



# Teacher of Biology

Part Time – 0.6FTE

Maternity Cover

## Candidate Information Pack



May 2018



The Charles Kalms • Henry Ronson  
**Immanuel  
College**

HMC Independent Jewish Day School for Children aged 4-18

**Academic Excellence**  
**Expert Pastoral Care**  
**Inspiring Jewish Education**



The Independent Association  
of Prep Schools



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## TEACHER OF BIOLOGY

### Maternity Cover

### Part Time 0.6FTE

**The role:** A part time Teacher of Biology to teach up to, and including, A-Level. The successful applicant must be able to teach with skill and confidence to well-motivated and intelligent classes, and be able to inspire, challenge and support our pupils. They will have a genuine enthusiasm for the subject and the ambition to play a full role in the continued progress of the Science Department. The ability to teach another science subject up to GCSE level would be an advantage. Further information relating to this role can be found on our website [www.immanuelcollege.co.uk](http://www.immanuelcollege.co.uk) or by contacting Mr Felix Posner, Head of Science, at [fposner@immanuel.herts.sch.uk](mailto:fposner@immanuel.herts.sch.uk) or on 020 8950 0604. Visits to the school are warmly welcomed.

**Start Date:** September or October 2018

An Application Form, Equal Opportunities Monitoring Form and the names and contact details of two referees should be sent to Mr Gary Griffin, Head Master at [jobs@immanuel.herts.sch.uk](mailto:jobs@immanuel.herts.sch.uk)

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.

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Suitable candidates may be interviewed before the closing date, and Immanuel College reserves the right to withdraw the position if an early appointment is made.

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



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23 May 2018  
9 Sivan 5778

Dear Applicant

May I thank you for showing interest in applying for the post of part time Teacher of Biology (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 last April 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 and has a roll approaching 700.

We are seeking to recruit a part time Teacher of Biology to teach up to, and including, A-Level. The successful applicant must be able to teach with skill and confidence to well-motivated and intelligent classes, and be able to inspire, challenge and support our pupils. They will have a genuine enthusiasm for the subject and the ambition to play a full role in the continued progress of the Science Department.

It is probably inevitable that any new Head will make changes - and I have begun the process of drawing up a Strategic Plan for the next 3-5 years. However, I have done my best to reassure staff that I do not envisage wholesale change and disruption. Rather, I am intending to modernise and improve systems, facilities and performance through collaboration and consultation, over a number of years.

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**

Registered Address

**Immanuel College** Elstree Road, Bushey, Hertfordshire, WD23 4EB

College Telephone: **020 8950 0604**

Email: [enquiries@immanuel.herts.sch.uk](mailto:enquiries@immanuel.herts.sch.uk) Website: [www.immanuelcollege.co.uk](http://www.immanuelcollege.co.uk)

**Head Master: Mr Gary Griffin, BA (Soc) Hons.**

**Principal: Rabbi Eliezer Zobin, MA**

HMC Independent Jewish Day School

Company Number: **2492411** Charity Number: **803179**

## **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 and the Atar-Zwillenberg Beit HaKneset 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 PaJes, the Partnership for Jewish Schools, which provides a forum and training for a family of high-achieving and over-subscribed State-funded primary and secondary schools.

### **Teaching and Learning**

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 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 Activity and Community Links**

The School's extra-curricular programme is rich and varied.

Extra-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, DoF, 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.

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

### **Pastoral Care and the 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 a 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 and the Director of Admissions, Marketing and Operations.

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.



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## JOB DESCRIPTION

### Job Description – TEACHER OF BIOLOGY

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.

<b>Summary of the role:</b>	Teacher of Biology
<b>Main duties and responsibilities:</b>	<p>Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.</p> <ul style="list-style-type: none"> <li>▪ To meet, and exemplify wherever possible, all of the eight Professional Teaching Standards: <ul style="list-style-type: none"> <li>- Set high expectations which inspire, motivate and challenge pupils</li> <li>- Promote good progress and outcomes by pupils</li> <li>- Demonstrate good subject and curriculum knowledge</li> <li>- Plan and teach well-structured lessons</li> <li>- Adapt teaching to respond to the strengths and needs of all pupils</li> <li>- Make accurate and productive use of assessment</li> <li>- Manage behaviour effectively to ensure a good and safe learning environment</li> <li>- Fulfil wider professional responsibilities</li> </ul> </li> </ul> <p>More specifically this will include:</p>

