



**IMMANUEL
COLLEGE**
PREP SCHOOL



Candidate Information Pack September 2022

Immanuel College
Preparatory School
Class Teacher

Part Time 0.4 FTE

Academic Excellence 
Expert Pastoral Care
Inspiring Jewish Education



Excellence in Education
The Independent Association
of Prep Schools

Preparatory School Class Teacher **Part time 0.4 FTE**

The Role: We are looking for an engaging and passionate colleague who will share and promote the high standards of teaching, pastoral care and Jewish life and learning that are the core values of our school, through the formal and co-curricular opportunities of the school day. The successful candidate will be approachable, imaginative and motivated, seeking to bring out the best in all the children whilst working as part of a close-knit team. We offer the opportunity for staff to innovate and extend their own professional development, in a warm and supportive environment. This is a Key Stage 2 position, initially teaching in Year 4.

The School: Immanuel College is entering a new, exciting era of educational and physical development, which will build on our Jewish modern orthodox, co-educational, independent roots. You will join a school characterised by high academic standards, outstanding pastoral care and a renowned programme of Jewish study. We enjoy an environment of happy, fulfilled young people who are fully engaged in the life of this friendly school, are aspirational and committed to their studies and their community. We are looking for colleagues who are eager to contribute to their futures and build a bright beacon of Jewish life and learning.

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 well-being and development of all our staff with the added benefits of access to the Teachers Pension Scheme (TPS), a supportive CPD system, membership to a healthcare scheme, subsidised lunches, family-friendly policies and a range of well-being initiatives.

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 Dr Millan Sachania, Head Master at jobs@immanuelcollege.co.uk

Closing Date: 10.00am on Monday 3 October 2022

Interview Date: 20 and 21 October 2022

Start Date: 4 January 2023

Further Information: For further enquiries relating to the role please contact Mrs Alexis Gaffin, Head of Immanuel College Preparatory School at agaffin@immanuelcollege.co.uk

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

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.

Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The school may carry out online searches on shortlisted applicants and all applicants will be required to provide details of their online profile, including social-media accounts, as part of their application.

The safeguarding responsibilities of the post are outlined in the job description.



Head Master: Dr Millan Sachania, MA Cantab, MPhil, PhD, FRSA.

Address: Elstree Road, Bushey, Hertfordshire, WD23 4EB. Tel: 020 8950 0604



Dear Applicant,

Thank you for your interest in the position of Class Teacher at Immanuel College Preparatory School.

Immanuel College is an independent, modern Orthodox school for children aged 4-18. ICPS is the feeder school for The College, based on the same site, with the benefit of specialist teachers in some areas of the curriculum and access to a wide range of resources.

Since opening our doors in 2011, we have created a nurturing and stimulating environment in which the individual is at the heart. The children in our care access a broad curriculum that facilitates academic excellence, they receive personalised pastoral care and they enjoy a rich and inspiring Jewish education- both through living and learning. Our first cohort of pupils will be in Year 11 in the academic year 2022-23.

We want our children to experience the joy and excitement of learning in a school which celebrates individual strengths and talents and allows pupils to develop confidence, motivation and ambition: the hallmarks of the school.

As a staff team, we work together for the benefit of all our pupils whilst supporting each on our personal journeys. My personal motto is “building whole, happy people” and I believe that as adults we can only do this for our pupils if we ourselves take pride in our work, continue to develop and learn and feel valued in the workplace. Our high level of staff retention is testimony to this.

We have strong and supportive working relationships with our parents, who have sent feedback such as:

“ICPS does not only stand out from an academic point of view but certainly also for the dedicated level of attention, patience, and encouragement to each child.”

“I feel confident in sending my child to school”.

In June 2016, ICPS was elected to full membership of the Independent Association of Preparatory Schools.

In June 2019, as part of an inspection of the whole College, we were delighted to be awarded “Excellent” in all areas by the Independent Schools Inspectorate.

I do hope that you will be interested in applying to join us. If you would like any further information, please do not hesitate to be in touch

Immanuel College Preparatory School.... imaginative, caring, productive, safe...

