JFS SCHOOL, THE MALL, KENTON, HARROW, HA3 9TE
Executive Headteacher: Deborah Lipkin
Headteacher: Simon Appleman
Roll: 2,000 (incl. 600 in Sixth Form)
Tel: 020 8206 3100
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Teacher of English

(with KS3 Responsiblities)

MPS/UPS plus TLR (London Weighting)
Required January 2018

We are looking to appoint an experienced teacher of English to join our successful department from January 2018.

Key responsibilities will include:

- implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area or areas, as appropriate;
- monitor and support the overall progress and development of students as a teacher/Form Tutor;
- facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential;
- contribute to raising standards of student attainment;
- share and support the School's responsibility to provide and monitor opportunities for personal and academic growth;

JFS is a co-educational inclusive, modern, orthodox Jewish school that strives to produce well-educated, faithful and proud Jews who will be responsible and contributing members of society. JFS is a truly wonderful school. This is clear from our stunning annual public examination results which see us consistently placed in the top five schools in the country outside the independent sector.

Our modern campus is on a 26-acre greenfield site with a welcoming inclusive and warm, caring family environment. JFS was re-accredited with Investors in People status and achieved the Gold Award.

Applications from teachers of faith or non-faith backgrounds are most welcome.

For an application pack, please visit our website (www.jfs.brent.sch.uk) or contact the School.

Closing date for applications: noon on Friday 13 October 2017.
Interviews will take place on w/c 16 October 2017.
Please note that CVs alone will not be accepted.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. The appointment will be subject to pre-employment checks, including satisfactory Enhanced Level DBS clearance.

JOB DESCRIPTION
for
MAIN SCALE TEACHER

PURPOSE OF POST

To carry out the duties of a teacher, as set out in the most recent School Teachers' Pay and Conditions Documents (STPCD).

The postholder will aim to be an effective teacher who will:

- implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area or areas, as appropriate;
- monitor and support the overall progress and development of students as a teacher/Form Tutor;
- facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential;
- contribute to raising standards of student attainment;
- share and support the School's responsibility to provide and monitor opportunities for personal and academic growth;
- meet the national Teachers' Standards.

LINE MANAGER

The postholder will be responsible to the relevant Subject Leader(s).

CORE RESPONSIBILITIES AND DUTIES

1. Teaching

1.1 Teach students according to their educational needs and within the prescribed schemes of work/examination specifications.

1.2 Assess, record and report on the attendance, progress and development of students and to keep such records as are required.

1.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

1.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.

1.5 Ensure a high quality learning experience for students, which meets internal and external quality standards.

1.6 Prepare and update subject materials.

1.7 Maintain discipline in accordance with the School's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

1.8 Mark, grade and give written/verbal and diagnostic feedback as required.

1.9 Ensure the effective/efficient deployment of classroom support (e.g. Teaching Assistants).

1.10 Complete the relevant documentation to assist in the tracking of students and monitor the progress of students taught, using data to inform teaching and learning.

2. Curriculum Provision and Development

2.1 Assist the Subject Leader to ensure that the curriculum area provides a range of teaching and learning opportunities which complement the School's strategic objectives.

2.2 Contribute effectively to the subject department's work on the preparation, development and evaluation of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

3. Continuing Professional Development (CPD)

3.1 Take part in the School's CPD programme, by participating in arrangements for further training and professional development.

3.2 Continue personal development in relevant areas, including subject knowledge and teaching methods.

3.3 Attend team, department and staff meetings, as appropriate, contributing actively, wherever possible.

3.4 Take part in marketing and liaison activities, e.g. Parents' Open Evenings and liaison events with partner schools.

3.5 Engage actively in the Performance Management process.

4. Communications

4.1 Communicate courteously and effectively with parents, students, colleagues and visitors, where appropriate.

4.2 Where appropriate, communicate and co-operate with persons or bodies outside the School.

5. Tutorial System

5.1 Be a Form Tutor to an assigned group of students.

5.2 Promote the general progress and well-being of individual students and of the Tutor Group as a whole, as well as any other class or group assigned.

5.3 Liaise, as appropriate, with Directors of Studies and Year Managers, to ensure the effective implementation of the School's Pastoral System.

5.4 Evaluate and monitor the progress of students and keep up-to-date student records, as may be required.

5.5 Write annual tutor reports and other special reports/references, as required.

5.6 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these might be resolved.

5.7 Communicate, as appropriate, with the parents of students and with persons or bodies outside the School concerned with the welfare of individual students, after consultation with the appropriate staff.

