



Al-Hijrah School

An Islamic School with Science status.

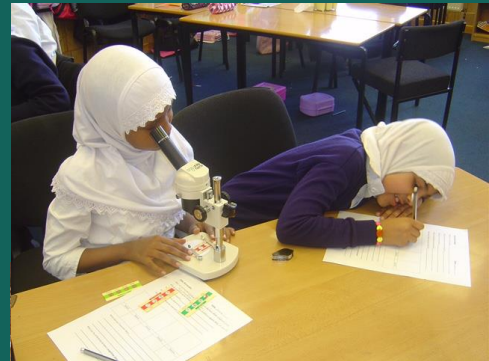
Providing High Quality Education for children aged 4-16



Headteacher Job and Person Specification

Key facts and statistics

Type of School	All through
Denomination	Islamic
Age Range	4 -16 years
Location	Birmingham
Year School Established	1989 Primary 2002 VA Secondary 2012 VA 4-16
Co-educational or single sex	Co-Ed
Specialism	Science
Number of children	777
Average class size	30
Number of staff	55 Teaching, 2 Relief 8 instructors
Number of newly qualified teachers	2
% of children with SEN	4.2%
% English as an additional Language	98%
% of children having free school meals	20%



The School

Al-Hijrah School is a well-established (4-16) Voluntary Aided Islamic School. The School's recent GCSE results puts it in the top 5% of Value Added Schools in England.

At Al-Hijrah School we have a clear aim to provide outstanding education for all our pupils. The key to our schools development is significant investment in innovative teaching and learning in all curriculum areas.

At Al-Hijrah, we encourage and expect the highest standards in both academic work and behaviour. Self-discipline, respect and concern for others, good manners, hard work and the determination to succeed are the foundations of our educational philosophy.

'Significantly more pupils attained the higher Level 5 in writing than was the case nationally.'

"As a result of effective coaching and training, teaching is improving." "Behaviour is improving."

Ofsted monitoring inspection December 2014.



Ethos

The values of respect, forgiveness, justice, uniqueness, equality, acceptance and love are the foundations of our ethos and our practice. With a deep commitment to helping every child reach their potential, along with the support of a committed team and IEB, the school aims for further and greater success.

The School Day

The School day begins with remembering Allah (SWT) with students reciting Surah Al-Fatihah, Ayat Al-Kursi, Surah Al-Ikhlâs, Surah Al-Falaq, Surah An-Nas, Du'a Ibrahim and the 99 Names of Allah.

Collective worship plays a very important role in the life of our school, and is regarded as an integral part of students education. It is a reference point from which all of our activities, thoughts, feelings and school ethos are developed.

Morning Worship

Our School day begins with collective classroom worship with class teachers. Selected Surahs from the Qur'an, and attributes of Allah (SWT) are recited to remind ourselves of his qualities and characteristics.

Students are reminded of the weekly focus which is based on the sayings of the Prophet Muhammad (SAW); this is implemented continuously throughout the week. Our Friday morning assembly is based on this to consolidate the focus of the week.

Congregational prayer

Students and staff participate in congregational Salah (worship) enabling us to fulfil our duties as Muslims to Allah (SWT). This collective worship provides an opportunity for children to learn how to pray and understand that it is an important part of their lives. It is also a period of calm reflection. Years 5 and 6 take part in the Friday congregational prayer (Jummah).

End of day worship

Our school day ends with a short whole class supplication in line with teachings of the Prophet Muhammad (SAW) followed by Surah Al-Asr.



Primary Curriculum

Early Years Foundation Stages (EYFS)

The EYFS (Reception) curriculum provides a secure base for the future learning in all six areas of development. These are:

- Personal Social and Emotional Developments;
- Communication, Language and Literacy;
- Mathematical development;
- Knowledge and Understanding of the World;
- Physical Development;
- Creative Development;

The curriculum at this stage is mainly organised into carefully planned and structured play activities which are developed and supported by providing a basic understanding of Islam and raising awareness of Allah (SWT) as the Creator of all things.



