



## MENORAH GRAMMAR SCHOOL



## HEADTEACHER CANDIDATE BROCHURE





## MENORAH GRAMMAR SCHOOL

<b>Welcome from the Chair of Governors</b>	<b>3</b>
<b>About the School</b>	<b>4</b>
<b>Spiritual, Moral, Cultural and Social Development</b>	<b>7</b>
<b>GCSE Results</b>	<b>9</b>
<b>A Level Results</b>	<b>10</b>
<b>Job Description</b>	<b>11</b>
<b>Person Specification</b>	<b>15</b>
<b>How to Apply</b>	<b>17</b>







## WELCOME FROM THE CHAIR OF GOVERNORS

### Dear Candidate,

Thank you very much for your interest in the position of Head Teacher at Menorah Grammar School.

We are a two-form intake school serving the Orthodox Jewish community in North-West London. We are a boys only school and together with the pupils parents and local community we are very proud of our school and the strong reputation we have been able to build within the community. This is as a result of the hard work of our Head Teacher and Menahel (Religious head and head of Jewish studies) and our very strong and enthusiastic and committed teaching and support staff.

The governing body is excited at the prospect of working with a new Head Teacher who will bring a fresh perspective and new ideas to what is a unique and well-established successful school. We have ambitions to expand the school over the next few years to be a three-form entry intake and the new Head Teacher will be a key member of the strategic team to bring this vision to fruition.

We work closely with parents and the local community to enable our pupils to have the best possible preparation for their lives ahead, and for the right candidate this will be a very fulfilling role.

I hope you decide to apply for the post and look forward to receiving your application and meeting you in due course.

Yours faithfully,

Allan Becker  
Chair of Governors





## ABOUT THE SCHOOL

**Menorah Grammar School is an Independent Secondary School for boys serving the Orthodox Jewish Community of North West London. The governors of Menorah Grammar School are looking to appoint a passionate leader capable of building on the excellence already in place.**

The school day is divided between 'Kodesh', the study of Jewish texts, history and culture and 'Chol', the traditional secular subjects. It is the balanced approach that defines the ethos of MGS: a school that nourishes the soul and prepares its students for life in modern Britain.

MGS pupils develop a love for Judaism and strive for excellence in all that they do. With table topping exam results and a plethora of extra-curricular activities to choose from, including fundraising activities, community volunteering and after school sports clubs, our students all have a chance to shine.

We respect people from all walks of life and our diverse staff are expected to lead by example, helping to shape our leaders of tomorrow.

Type of School	Jewish Faith School
School Category	Independent School
Age Range of Pupils	11 - 18
Gender of Pupils	Male
Gender of pupils in sixth form	Male
Number of pupils	258
Of which are in sixth form	67





## ABOUT THE SCHOOL

### Our Ethos and Vision

We aim to provide our students with a unique first class Jewish studies and secular education within a secure, safe and caring environment. All areas of school improvement are underpinned by our ethos to empower and grow our students into fine young men who will light up the future with their values, learning and commitment to family and community. Through an applied appreciation of Spiritual, Moral, Social and Cultural education, our students will feel prepared to be active citizens in a local, national and global environment.

Our vision is that all our students will be inspired to become Lifelong Learners.

### Curriculum

At Menorah Grammar School, GCSEs are taken in Year 10 and AS & A Levels in Years 11 and 12. Great care is taken from the moment students enter the school in Year 7 to focus on the skills and knowledge they will need in order to perform well in their examinations. The lower school is key in providing a strong foundation to enable our pupils to meet the demands and challenges they will face as they progress through the school.

All boys do the core GCSEs (Mathematics, English Language and Literature, Combined Science and Modern Hebrew) and choose up to four more from a variety of other subjects.

The Sixth Form at MGS is an exciting and fulfilling time, academically, pastorally and socially. Our Sixth Formers are a cohesive group, with an astonishing range of interests and ambitions. There is a strong sense of community and mutual respect amongst our students, and they are outstanding role models for younger pupils. In this way, we believe that a Menorah Grammar School education is about more than a set of exam results. It is a preparation for life after school.







## ABOUT THE SCHOOL

### Darchai Noam SEN Unit

Housed within Menorah Grammar School is a unique SEN Unit catering for over 40 boys. The Darchai Noam Unit (DNC) is the only Unit of its kind within the London Jewish community. The DNC is headed by highly qualified and experienced SEN educators who work alongside the head of the School and ensure its boys receive the highest quality education.