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|  | <ul style="list-style-type: none"> <li>▪ To teach across the age and ability ranges as directed by the Head of Science and / or Academic Deputy, expecting the highest possible standards of work from the pupils commensurate with their abilities</li> <li>▪ To secure a knowledge of pupils as individual and set up appropriate assignments, including support, homework and extension work</li> <li>▪ To work collaboratively with colleagues in ensuring that pupils achieve their potential</li> <li>▪ To follow schemes of work and syllabus guidelines</li> <li>▪ To contribute to the writing and updating of schemes of work for the teaching of Science</li> <li>▪ To encourage high standards of behaviour within the classroom</li> <li>▪ To foster high standards of hygiene and safety in all practical lessons</li> <li>▪ To ensure that pupils work safely and in a purposeful environment</li> <li>▪ To ensure classrooms are clean, attractive and educationally stimulating and to contribute to departmental displays</li> <li>▪ To maintain high standards of display of pupils' work</li> <li>▪ To monitor the educational progress of all students. File marks on the department's computer records as necessary and report on the development, progress and attainment of pupils by agreed dates</li> <li>▪ To use performance data to evaluate student achievement outcomes and to identify areas for improvement</li> <li>▪ To ensure that students with special educational needs are taught so that they receive full support and an appropriately modified curriculum experience</li> <li>▪ 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</li> <li>▪ To promote and facilitate the general progress and well-being of individual students liaising with the Learning Leader and pastoral team as appropriate</li> <li>▪ To support the implementation of the school's Learning and Teaching policy together with all other school policies</li> <li>▪ To keep abreast of current developments in Science and Science teaching</li> <li>▪ To contribute to departmental and school planning</li> <li>▪ To be involved in curriculum development, attend departmental meetings and contribute to open day</li> <li>▪ To contribute to the pastoral and general life of the College in such ways as the Headmaster may require</li> <li>▪ To keep up-to-date with any pastoral and / or special needs of the pupils</li> </ul> |
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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.

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><b><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></b></p> <ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• Qualified Teacher Status (or willingness to work towards)</li> <li>• Evidence of continuing professional development</li> </ul>	<p><b><i>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</i></b></p> <ul style="list-style-type: none"> <li>• High class degree in a Science based subject.</li> </ul>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><b><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></b></p> <ul style="list-style-type: none"> <li>• Successful teaching experience across the secondary age and ability range</li> <li>• Experience of planning and teaching the Key Stage 3-5 curriculum in a creative way</li> </ul>	<p><b><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></b></p> <ul style="list-style-type: none"> <li>• Involvement in monitoring the quality of teaching and learning</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

Skills	<ul style="list-style-type: none"> <li>• <b><i>The skills required by the Applicant to perform effectively in the role</i></b></li> <li>• Good ICT skills and a good awareness of the role of ICT in supporting learning and teaching and raising achievement</li> <li>• Good organisational and interpersonal skills</li> <li>• Ability as an effective classroom practitioner</li> <li>• A high level of literacy and numeracy skills</li> <li>• Good verbal and written communication skills</li> <li>• Excellent organisation skills</li> <li>• Ability to interact in a positive manner with colleagues, children and parents</li> <li>• The ability to work independently and as part of a team</li> <li>• The ability to use resources effectively</li> <li>• Ability to create a stimulating and safe environment</li> <li>• Ability to establish and maintain a purposeful working environment</li> <li>• Ability to manage behaviour effectively</li> <li>• Ability to monitor and utilise data to improve outcomes for individual children</li> <li>• Ability to refer to and implement current health and Safety information (CLEAPS) in practical lessons</li> </ul>	<p><b><i>The skills that would enable the Applicant to perform effectively in the role</i></b></p> <ul style="list-style-type: none"> <li>• Ability to use interactive resources in lessons.</li> <li>• Ability to use assessment data to inform planning and set targets.</li> </ul>	<p><b>Contents of the application form</b></p> <p>Interview</p> <p>Professional references</p>
Knowledge	<ul style="list-style-type: none"> <li>• <b><i>The knowledge required by the Applicant to perform effectively in the role</i></b></li> <li>• A secure knowledge of the Key Stage 3-4 Science, and Key Stage 5 Biology curriculum</li> </ul>	<p><b><i>The knowledge that would enable the Applicant to perform effectively in the role</i></b></p> <ul style="list-style-type: none"> <li>• Experience of the whole Key Stage 3 and Biology Key Stage 4-5 teaching</li> </ul>	<p><b>Contents of the application form</b></p> <p>Interview</p>

	<ul style="list-style-type: none"> <li>• An understanding of issues related to the promotion of effective learning and teaching</li> <li>• A good knowledge and understanding of current curriculum developments</li> <li>• Knowledge of current assessment and target setting practices</li> <li>• Knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to contribute to the development of whole of Key Stage 3 and Biology Key Stage 4-5</li> </ul>	Professional References
<b>Personal competencies and qualities</b>	<p><b><i>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</i></b></p> <ul style="list-style-type: none"> <li>• Enthusiasm, commitment and energy</li> <li>• Passion for your subject</li> <li>• Flexibility and the ability to balance priorities and absorb pressure</li> <li>• Robust and energetic</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• Excellent inter-personal skills. Evidence of good relationships with students, parents and colleagues</li> </ul>	<p><b><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></b></p> <ul style="list-style-type: none"> <li>• Willingness to take on other roles and responsibilities within the department.</li> <li>• Ambition</li> <li>• Sense of humour</li> <li>• Resilience</li> </ul>	<p><b>Contents of the application form</b></p> <p>Interview</p> <p>Professional references</p>

	<ul style="list-style-type: none"> <li>• Ability to motivate and inspire pupils, parents / carers and Governors</li> <li>• A high level of commitment to the school and its continuing development</li> <li>• Commitment to extra-curricular activities</li> <li>• The ability &amp; motivation to improve own practice and knowledge</li> <li>• The ability to work constructively as part of a team</li> <li>• The ability to motivate others</li> <li>• Professional attitude to meeting deadlines</li> <li>• The ability to adapt/ think on the spot when necessary</li> <li>• Excellent attendance and punctuality</li> <li>• Smart appearance</li> <li>• An understanding of and a commitment to supporting the ethos &amp; values of the school</li> </ul>		
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