



School Nurse

Full Time

Term Time Only Plus Two Weeks

Candidate Information Pack



September 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



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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.

This is a fantastic opportunity for an experienced, organised and well-qualified School Nurse to join our successful staff team. The Nurse will be responsible for health provision to pupils within the School with a particular focus on those in the Senior School. The ideal candidate will have experience of working within a school environment and/or within a child-centred clinical setting.

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

For further questions, or to make an appointment to visit the School, please contact Ms Faye Westbrook in the Human Resources Department at fwestbrook@immanuelcollege.co.uk. Visits to the School are warmly welcomed.

Closing Date: 9am on Monday 23 September 2019

Interview Date: Thursday 3 October 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

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.

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 School Nurse 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.

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 School Nurse is a new addition to our team and will play a key role contributing to the health and wellbeing of our student body.

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

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 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, 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 Activity and 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 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.



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JOB DESCRIPTION and PERSON SPECIFICATION

Job Description – School Nurse

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.

<p>Summary of the role:</p>	<p>To provide high standards of on-site medical care to pupils and ensure compliance with regards to nursing practice, medical records and general professional guidelines.</p> <p>To work closely with the First Aid Officer to provide a health care service across the entire School.</p>
<p>Main duties and responsibilities:</p>	<p>Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.</p> <ul style="list-style-type: none"> ▪ General responsibility and Policy Making <ul style="list-style-type: none"> ○ Working with the Deputy Head: Pastoral to ensure that standards of care are set and maintained by all staff ○ Manage expenditure and equipment maintenance ▪ Assessment, management and continual responsibility for a defined caseload <ul style="list-style-type: none"> ○ The School Nurse is professionally responsible as an autonomous practitioner and they should carry out the above in line with the Code of NMC ▪ Child surveillance programme <ul style="list-style-type: none"> ○ To assess the general standard of health and detect any deviation from the norm likely to affect their development and their capacity to learn ▪ Treatments <ul style="list-style-type: none"> ○ First aid provision for any casualties during school hours. Nursing treatments to meet agreed levels of competence ▪ Counselling skills <ul style="list-style-type: none"> ○ Referral to the School Counsellor as appropriate.

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| | <ul style="list-style-type: none">▪ Health education<ul style="list-style-type: none">○ Maintain a library of up to date material on a wide range of appropriate health issues e.g. books, videos and leaflets○ Keep up to date with current health promotion initiatives▪ Stock control<ul style="list-style-type: none">○ Maintain treatment room, stock, hygiene and tidiness○ Be aware of recommended storage and disposal guidelines○ Be aware of current infection control guidelines○ Maintain the First Aid boxes and medicine control▪ Liaison with external agencies as appropriate▪ Administration<ul style="list-style-type: none">○ Maintain medical records, both on SIMS and, where appropriate, in hard copy to ensure confidential safe and legal storage at all times○ Keep records to a high standard ensuring accurate and rapid retrieval of information○ Planning of immunizations and vaccinations in liaison with the First Aid Officer▪ Health and Safety<ul style="list-style-type: none">○ Keep records of and reporting of all accidents in liaison with the First Aid Officer○ Maintain records on all hazardous substances and medications used and stored on site for medical reasons |
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You may also be required to undertake such other comparable duties as the Head requires from time to time.

Person Specification – School Nurse

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><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></p> <ul style="list-style-type: none"> Registered General Nurse (RGN) Registration with the NMC and hold a current PIN number 	<p><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></p>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> Relevant experience in a School setting 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p>

			Professional references
Skills	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Good ICT skills • 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. 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion. 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

<p>Personal competencies and qualities</p>	<p><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></p> <ul style="list-style-type: none"> • 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 • A high level of commitment to the school and its continuing development • Flexibility and the ability to balance priorities and absorb pressure 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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