



The Charles Kalms Henry Ronson  
**Immanuel  
College**

HMC Independent Jewish Day School for Children aged 4-18

# **Behaviour Support Supervisor**

## **Full Time**

## **Term Time Only**

### **Candidate Information Pack**



# Behaviour Support Supervisor

Full Time | Term Time Only

Immanuel College is a thriving independent Jewish day school situated in Bushey, Hertfordshire. With a recent superb ISI Inspection and outstanding results at both A-level and GCSE, the School has an excellent reputation and record of achievement.

We are seeking a motivated individual with experience of working with children aged 11-16 in this newly created position. The successful candidate will be someone who is able to supervise a learning room, create a calm, positive atmosphere conducive to learning and promote good behaviour.

The role is being offered as a full-time, term time only position and carries a competitive salary. We will give you the opportunity to work in a professional, supportive and vibrant environment, where every day brings new challenges and opportunities. We are committed to the care and development of all our staff with the added benefits of subsidised lunches, generous leave entitlement, a range of wellbeing initiatives and a supportive CPD system.

For further questions, or to make an appointment to visit the School, please contact Ms Laurel Endelman, Assistant Head: Advanced Intervention and Student Behaviour at [lendelman@immanuelcollege.co.uk](mailto:lendelman@immanuelcollege.co.uk). Visits to the School are warmly welcomed.

**Closing Date:** 11am on Monday 11 November 2019

**Interview Date:** w/c Monday 18 November 2019

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@immanuelcollege.co.uk](mailto:jobs@immanuelcollege.co.uk)

Immanuel College is a very successful HMC co-educational Jewish day school for children aged 4 to 18. We welcome, on an equal basis, all applications regardless of faith.

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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).

Dear Applicant

May I thank you for showing interest in applying for the post of Behaviour Support Supervisor 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 Behaviour Support Supervisor is a new addition to our team and will play an active role as a member of the Behavioural Team.

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, Elstree 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 PaJes, 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.



# Teaching & 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, 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

## 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

## Behaviour Support Supervisor

Full Time | Term Time Only

### Summary of the Role:

To be an active presence in the Immanuel College Learning Room, a place for pupils not meeting Immanuel College's high classroom expectations. To create a learning room with a positive atmosphere conducive to learning and the promotion of good behaviour. To manage the administration of the learning room with the different stakeholders.

### Main Duties & Responsibilities:

Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.

- To support pupils to access the curriculum materials provided in the Learning Room.
- To establish and maintain productive working relationships with pupils in the Learning Room.
- To ensure a calm environment in the Learning Room.
- To actively monitor pupils through tracking and liaison with various stakeholders.
- To manage communication where directed with parents and other stakeholders including the rewards and merits system.
- To play an active role as a member of the Behavioural Team.
- To maintain Learning Room attendance records and other monitoring as required.
- To report to the Assistant Head: Pupil Intervention



# 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	<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>	<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> <ul style="list-style-type: none"> <li>Degree or equivalent</li> </ul>	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	<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> <ul style="list-style-type: none"> <li>Experience of working with children aged 11-16</li> </ul>	<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> <ul style="list-style-type: none"> <li>Experience in a pastoral role</li> <li>Experience in a school</li> </ul>	Contents of the application form Interview Professional references

<p><b>Skills</b></p>	<p><b><i>The skills required by the Applicant to perform effectively in the role</i></b></p> <ul style="list-style-type: none"> <li>• A calm individual with enthusiasm, sensitivity and resilience</li> <li>• Strong interpersonal skills with the ability to interact effectively with pupils, teachers and parents.</li> <li>• Good ICT skills including proficient use of Microsoft Office</li> <li>• A calm and flexible approach to dealing with challenging behaviour</li> <li>• The ability to motivate our pupils who may have become disaffected to achieve their full potential</li> <li>• Good attention to detail essential for completion of paperwork and student records</li> <li>• The ability to quickly build a good rapport with pupils</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 differing Management Information Systems such as SIMS or iSAMS</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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<b>Knowledge</b>	<p><b><i>The knowledge required by the Applicant to perform effectively in the role</i></b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion</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>• An understanding of issues related to the promotion of effective learning and teaching</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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<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>• 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 and patience in working with challenging behaviours</li> <li>• Consistent approach and use of authority to maintain discipline</li> <li>• Excellent inter-personal skills. Evidence of good relationships with students, parents and colleagues</li> <li>• A high level of commitment to the school and its continuing development</li> <li>• Sense of humour</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>• Self-starter who is prepared to develop the role</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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