Throughout Key stage 1 and 2, children are taught the following national curriculum subjects:

- Literacy
- Numeracy
- Science
- History
- Geography
- Art/Design & Technology
- Physical Education
- Information Communication Technology

We teach the core subjects (Literacy, Numeracy, and Science) using the guidelines as defined by the government. Foundation subjects are planned using the QCA (Qualifications and Curriculum Authority) schemes of work to ensure subjects meet set criteria and standards.

Lessons are taught from an Islamic perspective to reinforce the links between faith and learning.

Secondary Curriculum

Key Stage 3

In the first 3 years, pupils follow a common curriculum of English, Maths, Science, Humanities (History and Geography), Urdu, Arabic, RE, ICT and PE. In addition pupils study Tajweed, Citizenship and PHSE (through a weekly focus). Currently Islamic Studies at GCSE level starts during year 9 with examinations being taken in year 10. From September 2012 Urdu and Arabic options will be chosen in year 8. Btec PE is delivered at year 9 with aim of concluding the course in year 9 to an equivalent of 1 GCSE.

Since September 2009 the History programme has followed the full scheme of work and teaching has been extended from Year 7 to 9 and there will be the introduction of Design Technology and Music courses that deliver the schemes of work. The teaching of Games and PE will be extended through links with partner schools for both girls and boys.

Key Stage 4

At key stage 4 pupils continue to study Maths, English, Geography and ICT to GCSE level. Arabic and Urdu are also taken at GCSE. Pupils are directed to study either the separate Sciences or the Double Award Science. GCSE PE is taught at KS 4 and the school is looking to develop BTEC PE for all pupils in year 9. Citizenship is part of the curriculum and KS4 pupils can study this to secure a GCSE qualification.

Other additional KS4 subjects include:

- Art and Design or PE GCSE
- D&T (Graphics)
- Geography or History
- MfL (Urdu or Arabic)
- Music Technology will be offered during a twilight session

Careers advice is provided by Connexions. Work Experience programme is already in place at KS 4. Work Related Learning.



Extra Curricular Activities

School Trips and Outings

School trips are organised for all classes throughout the school year to extend children's learning, understanding and creativity. These off-site educational visits make learning interesting and help to reinforce the topics taught in school. Recent educational excursions have included trips to the Black Country Museum, Soho House and Ackers.



Assemblies

Our students are encouraged to take part in class assemblies which take place on a weekly basis. These are based on 'the hadith of the week' and are important and enjoyable exercises in developing confidence as well as good teamwork and communication skills. Assemblies are also occasions where students' achievements, both academic and behavioural, are acknowledged and rewarded with 'merits', motivating others to push themselves further.

Awards and Presentations

The school holds special awards assemblies every half-term, where students are given awards for outstanding work. Students are invited to perform in plays, sing nasheeds (Islamic songs) and deliver speeches. Students are actively encouraged to take part in community events as representatives of the school, setting an example for those around them. Recently a group of girls performed at the Muslim Writers Awards 2008 at Birmingham's International Convention Centre.

Events

We believe it is essential for our students to participate in extra-curricular activities in order to enrich their learning and broaden their horizons. We have introduced a variety of events and activities to put this into action. Our annual events include:

- Heroes of Islam week (studying sahabah such as Abu Bakr and Khadijah (RA));
- Seerah Month;
- Islam awareness week (involving children going to other Primary schools and performing in assemblies to bring some positive elements of Islam to light);
- Hajj focus;
- Ramadan Programme.

Some of the other events that take place over the year are nationally recognised to ensure children feel part of the wider community:

- National Poetry Day
- National Science Day
- World Book Day
- National Story Telling Week
- Health Week
- National Anti-Bullying Week

Sports Day

A sports day is held during the summer term. Children's efforts are rewarded with prizes and the event is always enjoyed by teachers and students.

Every year the primary School holds a fun day to help raise funds for the school and this is always an exciting day for the whole family. It is held at the end of the academic year and year six students play a large role in the organisation of the event.



Parent Partnership

Communication with the school and home is essential as children achieve more when teachers and parents work together.