The needs of the boys within the unit are vastly varied, and a specialist staff of over 40 SEN educators, therapists and TA's, working within the schools SEN facilities, ensure each boy receives the focus and attention he needs.

With the DNC being integrated within the school, this allows for its boys to feel part of the mainstream and to socialise with their contemporaries whilst at the same time receiving all the SEN support they require. In addition, the presence of boys with SEN within the mainstream creates an atmosphere and environment of inclusiveness and diversity, and this has a tremendous lifelong impact on them all.

The DNC is highly acclaimed by all three councils that monitor its progress through the Education, Health and Care Plan (EHCP) they provide to each child. The Unit was commended in the recent OFSTED report for being especially effective.

As head of the school you would have the opportunity to work closely with a nationally unique and highly successful SEN Unit.





## SPRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

### Careers/Employability

- Delivery of employability focused programme
- Focus on educational career, employability, business/university partners and aspirations
- Differentiated for needs of all year groups

### Evidencing of SMSC

- Student surveys
- Student interviews
- Student presentations
- Google drive for storage of SMSC resources
- SMSC Curriculum audits
- Wall displays
- Pop - banners
- PSHE curriculum
- Newsletter / letters to parents
- Volunteering in the community

### Assembly

- Delivery of the key SMSC themes
- Celebration of student achievement
- Wider inclusion of staff and students in delivery of assemblies
- Student Leadership members and Head Boys visible in assemblies
- External links to the wider community through guest speakers

### Extra-curricular activities

- Regular educational trips - including Year 9 walking tour and Year 12 Poland trip
- Evening and weekend programmes
- Studying on train
- Holiday learning programmes
- Revision programmes

SMSC is integral to our curricula and it allows students to understand how to enhance their Jewish lives within the ethos of the school. It serves the purpose to nurture students to become committed to and ready to live a life of Torah with Derech Eretz. This enables them to become successful, responsible contributors to modern day Britain. Students will have the opportunity to :

- Be reflective about their own beliefs
- Be confident in learning about themselves and the world around
- Recognise the difference between right and wrong
- Offered reasoned viewpoints
- Participate in volunteering, cooperating and collaborating with others
- Learn about British values - Law, democracy, liberty, mutual respect.

We are committed to ensuring students understand their place in British society and embrace their place in the world through wide ranging experience.

### Jewish Studies

- Every Gemoro class begins with ethical study - full audit available
- Upper and lower school weekly assemblies
- Daily prayer service
- Jewish history
- British values taught through the weekly sedra

### Secular studies

- Learner profile attributes reinforces students as lifelong learners that are globally aware
- SMSC audit evidences links to curriculum

### PSHE

- Delivery of key themes planned across the academic year
- Differentiated per year group
- Designed for students to participate and engage
- Covers 'core themes'

### Student Leadership

- Student Leadership Programme mirrors the staffing structure
- Meetings to discuss key theme delivery in assemblies
- Delivery of assemblies
- Presenting of ideas to Senior Leadership Team
- Coordinating events
- Staff/Student consultation for key decision making
- Working with external agencies

### Inspiring young men programme

- Events planning
- Meeting with student groups
- Presentations to parents, students and staff



## SPRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

### Menorah Grammar School is committed to:

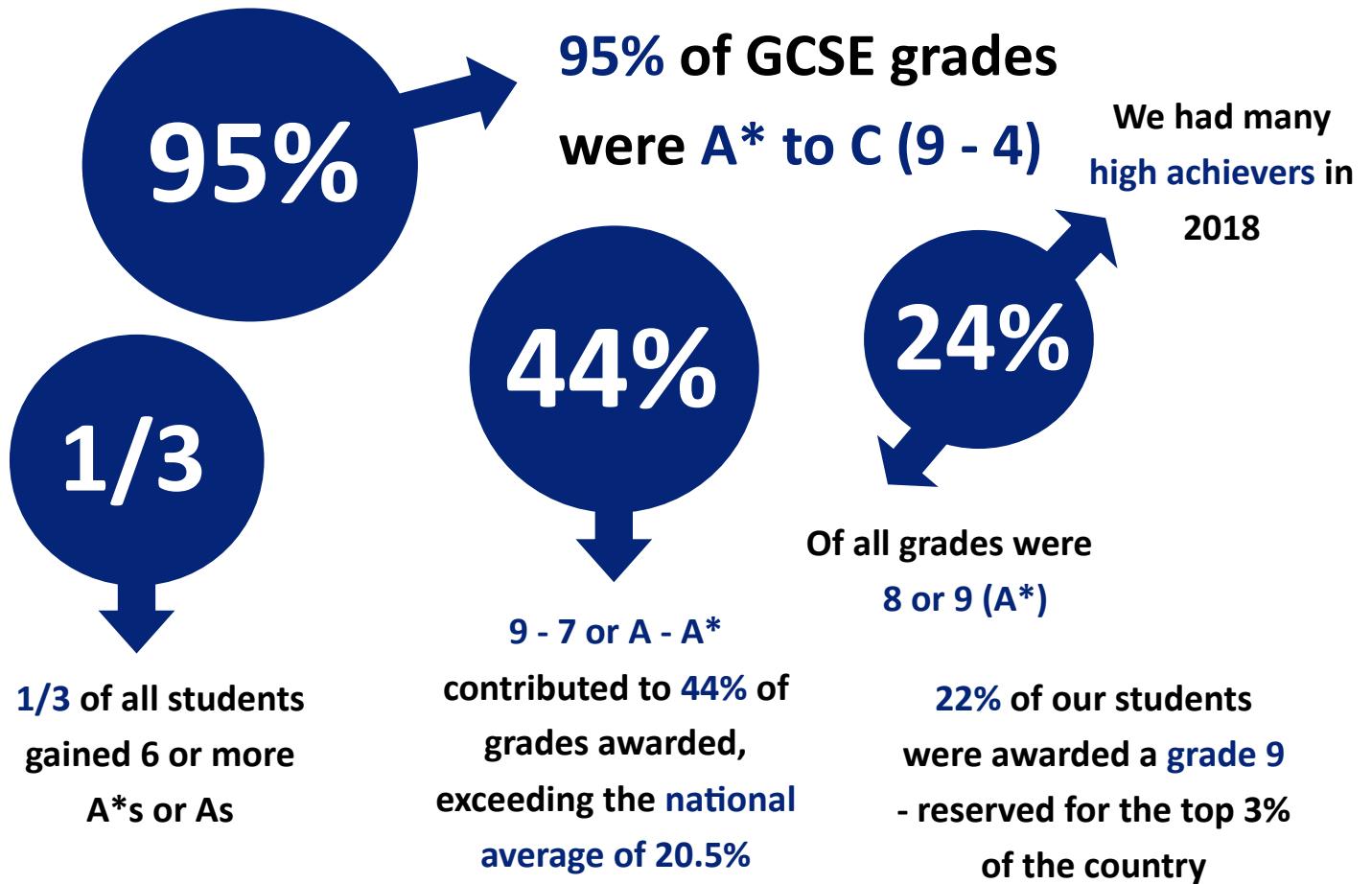
- Ensuring that its pupils develop spiritually in their own beliefs while showing respect and understanding of others.
- Developing pupils who know right from wrong, who actively make good choices and who contribute to the community in a variety of different ways.
- Encouraging its pupils to value and support others; to value democracy and to participate and contribute to society as a result.
- Providing as many opportunities as possible for pupils to explore their own culture while appreciating the many cultures that make up modern Britain today.

<b>S</b> piritually	<p>Students are:</p> <ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</li> </ul>
<b>M</b> orally	<p>Students have:</p> <ul style="list-style-type: none"> <li>• The ability to recognise the difference between right and wrong, and readily apply this understanding in their own lives. In so doing, they demonstrate respect for the civil and criminal law of England.</li> <li>• An understanding of the consequences of their behaviour and actions.</li> <li>• An interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<b>S</b> ocially	<p>Students:</p> <ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.</li> <li>• Demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• Demonstrate acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>
<b>C</b> ulturally	<p>Students display:</p> <ul style="list-style-type: none"> <li>• An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</li> <li>• A good knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> <li>• A willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</li> <li>• An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</li> </ul>