With kind regards

Alexis Gaffin
Head of Preparatory School

The School

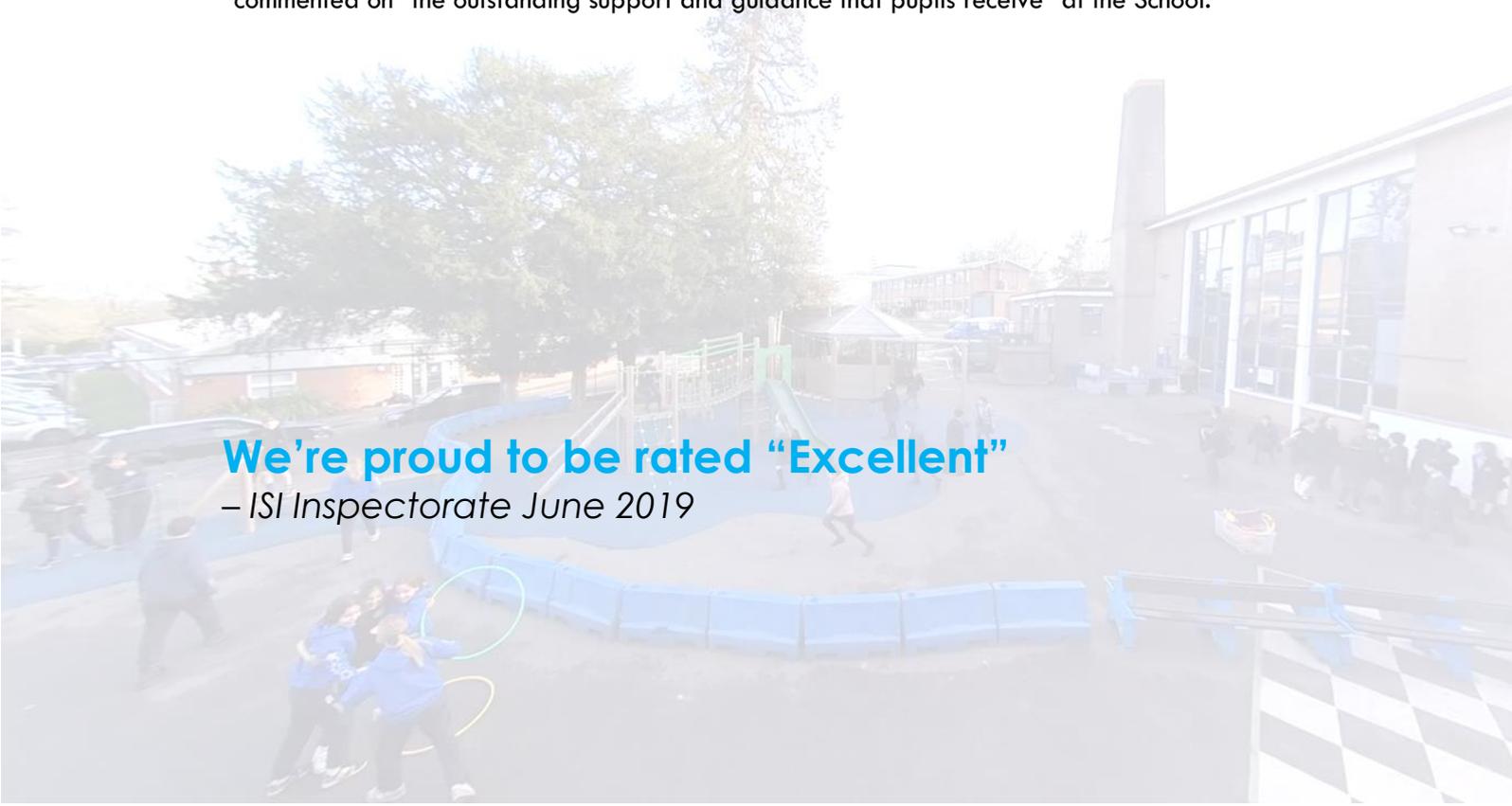
Immanuel College is a highly successful, modern orthodox, co-educational independent HMC Jewish day school, characterised by exceptional academic standards, outstanding pastoral care and a renowned programme of Jewish study which complements the demanding academic curriculum. We are members both of IAPS (Preparatory School) and HMC (Senior School).