To facilitate this partnership and to encourage students to extend their learning, homework is given great emphasis at Al-Hijrah Primary. Students are set homework for Literacy, Numeracy, Science, Islamic Studies, Arabic and Hifz on a weekly basis.

At the beginning of each half term, parents are sent a curriculum overview which indicates the main topics that children will be covering in school over the next half term and how parents can support this learning at home. Newsletters are also issued half-termly to celebrate students achievements and update parents with key information.

Parents Evenings are held termly and parents are provided with written feedback on their children's progress and are set targets.

Pastoral Care

The quality of pastoral care influences the ethos and the tone of the whole school. It creates an atmosphere in which children feel secure, know that they are valued and encouraged in their learning, growth and social development within a healthy and safe environment.

Teachers, non-teaching staff and other adults all are part of a team. This team ensures students are happy and secure in whatever activity they are taking part in, whether social, spiritual, mental, emotional or physical. We have a caring commitment to guide and advise our students, equipping them with the skills needed to face the outside world. Teachers and non-teaching staff are encouraged to approach the care of our children in a positive way.



Job Profile – Headteacher



Job title: Headteacher

Responsible to: The Governing Body (Currently IEB)

ISR: Range L32 (£81,857) to L38 (£94,817)

MAIN PURPOSE:

- To lead the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

OVERALL RESPONSIBILITY:

- To effectively lead and manage the All through School by building and maintaining an effective teaching teams which continually enhances the quality of learning and achievement.
- Articulate clear values and moral purpose for the leadership of Al-Hijrah School, focused on providing a first class education for all students of all abilities.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all students and staff to excel.
- Develop positive relationships, behaviours and attitudes towards our students, and to engage parents, governors and members of the local community in the constant improvement of all that we do.
- Ensure that the education and interests of our students are at the centre of everything we do at Al-Hijrah School.
- Promote the concept of inclusion across the whole school and ensure its rigorous application.
- Ensure safer recruitment and safe guarding policies and procedures are fully compliant with national guidance, regulations and are firmly embraced within the school environment.

Meeting our objectives through improving learning and achievement in the classroom:

- Lead the improvement and development of Al-Hijrah School on the basis of evidence and knowledge about effective practice, and to promote a strong culture of continuous professional development for our staff.
- Promote the interests of our school in the context of our core objectives, translating opportunities arising from local and national policy into the school's context.
- Ensure that Al-Hijrah School's development as a faith school is consistent with our core objectives and seeks further to serve our local community.
- Demand ambitious standards for all students, overcoming disadvantage and advancing equality of opportunities, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
- Maintain and secure outstanding teaching for all students delivering this through an understanding of the features of successful classroom practice and curriculum design.

Leadership and management

- Promote the sharing of best practice between teachers and a culture where unsatisfactory practice is challenged and improved.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
- Be sensitive to staff personal and professional problems, be willing to address and resolve them and address conflict while maintaining morale.
- Identify emerging talents at all levels in Al-Hijrah School, coaching current and aspiring leaders in a climate where excellence is the standard.
- Hold all staff to account for their professional conduct and practice.
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, with a strong focus on safeguarding and the development of exemplary behaviour in school and in the wider society.
- Establish, implement and maintain rigorous and transparent systems for managing the performance of all staff, addressing under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing body to deliver its functions ever more effectively – in particular its functions to set school strategy and hold the Principal to account for student, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of achievement and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Wider engagement and contribution

- Develop the capacity of Al-Hijrah School to work with other schools and improve the quality of education and other opportunities for young people.
- Develop effective relationships with other services to improve academic and social outcomes for all students.
- Harness the findings of well evidenced research to contribute to school self-improvement.
- Make Al-Hijrah School a centre of good practice in initial and continuing teacher education.
- Inspire and influence others - within and beyond the school - to believe in the fundamental importance of education in young peoples' lives and to promote the value of education.
- Engage with the local community to raise the profile of the school.