5.8 Contribute to Citizenship and careers learning.

5.9 Apply the School's Behaviour Management systems so that effective learning can take place.

5.10 Provide guidance and advice to students on educational and social matters and on further education and future careers, including sources of more expert advice on specific questions.

6. Other Specific Duties

6.1 Play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

6.2 Promote actively the School's policies.

6.3 Comply with the School's Health and Safety policy and undertake risk assessments, as appropriate.

6.4 Supervise and, so far as practicable, teach students whose teacher is not available to teach them, where, rarely, other arrangements could not reasonably be made.

6.5 Undertake any other duty as specified by the STPCD not mentioned in the above.

7. Uphold and, where relevant, promote the Jewish ethos of the School

7.1 Part of the School's mission statement states that "*JFS is a Jewish comprehensive school, committed to the development of thoughtful, tolerant, responsible and caring young citizens*". All teachers, together with their line managers, are asked to respect the Jewish ethos of the School and to seek advice from, and liaise with, appropriate colleagues, e.g. Deputy Headteacher (Jewish Dimension) over any matters pertaining to this ethos.

8. Other

8.1 The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risk to the safety or welfare of children in the School, s/he must report any concerns to the School's Child Protection Officer.

8.2 The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

8.3 Assume other duties which may be reasonably required or delegated by the Headteacher, from time to time.

This job description will be reviewed regularly and may be subject to modification or amendment at any time, after consultation with the postholder.

Signature:_____ Date:_____

Name *(in caps)*:_____

PERSON SPECIFICATION
for
MAIN SCALE TEACHER

CRITERIA	ESSENTIAL/ DESIRABLE	EVIDENCE *
QUALIFICATIONS AND TRAINING		
Degree in the specialist subject	E	F
Have (or about to have) Qualified Teacher Status	E	F
PROFESSIONAL EXPERIENCE		
Experience in one or more schools across the 11 to 19 age and ability range (preferably, but not essentially, including a comprehensive school)	D	F
Contribution to, and involvement with, departmental work	D	A
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Ability to create a safe, supportive and stimulating learning environment for all students	E	R/L
Clear picture of what constitutes good experience of specialist subject education for secondary school students of all abilities and knowledge and understanding of the requirements of the National Curriculum or relevant subject specifications	E	A/I
Demonstrates inclusive provision and practices which offer equality of access to the curriculum	E	R/L
Demonstrates effective classroom management, organisation and display	E	R/L
Demonstrates effective planning, assessment and record-keeping	E	R/L
Organisational and interpersonal skills needed for good relationships with staff	E	R/I
Organisational skills required to plan and resource schemes of work and to ensure that they are implemented	E	R
Interest in developing a variety of teaching and learning styles	E	I
Understanding of child development, together with the ability to select appropriate teaching methods, according to students' differing needs	E	R/L
ABILITIES AND SKILLS		
Ability to communicate easily, sensitively and effectively - both orally and in writing - with a range of professionals and non-professionals, both within and outside the School, including parents	E	R/I
Ability to encourage students to develop self-esteem and tolerance	E	R/L
Ability to form and maintain appropriate relationships with children	E	R/L/I
Ability to relate appropriately to staff in a variety of contexts and be a supportive team member	E	R/L/I
Demonstrable written and oral communication skills	E	A/I/L
Excellent teaching skills	E	L
Well-developed ICT skills	E	A/L
PERSONAL QUALITIES		
Appropriate motivation to work with children	E	R/I/L
Commitment to equal opportunities and inclusion	E	I
Commitment to students' well-being	E	A/I
Enthusiasm, energy, integrity and a positive outlook	E	A/I
Good rôle model	E	I/L/R
Impact and presence	E	I/L/R
Promotes confidence in staff, students and parents	E	I/L/R
Resilience	E	R/I/L
Understanding of the importance of flexibility	E	R
Understanding of appropriate use of authority and of disciplinary procedures	E	R/I/L
Willingness to be involved in the School as a community	E	A/R
Willingness to keep learning	E	A/I/R

* ***A = Application Letter*** ***F = Application Form*** ***L = Demonstration Lesson*** ***I = Interview*** ***R = Reference***

The School is committed to safeguarding and promoting the safety and welfare of children and young people and expects all staff to share this commitment. All appointments will, therefore, be subject to satisfactory Enhanced Level Disclosure and Barring Service clearance and other relevant pre-employment screening, including checks with past employers. In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children and young people. Candidates also should be aware that any relevant issues arising from their references will be taken up at interview.