The Charles Kalms Henry Ronson Immanuel College

HMC Independent Jewish Day School for Children aged 4-18

Teacher of English

Part Time 0.8 FTE

Candidate Information Pack
February 2021



Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education

HMC

aps Excellence in Education
The Independent Association of Prep Schools

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Part Time 0.8FTE

The Role: If you are creative, enthusiastic, and love literature, we are looking for you to come and join our friendly, dynamic and highly successful English department with a high percentage of pupils achieving A and A* grades at A Level and grades 8 & 9 at GCSE. We value teachers who are committed to the academic success of their pupils as well as being keen to take responsibility for extra-curricular club/s and activities run by the department. These clubs include: debating, creative writing, drama and reading. We value colleagues who are imaginative, flexible and have the ability to inspire and support pupils with a variety of learning needs. Applicants will be expected to teach KS3 and KS4 with the possibility of A Level teaching available for the right candidate. We welcome applications from NQTs as well as experienced teachers.

The School: We are a highly successful, modern orthodox, co-educational, independent Jewish day school, characterised by exceptional academic standards, outstanding pastoral care and a renowned programme of Jewish study. We recently were assessed as "excellent" by ISI in July 2019 and achieved outstanding public exam results last Summer. We enjoy an environment of happy, fulfilled young people, fully engaged in the life of the school community, aspirational and committed to their studies.

Staff Benefits: Immanuel College is a vibrant, professional and caring place to work, where every day brings new challenges and opportunities. We are deeply committed to the emotional and professional wellbeing and development of all our staff with the added benefits of access to the TPS, a supportive CPD system, membership to a healthcare scheme, subsidised lunches and a range of wellbeing initiatives.

Start Date: September 2021

Closing Date: 10am on Monday 8 March 2021

Interviews: Wednesday 17 March 2021

How To Apply: Please visit our website www.immanuelcollege.co.uk to apply. 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

Further Information: For further enquiries relating to the role please contact Mr Gordon Spitz, Head of English at gspitz@immanuelcollege.co.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.

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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Dear Applicant

May I thank you for showing interest in applying for the post of Teacher of English (part time) 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 now have 700 pupils in the School. 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.

This year (2020) 95% of all A Level entries were A*-B and 75% of our GCSE results were graded 9-7.

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 wholescale change or disruption. Rather, I am attempting to modernise and consolidate what we currently have in place, in a gradual and evolutionary process.

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

G.S Griffin.

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.









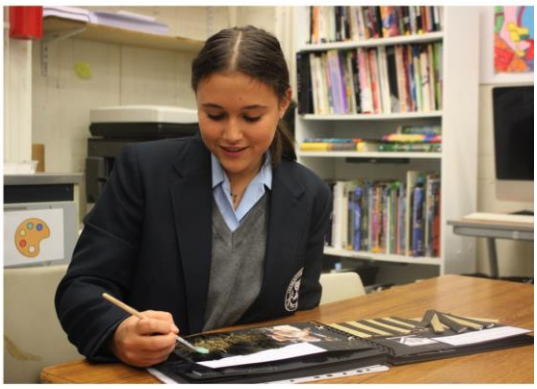




Teaching & Learning









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 mitzvoth (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 English, Mathematics, Science and Jewish studies as a core element of its curriculum for all years. GCSE options include History, Geography, Art, PE, ICT, Music, Drama, 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 all of the above subjects and in addition: Psychology, Media Studies, Economics, Photography, Sociology, Business and Politics. 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 three Deputy Heads (Pastoral, Academic and Logistics), a number of Assistant Heads, the Director of the Sixth Form, the Principal, the Bursar, the Head of the Preparatory School, the Director of HR.

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

Equal Opportunities

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

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



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Job Description
Teacher of English

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.

Working Hours & Reports To	• Commensurate with your contract of employment • This position reports to the Head of Department: English

Main duties and responsibilities

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

To meet, and exemplify wherever possible, all of the eight Professional Teaching Standards:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

More specifically this will include:

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

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

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Person Specification
Teacher of English

	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	*The professional, technical or academic qualifications that the Applicant **must have** to undertake the role or the training that they **must have** received* • Degree or equivalent • Qualified Teacher Status (or willingness to work towards)	*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* • High class degree in English Literature or Language	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	*The categories of work or organisations, types of achievements and activities that would be likely **to predict** success in the role* • Experience of teaching English • NQT	*The categories of work or organisations, types of achievements and activities that would be likely to **contribute to** success in the role* • Experience in leading extra-curricular English activities in order to raise student attainment.	Contents of the application form Interview Professional references
Skills	*The skills **required** by the Applicant to perform effectively in the role* • Good ICT skills and a good awareness of the role of ICT in supporting learning and teaching and raising achievement • Ability as an effective classroom practitioner • A high level of literacy and numeracy skills • Good verbal and written communication skills • Excellent organisation skills The ability to work independently and as part of a team	*The skills that would **enable** the Applicant to perform effectively in the role* • Confident and willingness to try new things. • Creativity and engaging teaching practice.	Contents of the application form Interview Professional references

Knowledge	*The knowledge **required** by the Applicant to perform effectively in the role* • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline • Excellent inter-personal skills. Evidence of good relationships with students, parents and colleagues • Ability to motivate and inspire pupils, parents / carers and Governors. • A high level of commitment to the school and its continuing development • Flexibility and the ability to balance priorities and absorb pressure	*The knowledge that would **enable** the Applicant to perform effectively in the role*	Contents of the application form Interview Professional references
Personal competencies and qualities	*The personal qualities that the Applicant **requires** to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people* • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline	*The personal qualities that would **assist** the Applicant to perform effectively in the role* • Commitment to take on extra-curricular responsibilities such as creative writing and public speaking / debating within the department.	Contents of the application form Interview Professional references