Person Specification – Headteacher



Attributes	Essential	Desirable
Qualifications/Training		
Education	Qualified Teacher Status	Degree or equivalent. Higher degree qualification, Postgraduate courses. Recognised management qualification
Professional development		Evidence of sustained participation in relevant CPD especially relating to leadership and management. Completion of NPQH for first time headship applicants The impact of their professional development activities on improving provision and pupil outcomes in other schools
Experience		
Teaching	Experience as an outstanding classroom teacher. Experience of leading a significant curriculum development to implementation and improvement	Evidence of curriculum leadership across all ages. Experience of curriculum leadership Knowledge and experience in the primary sector
Schools	Experience of a wide range of schools	Experience of leadership and management role in other schools
Management responsibility	Member of Senior leadership role with proven track record of school development and improvement	Experience as a head teacher, acting head teacher, deputy head teacher.
Resources	Experience of managing and /or co-ordinating staff. Experience of managing teaching resources. Awareness of how to set and manage a school budget along with the school business manager and the governing body	Experience of: Appointing and inducting staff; ICT systems for resource and budget management
Knowledge and Understanding		
Safeguarding	Knowledge of Safer Recruitment and Safeguarding good practice, policy and regulations.	Demonstrable practical application and leadership involvement with Safeguarding issues, recruitment and Single Central Register.
National context	Knowledge of recent Education Acts and other relevant legislation including the New Education Act Understanding and knowledge of British Values and other faiths. Knowledge of current and proposed National Standards for Head teachers and teachers. Knowledge of the new Ofsted framework including a good understanding of the strategic role of all leaders	

Person Specification – Headteacher



Learning & Teaching	Practical understanding of effective learning and teaching strategies. Understanding of actions to be taken to promote racial harmony, pupil welfare and prepare pupils to live in a culturally diverse society	Demonstrable use of data to raise pupil attainment.
Standards	Understanding of the characteristics of an effective school. Awareness of strategies to raise pupil achievement, manage behaviour and prevent racism and other forms of bullying. Understanding how to set and achieve challenging targets	Involvement in school improvement work Knowledge of the SEN Code of Practice and the Munroe report and other safeguarding legislation
National Curriculum	Understanding the planning of the National Curriculum including assessment, recording and reporting	Experience of planning the curriculum across the age range of the school and to ensure breadth and balance
Parents and Community	Understanding of the various roles which can be played by parents and the community in raising standards and developing an agreed vision	Experience of working directly with parents to raise standards. Involvement with the local community
Governance	Knowledge of the strategic roles and responsibilities of governors	Firsthand experience of work with governors
Skills		
Leadership	Ability to lead, provide clear vision and command respect. Incisive and clear thinker. Able to motivate pupils and staff. Ability to delegate responsibility, set high standards and provide a focus for improvement. Successful leadership resulting in raised achievement for staff and pupils.	Personal impact and presence
Management	Ability to manage change and monitor and evaluate its impact	Play a leading role in developing and implementing a School Development Plan
Relationships	Able to establish and develop good relationships with all involved with the school. Commitment to the school's wider community, other educational establishments and Children's Services Understanding of monitoring and evaluating the quality of teaching and learning	
Interpersonal and Communication skills	Ability to communicate effectively in writing and orally. Competent in the use of ICT. Flexible and approachable. Resilient under pressure. Able to deal sensitively with children and adults and resolve conflicts. Ability to empathise, negotiate and take on board other stakeholders points of views as appropriate	Positive and energetic approach to work

Person Specification – Headteacher



Attitudes		
Education philosophy	A commitment to raising achievement through partnership with parents and Children's Services A determination to move the school to outstanding and a desire to fulfil each child's full potential	An understanding of the way schools can promote values and a moral code
Staff development	Commitment to the development of all staff, teaching and non-teaching.	Played a role in establishing a staff development programme
Equal opportunities	Commitment to equality of opportunity Commitment to race and gender equality and social inclusion	Understanding of the need to promote positive role models





Burbidge Road
Bordesley Green
Birmingham
B9 4US

www.alhijrahschool.co.uk

Tel: 0121 773 7979

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