## GCSE RESULTS 2018



### SOME NOTABLE SUBJECT ACHIEVEMENTS

#### Geography

**2 in 5**  
grades were  
**9 - 7**

#### Maths

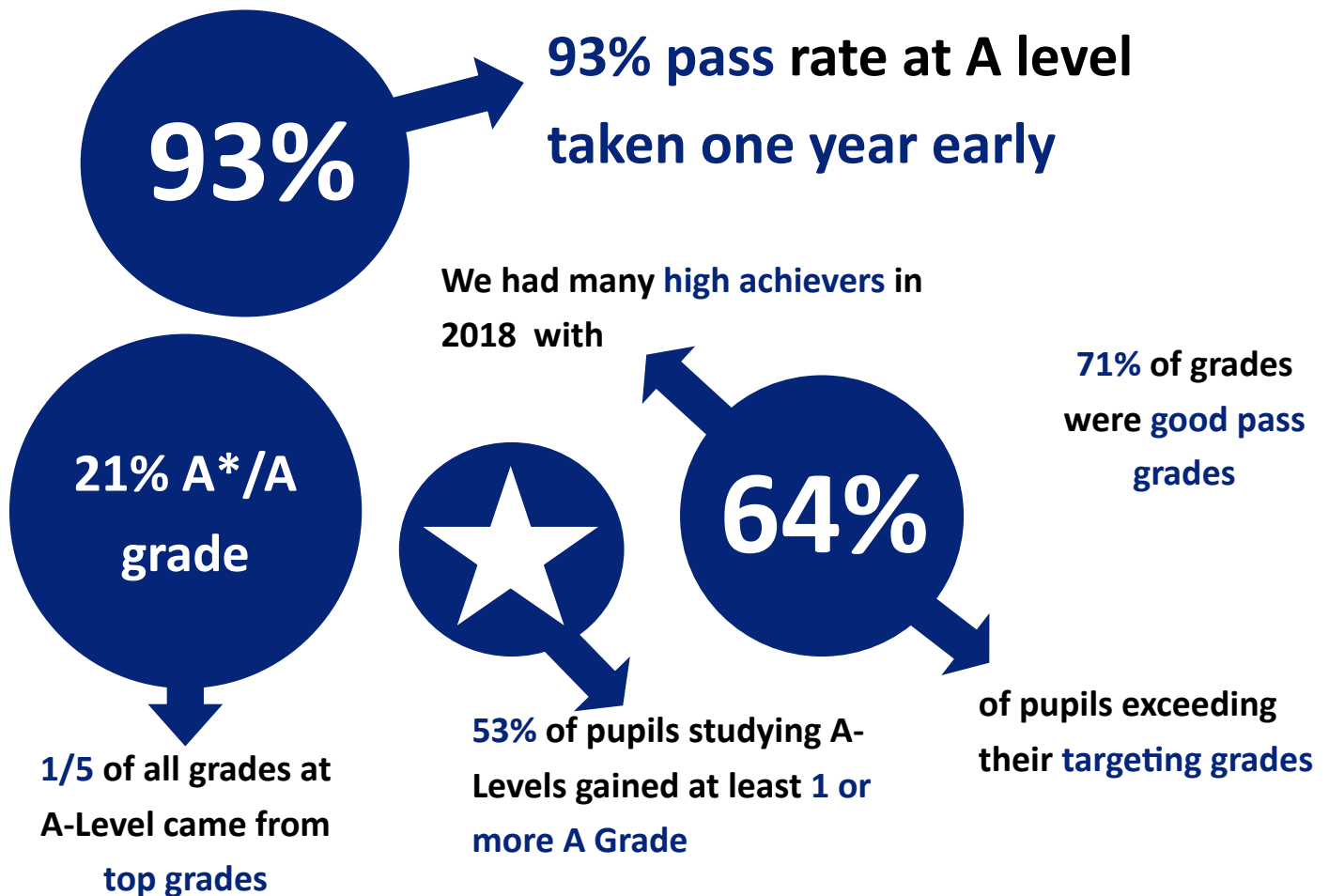
**7 in 10**  
grades were  
**9 - 7**

#### Science and History

**1 in 2**  
grades were  
**9 - 7**



## ALEVEL RESULTS 2018



### SOME NOTABLE SUBJECT ACHIEVEMENTS

#### Maths

**3 in 4**  
grades were  
**A\* - B**

#### English

**3 in 5**  
grades were  
**A\* - B**

#### Politics

**1 in 2**  
grades were  
**A\* - B**



## JOB DESCRIPTION AND PERSONAL SPECIFICATION







## JOB DESCRIPTION

<b>Job title:</b>	Headteacher of Menorah Grammar School
<b>Location:</b>	Barnet, London
<b>Salary:</b>	£60,000 - £75,000 - Potential enhancement for an exceptional candidate
<b>Responsible to:</b>	School Governing Board