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 co-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 strong, the School is increasingly popular and there is a powerful 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.



We're proud to be rated "Excellent"
– ISI Inspectorate June 2019

Location

The College is located on the outskirts of London 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.

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 Preparatory School opened in 2011, providing the opportunity for pupils to join The College from the year that they turn 5.

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 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.

The Head of the Preparatory School is a member of IAPS and PaJes.



Teaching & Learning

Reception to Year 13, our pupils enjoy an academically challenging environment which is vibrant, happy, creative and stimulating. Our dedicated and focussed teachers have high expectations of our pupils, and within a nurturing environment, support them in order that they make excellent progress.

Our aim is to give children the very best start to their learning careers, beginning with the Early Years Foundation Stage in Reception and from Year 1, broadly based on the National Curriculum, so that our children access age and stage appropriate knowledge skills and experiences.

In Key Stage 2, we add breadth wherever possible. One way we do this is through our Modern Foreign Languages programme – in addition to Modern Hebrew we introduce French in Year 4, switch to Spanish in Year 5 and then Mandarin in Year 6. This introduces children to the languages, cultures and lifestyles of others, as well as offering a solid introduction to language learning. These subjects are taught by specialist teachers from the Senior School.

Our Year 5 and Year 6 classes are fortunate to have Science with a Senior School specialist teacher, in a dedicated classroom, which is also used by our Art specialists, for all year groups. Music and PE also have specialist subject teachers.

The School's modern orthodox education gives the pupils a detailed understanding of Jewish customs and practices, access to and understanding of Biblical and Rabbinical texts and a love for Israel. Reflecting the rich and varied rhythms of Jewish Life, the curriculum gives our children the opportunity both to study and to experience first-hand the tools, knowledge and excitement of being Jewish.

We are fortunate to have teachers and teaching assistants allocated across the range of the year groups and the breadth of the curriculum.



Co-Curricular Activities

A vast array of co-curricular activities are woven into the fabric of the school. Our children can attend clubs ranging from Netball to Journalism and from Gardening to Art. There are music and drama opportunities available on an individual basis in addition to our whole-school performances currently staged twice a year, and a variety of class presentations to the school community as well as parents and guests.

We have a Choir which has developed an excellent reputation and performed at a number of charitable events.

Our Sports Teams participate in a range of inter-school matches, as do the participants of our Chess Club.

We support our working parents by offering a daily Breakfast Club and After School clubs.

Pastoral Care & Welfare of Each Pupil

Pastoral care is central to our school: the happiness and well-being of every pupil are of the utmost importance.

Working together, all staff, from school leaders to support staff, in conjunction with parents, ensure that pupils of all ages articulate a strong understanding regarding their physical and mental well-being. They appreciate a balanced approach to life, demonstrated in their participation in physical education and sports.

With access to the expansive grounds of Immanuel College, there are opportunities a variety of PE choices, from football, netball, tennis, cricket, athletics and also a weekly Mindfulness walk around the site – wellies on, no matter what the weather!



Management Structure

ICPS has a Leadership Team comprising of the Head of the Preparatory and two Deputy Heads - each with responsibility for one of the pillars of the school (Pastoral, Academic and Jewish Life & Learning). The Senior Leadership Team of The College, managed by the Head Master, support the work of ICPS. The Head of the Preparatory School is part of the Senior Leadership Team of The College.

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 any disability as favourably as those without a disability. It will make reasonable arrangements, wherever possible, to avoid putting those with disabilities at a disadvantage.

Job Description

ICPS Class Teacher

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.

