To monitor the educational progress of all students
- To use performance data to evaluate student achievement outcomes and to identify areas for improvement
- To ensure that students with special educational needs are taught so that they receive full support and an appropriately modified curriculum experience
- To contribute to the review and evaluation of schemes of learning, working as part of the department, to ensure that they engage students in rigorous, appropriate and creative learning
- To promote and facilitate the general progress and well-being of individual students liaising with the Learning Leader and pastoral team as appropriate
- To support the implementation of the school’s Learning and Teaching policy together with all other school policies
- To keep abreast of current teaching developments
- To contribute to departmental and school planning

You may also be required to undertake such other comparable duties as the Head requires from time to time.
# Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Essential</th>
<th>Desirable</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>These are qualities without which the Applicant could not be appointed</td>
<td>These are extra qualities which can be used to choose between applicants who meet all of the essential criteria</td>
<td></td>
</tr>
<tr>
<td><strong>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</strong></td>
<td></td>
<td>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree or equivalent</td>
<td>High class degree.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualified Teacher Status (or willingness to work towards)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Experience | | | |
| **Experience** | The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role | The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role | |
| | Experience of teaching to relevant age group(s) | Experience in leading extra-curricular activities in order to raise student attainment. | |
| | | Experience of managing a TA / additional adults. | |

<p>| Method of assessment | |
| Production of the Applicant’s certificates | |
| Discussion at interview | |
| Independent verification of qualifications | |
| Contents of the application form | |
| Interview | |
| Professional references | |</p>
<table>
<thead>
<tr>
<th>Skills</th>
<th>The skills required by the Applicant to perform effectively in the role</th>
<th>The skills that would enable the Applicant to perform effectively in the role</th>
<th>Contents of the application form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good ICT skills and a good awareness of the role of ICT in supporting</td>
<td>Ability to use interactive resources in lessons.</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>learning and teaching and raising achievement</td>
<td>Ability to use assessment data to inform planning and set targets.</td>
<td>Professional references</td>
</tr>
<tr>
<td></td>
<td>Ability as an effective classroom practitioner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A high level of literacy and numeracy skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good verbal and written communication skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent organisation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ability to work independently and as part of a team</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ability to use resources effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A secure knowledge of the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experience of planning &amp; teaching the curriculum in a creative way</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to create a stimulating and safe environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability establish and maintain a purposeful working environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ability to manage behaviour effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ability to interact in a positive manner with colleagues, children and parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ability to monitor and utilise the data to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>The knowledge required by the Applicant to perform effectively in the role</td>
<td>The knowledge that would enable the Applicant to perform effectively in the role</td>
<td>Contents of the application form</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>improve outcomes for individual children</td>
<td>▪ A commitment to innovative curriculum development &amp; enrichment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Interview</td>
</tr>
<tr>
<td>The knowledge required by the Applicant to perform effectively in the role</td>
<td>▪ An understanding of issues related to the promotion of effective learning and teaching</td>
<td>▪ Knowledge of current assessment and target setting practices</td>
<td>Professional references</td>
</tr>
<tr>
<td></td>
<td>▪ A good knowledge and understanding of current curriculum developments</td>
<td>▪ Knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Knowledge of current assessment and target setting practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Personal competencies and qualities

**The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people**

- Motivation to work with children and young people
- Enthusiasm, commitment and energy
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Positive attitude to use of authority and maintaining discipline
- Excellent inter-personal skills. Evidence of good relationships with students, parents and colleagues
- Ability to motivate and inspire pupils, parents / carers and Governors.
- A high level of commitment to the school and its continuing development
- Flexibility and the ability to balance priorities and absorb pressure
- An understanding of and a commitment to support the ethos and values of the school

**The personal qualities that would assist the Applicant to perform effectively in the role**

- Willingness to take on other roles and responsibilities within the department.
- Ambition
- Resilience

## Contents of the application form

- Interview
- Professional references