### The Headteacher will:

- Provide a positive and happy learning experience, which empowers students to become highly capable, adaptable, resilient, confident and independent learners, well prepared to meet the challenges in the global community.
- Encourage students to take personal responsibility for their actions and challenge them to achieve maximum performance.
- Provide a creative and integrated curriculum that offers a rich quality of academic and vocational options to meet the needs of every student.
- Have an ability to work closely with the religious ethos of the school which is run by the Menahel (Head of Jewish studies department).
- Ensure the effective application of child protection and safeguarding practice.
- Recruit, skilfully manage, motivate and support staff in the quest to be consistently outstanding.
- Oversee the finances of the school with the objective of delivering a balanced budget.

### Leading Teaching and Learning

- Further develop a creative, integrated and broad curriculum which develops students as independent learners and prepares them for their role within the wider global community.
- Cultivate a culture of challenge, support and high expectation with a focus on outstanding achievement, where data is deployed to effectively monitor and maximise the progress of individuals and groups of students.
- Monitor and continuously evaluate teaching and relationships with students to ensure the consistent delivery of teaching excellence.
- Implement an effective student assessment framework which involves students in their learning and which contributes directly to their achievement.



## JOB DESCRIPTION

### Leading Teaching and Learning - Continued

- Review and adapt as appropriate strategies to secure high standards of behaviour and attendance, whilst also providing for the spiritual, moral, social, emotional and cultural wellbeing of students.
- Furnish students at all stages of their school life with well considered individual guidance to enable them to make appropriate curriculum and career choices.
- Observe advances and developments in information technology, and introduce the relevant technologies to enhance student learning, equipping them with the skills and competence relevant to the workplace and wider life.

### Working with Staff

- Motivate and work with all members of staff to share and maintain a culture that is focused on delivering outstanding levels of achievement.
- Deploy effective strategies and procedures for the recruitment, induction, and development of staff, ensuring that their professional development is closely aligned to the achievement of strategic goals.
- In a climate of high expectation, applaud, recognise and encourage outstanding performance and take appropriate and timely action where performance is unsatisfactory.
- Orchestrate a programme for performance management with all staff that is designed to lead to outstanding practice.
- Leading by example, promote across the staffing complement the importance of well-being and a healthy balance between work and other life.

### Managing the School

- Oversee the astute management of the school's financial resources, embracing cost management protocols, and revenue generation activities, in order to deliver a balanced budget.
- Manage to good effect the school's human resources and via a process of regular reviews, ensure all available resources are properly deployed and management tasks delegated appropriately, to allow the school to achieve its goals and priorities.
- Further develop and nurture the school environment, meeting the needs of the curriculum and diligently observing health and safety requirements.
- Ensure that policies and practices take account of national and local circumstances, policies and initiatives.



## JOB DESCRIPTION

### Strategic Planning

- Work with the Governing Body and other relevant parties to develop the strategic direction of Menorah Grammar School.
- Ensure that the vision and strategic direction of the school is clearly understood and acted upon by all, through the development and implementation of the Improvement Plan and Annual Performance Plan.
- In a culture of openness, seek and take into account the views of parents, carers, students, and the wider community in helping develop the strategic direction of the school.

### Securing Accountability

- Work with the staff, Governing Body and other committees as required, providing them with intelligent information, objective advice and wise guidance to assist them to meet their responsibilities.
- Fulfil commitments arising from contractual accountability to the Governing Body.
- Develop and regularly present an accurate and comprehensible account of the school's performance to a range of interested parties that includes staff, parents, carers, students and the wider community.
- Maintain an ethos where everyone takes ownership of their responsibilities, where there is a willingness to be held accountable for actions and where success is widely celebrated.