Main Duties and Responsibilities

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

Main purpose of the job:

- To offer all learners an effective education in a stimulating environment, which provides equality of opportunity for all
- To deliver a wide-ranging curriculum which is relevant to the age and abilities of the class
- To work in collaboration and partnership with learners, parents/carers and other members of staff in the Prep School and, where appropriate, in the College.
- To be responsible for promoting and safeguarding the welfare of children within the school

Planning, Teaching and Monitoring

- Be a positive role model in terms of behaviour, work and attitudes
- Set high standards of work and behaviour in the class and all other areas of the school
- Plan for progression across the age and ability range you teach, designing effective lessons/programmes of work in accordance with the needs of individual learners
- Teach challenging, well-organised and creative lessons, using an appropriate range of teaching strategies which meet individual learners' needs
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Deliver a full range of subjects as relevant to the age and ability group/subject that you teach in line with the school's schemes of work
- Liaise with the SENDCo and outside professionals to support the learning of across the range of pupil needs
- Communicate and consult with the parents/carers of learners
- Supervise the work of the Teaching Assistant

Health and well-being

- Establish a purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Use a range of behaviour-management techniques and strategies adapting them as necessary to promote self control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriately identified person
- Be responsible for promoting and safeguarding the welfare of children within the school

Main Duties and Responsibilities – Continued

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Support in other classes on a regular basis
- Cover for absent colleagues when the need arises

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Attend regular staff meetings and INSET sessions
- Participate in and carry out any administrative and organisational tasks such as completing annual reports and attending parents evenings

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and their impact on pupils' progress, attainment and well-being, refining your approaches where necessary
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by yourself or the school

Other

- To support the ethos and values of the school
- Organising and participating in co-curricular activities
- Carry out playground, lunchroom and other duties as directed
- Be fully conversant with the school's procedures and policies
- Perform any reasonable duties as requested by the Head Master
- Ensure punctuality

Professional and Teaching Standards

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



Safeguarding Responsibilities

The post holder'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 Safeguarding and Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Designated Safeguarding Lead or, if s/he is the School's DSL, to the Head and relevant agencies.

Immanuel College is committed to the safeguarding of children. In addition to the normal pre-employment checks, this appointment will be subject to a prohibition order check, an enhanced DBS check and specific safeguarding questions at interview.

Person Specification ICPS Class Teacher

Qualifications	Method of assessment
<ul style="list-style-type: none"> • Degree or equivalent • Qualified Teacher Status (or be working towards) • High-class degree (desirable) 	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	Method of assessment
<ul style="list-style-type: none"> • Experience of teaching to relevant age group(s) • Experience of managing a TA / additional adults (desirable) • Ability as an effective classroom practitioner • Ability to use resources effectively • Experience of planning & teaching the curriculum in a creative way • Ability to create a stimulating and safe environment • Ability to establish and maintain a purposeful working environment • Ability to manage behaviour effectively • Experience in leading co-curricular activities in order to raise pupil attainment (desirable) 	Contents of the application form Interview Professional references
Knowledge and Understanding	Method of assessment
<ul style="list-style-type: none"> • An understanding of issues related to the promotion of effective learning and teaching • A good knowledge and understanding of current curriculum developments • Knowledge of current assessment and target-setting practices • Knowledge and understanding of strategies to promote positive behaviour, discipline, and social inclusion • Good ICT skills and a good awareness of the role of ICT in supporting learning and teaching and raising achievement • The ability to monitor and utilise the data to improve outcomes for individual children • A commitment to innovative curriculum development and enrichment • A high level of literacy and numeracy skills • Good verbal and written communication skills • Excellent organisation skills 	Contents of the application form Interview Professional references
Communication and Relationships	Method of assessment
<ul style="list-style-type: none"> • Excellent inter-personal skills • Evidence of good relationships with students, parents and colleagues • Ability to motivate and inspire members of the school community • The ability to work independently and as part of a team 	Contents of the application form Interview Professional references



Ethos and Values	Method of assessment
<ul style="list-style-type: none">• Willingness to work in an environment which includes children and young people• Ability to maintain personal boundaries with children and young people• Emotional resilience in working with challenging behaviours• Positive attitude to use of authority and maintaining discipline• Possession of a consistent and clear set of moral values that is compatible with the values and ethos of the School• A high level of commitment to the school and its continuing development	Interview
Energy and Drive	Method of assessment
<ul style="list-style-type: none">• Ability to work independently and as part of a team• High levels of motivation and energy• Stamina, enthusiasm and a positive outlook• Flexibility and the ability to balance priorities and absorb pressure	Interview

