



Teaching Assistant Jewish Studies

Full Time, Term Time Only

Candidate Information Pack



June 2019



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



HMC Independent Jewish Day School for Children aged 4-18

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

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education



The Independent Association
of Prep Schools

JEWISH STUDIES TEACHING ASSISTANT

Full Time, Term Time Only

(Preparatory School)

We are looking for a colleague who will share and promote the high standards of teaching, pastoral care and Jewish life and learning that are the core values of the school. The successful candidate will be approachable, imaginative and motivated, seeking to bring out the best in all the children. We offer the opportunity for staff to innovate and extend their own professional development.

In return, we offer staff a warm and supportive staff culture, a strong commitment to continuous professional development, generous holiday entitlement, a competitive salary commensurate with experience and subsidised lunches.

Further information relating to this role can be found on our website www.immanuelcollege.co.uk or by contacting Rabbi Moshe Braham, Deputy Head of Preparatory: Director of Jewish Life and Learning at mbraham@immanuelcollege.co.uk. Visits to the school are warmly welcomed.

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 of Immanuel College at jobs@immanuelcollege.co.uk. Applications will be reviewed upon receipt and shortlisted candidates will be invited to attend an interview.

Immanuel College is a thriving and successful HMC co-educational Jewish day school for children aged 4 to 18.

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



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

Dear Applicant

May I thank you for showing interest in applying for the post of Jewish Studies Teaching Assistant 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 and has a roll approaching 700.

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.

We are seeking a dynamic and committed individual who will be able to teach Tenach, Talmud and Jewish Knowledge and Skills over a range of abilities. The successful applicant will be an effective teacher with wide Jewish knowledge, and will identify with the modern Orthodox ethos of the school. Applications are welcome from NQTs or those willing to work towards a teaching qualification.

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 Website: 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 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 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.



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

JOB DESCRIPTION and PERSON SPECIFICATION

Job description-Teaching Assistant for Jewish Studies

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.

Summary of the role:	To help the children develop skills and confidence in reading Hebrew and using this to read texts and learn Chumash. To support the JS teachers in the development of an engaging and enriching Jewish Studies curriculum that is accessible to all the children. To work closely with all staff to create a safe and caring environment in which children are excited and confident in their Jewish Life and Learning.
Main duties and responsibilities:	<ul style="list-style-type: none">• Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.• Teaching and learning<ul style="list-style-type: none">○ Ensure all pupils are appropriately supported in their learning be it academic, practical, behavioural or social, by adopting intervention strategies as directed by the teacher.○ Encourage and support the learning of individual pupils or small groups by complementing teaching and learning strategies deployed by the teacher.○ Support the teacher by helping to prepare resources for lessons.○ Lead daily davening and bentching

- Accompany teachers and pupils on educational visits and engage in the learning process for the benefit of the pupils
- Work with the teacher in order to ensure the effective delivery of the Jewish Studies curriculum for all pupils and to help raise standards of achievement.
- Contribute to discussions with the teacher on the development of work and support programmes for pupils, in order to further support learning or behaviour.
- Contribute to individual pupil records through observation, recording and filing.
- Pastoral care
 - Work with the teachers on the implementation of appropriate strategies to ensure that all pupils are supported pastorally.
 - Work with staff to support children develop personal skills through either direct or indirect intervention strategies as directed by the teacher.
 - Under the direction of the teacher, promote and model positive behaviour in all teaching areas.
 - Uphold the Code of Conduct/Behaviour Policy through effective delivery of its aims.
 - Assist with the supervision of pupils in the playground and at lunchtimes to further support the pupils.
 - Administer first aid if qualified to do so.
- Management of Resources
 - Together with the JS teachers, ensure that classroom resources are maintained effectively and are available as required.
 - Assist in the preparation and creation of attractive and interactive learning displays.

	<ul style="list-style-type: none"> ○ Prepare work and activities in advance of the lesson, in order to ensure that the learning resources required are effective and accessible in order to achieve the learning outcomes. ● Communications <ul style="list-style-type: none"> ○ Respect confidentiality in issues linked to home /pupil /teacher /school. ○ Work collaboratively with colleagues to meet the needs effectively of all pupils. ○ Communicate concerns and observations to the relevant person regarding health & safety issues and child protection issues to maintain the school's duty of care. ○ Attend staff meetings when required. ● Training & development of self and others <ul style="list-style-type: none"> ○ Participate in training activities and sessions offered by the school and other external agencies in order to further relevant knowledge and skills. ○ Where appropriate, to assist in the induction, development and support of other TAs in their role.
Line management duties and responsibilities	<ul style="list-style-type: none"> ● The TA for JS will be managed by the Deputy Head of Preparatory: Director of Jewish Life and Learning

You may also be required to undertake such other comparable duties as the Head of the Preparatory School 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>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</p> <ul style="list-style-type: none"> Completed a year in Seminary or Yeshiva 	<p>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</p> <ul style="list-style-type: none"> Qualification in childcare and/or education. 	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Practical activity at interview</p> <p>Independent verification of qualifications</p>
Experience	<p>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</p> <ul style="list-style-type: none"> Experience of working with children in a formal or informal setting 	<p>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</p> <ul style="list-style-type: none"> Experience at supporting the learning of children in EYFS/KS1/KS2. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

Skills	<p>The skills required by the Applicant to perform effectively in the role</p> <ul style="list-style-type: none"> • The ability to read/write Hebrew fluently and accurately with block, script and Rashi fonts. • The ability to read Rashi Script fluently and accurately. • Basic translation and grammar skills. • Basic ICT skills. • The ability to assist children on an individual basis, in small group and whole class work. • The ability to manage behaviour effectively. • The ability to interact in a positive manner with colleagues, children and parents. • The ability to support teachers with daily observations and assessments. 	<p>The skills that would enable the Applicant to perform effectively in the role</p> <ul style="list-style-type: none"> • The ability to support the teacher to use assessments to develop an innovative and enriched curriculum. • Good oral and written communications. • Monitor, record and make basic assessments about individual progress • Demonstrate the ability to learn and adapt from past experience. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Knowledge	<p>The knowledge required by the Applicant to perform effectively in the role</p> <ul style="list-style-type: none"> • To have a good level of knowledge of Jewish practices, beliefs and philosophy • To have an understanding of: • The roles played by various adults in a child's education. 	<p>The knowledge that would enable the Applicant to perform effectively in the role</p> <ul style="list-style-type: none"> • To have an understanding of: • Behaviour management strategies. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

<p>Personal competencies and qualities</p>	<p>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</p> <ul style="list-style-type: none"> • Motivation to work with children and young people. • Motivation to inspire children in their Jewish life and learning. • 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. • Enthusiasm, commitment and energy. • Good organisational and interpersonal skills. • The ability to work positively and sensitively with pupils and parents. • The ability & motivation to improve own practice and knowledge. • The ability to work constructively as part of a team. • An understanding of and a commitment to supporting the ethos & values of the school. • The ability to adapt/ think on the spot when necessary. 	<p>The personal qualities that would assist the Applicant to perform effectively in the role</p> <p>To display:</p> <ul style="list-style-type: none"> • Ambition • A sense of humour • Resilience 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
---	--	---	---

	<ul style="list-style-type: none">• To use own initiative.		
--	--	--	--