### Relationships with The Wider Community

- Build strong relationships with parents, the alumni, community leaders, businesses, higher education institutions and other organisations locally, nationally and internationally, to help enrich the experience of students during their school years and maximise their opportunities beyond school.
- Create and foster effective partnerships with parents and carers to support and improve students' achievements and wellbeing.
- Co-operate with the relevant agencies to protect students.
- Determine and implement a programme of community education and other activities to embed the school in the heart of the local community.
- Contribute with the staff and the governing board to the development of education within the school, nationally and internationally by sharing effective practice, working in partnership with other schools and promoting innovation.
- Be committed to developing strong partnerships with the Jewish community and its faith leaders .





## PERSONAL SPECIFICATION

Essential	Desirable
<b>Qualifications and Professional Development</b>	
Qualified teacher status, Degree, National Professional Qualification for Headship	Higher degree or other post-graduate qualification
Evidence of Continuous Professional Development	Professional Development Qualifications
<b>Employment Experience</b>	
Senior leadership experience in education and proven ability to lead a team - substantial experience of a full range of 11-18 education	Prior experience of a diversity of educational institutions, including schools with thriving Sixth Forms
Extensive Deputy Headteacher experience	Headteacher experience within a Secondary School
Successful personal leadership in raising of student outcomes	
Innovation in curriculum development, teaching and learning, monitoring and evaluation strategies and translation into effective operational outputs	Personal record as an outstanding teacher
Knowledge and experience of managing school resources: financial, human and facilities	Particular success with implementing best value and value for money principles
Clear grasp of financial/accounting principles and large complex budgets	
Productive partnership working with other schools and organisations	
<b>Personal qualities</b>	
Highest standards of integrity and a positive role model for students and staff	Range of external interests
Strong leader, underpinned by skills in motivating effective team working whilst being open to challenge	
Committed to comprehensive and inclusive education; energetic and passionate in the pursuit of the vision, challenges and opportunities. Committed to close home/school partnerships as key to effective education	
Excellent oral and written communication and presentation skills, underpinned by strong analytical skills	
Effective relationship builder with a variety of internal and external stakeholders	



## PERSONAL SPECIFICATION

Essential	Desirable
<b>Personal Qualities - Continued</b>	
Professionalism at all times and an ability to remain calm under pressure; reliability, good task prioritisation and time management	
Good strategic thinker, informed and shaped by operational experience	
Resilience, dedication and energy whilst valuing a successful work life balance for self and colleagues	
A lifelong learner who understands the value of creative and innovative thinking and of taking appropriate risks as a means to improvement	
Outgoing personality, sense of humour	
<b>Professional Knowledge and skills</b>	
An inspiring and convincing educational vision and an ability to lead with a 'can-do' attitude to generate high expectations, enthusiasm and commitment	
Expert knowledge and understanding of current curriculum development, educational policies and practices relating to education and training of children and young people aged 11-18	
Experiential knowledge of detailed data collection and analysis and its application in setting challenging individual targets, intervention planning and curriculum delivery within the classroom	Familiarity with the School's Financial Handbook
Experiential knowledge and understanding of the recruitment, development and performance management of teaching and support staff	
Expertise in the design and use of technology to enhance pupil learning and help prepare students to become global citizens	
Judgement, knowledge and skills to ensure a positive ethos within which to manage and coach individuals at all levels to outperform against their targets and objectives while also decisively challenging underperformance	Knowledge and understanding of current curriculum development, educational policies and practices relating to education and training of children aged 11-18
Clear understanding of and commitment to the role of a school within the local community	
An understanding of the needs of employers locally and in a broader context	
Expert knowledge and understanding of the objective evaluation of whole school effectiveness	
Knowledge of the statutory requirements and relevant legislation relating to school leadership and management including equal opportunities employment, health and safety, data protection and child protection and safeguarding	



## HOW TO APPLY



**If you would like further information or a confidential conversation,  
please contact Syvonne Wilson at Academicis on:**

Switchboard: 01223 907979

Mobile : 07500 889504

E: [swilson@academicis.co.uk](mailto:swilson@academicis.co.uk)

**All applications are to be sent to  
Academicis no later than  
12:00 noon on Monday 18th March 2019**

**Interview Day - Monday 1st April 2019**

*We reserve the right to research applicants on social media platforms and the internet, and the recruitment panel may take this information into consideration during the recruitment process.*