



## **JFS SCHOOL, THE MALL, KENTON, HARROW, HA3 9TE**

Acting Headteacher: Simon Appleman

Roll: 2,000 (incl. 600 in Sixth Form)

Tel: 020 8206 3100

Fax: 020 8206 3103

### **Teacher of Jewish Studies**

**MPS/UPS(London Weighting)**

**Required April/September 2018**

**JFS is a warm, happy and high achieving school with a strong vision and supportive, friendly staff.**

**An opportunity has arisen to join JFS as a Jewish Studies teacher.**

**It is an exciting time within the Jewish Studies Department at JFS with a new, updated curriculum built around skills, knowledge and passion as well as an emphasis on imparting key Jewish and British values. We are looking to appoint a Jewish Studies teacher who is motivated to deliver the Jewish Studies curriculum and promote the ethos of the school.**

**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. We have also been awarded Investor in Careers status and the Challenge Award of the National Association for Gifted and Talented Students (NACE).**

For an application pack, please visit our website [www.ifs.brent.sch.uk](http://www.ifs.brent.sch.uk) or contact the school

**Closing date – Noon, Tuesday 20 February 2018**

*The school is 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 Enhanced Level DBS Clearance.*

**Schedule 9, Part 1, Section 3 of the Equality Act 2010**



## JOB DESCRIPTION for TEACHER OF JEWISH STUDIES

### 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.

### 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.
- 1.2 Set and mark work to be completed by the student in School and elsewhere.
- 1.3 Assess, record and report on the attendance, progress and development of students and to keep such records as are required.
- 1.4 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 1.5 Undertake a designated programme of teaching.
- 1.6 Ensure a high quality learning experience for students, which meets internal and external quality standards.
- 1.7 Be responsible for the delivery and interpretation of schemes of work.

- 1.8 Prepare and update subject materials.
- 1.9 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the specification.
- 1.10 Maintain discipline in accordance with the School's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 1.11 Undertake assessment of students, as required by external examination bodies and by departmental and School procedures.
- 1.12 Mark, grade and give written/verbal and diagnostic feedback as required.
- 1.13 Contribute to the School's tutorial system, as appropriate.

## **2. Operational / Strategic Planning**

- 2.1 Assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject department.
- 2.2 Contribute to the curriculum area and subject department's improvement plan and its implementation.
- 2.3 Plan and prepare courses and lessons.
- 2.4 Contribute to the whole School's planning activities.

## **3. Curriculum Provision and Development**

- 3.1 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.
- 3.2 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.

## **4. Continuing Professional Development (CPD)**

- 4.1 Take part in the School's CPD programme, by participating in arrangements for further training and professional development.
- 4.2 Continue personal development in relevant areas, including subject knowledge and teaching methods.
- 4.3 Engage actively in the whole Performance Management process.
- 4.4 Ensure the effective/efficient deployment of classroom support (e.g. Teaching Assistants).
- 4.5 Work as a member of a designated team and to contribute positively to effective working relations within the School.

## **5. Management Information**

- 5.1 Maintain appropriate records and to provide relevant accurate and up-to-date information, as required.
- 5.2 Complete the relevant documentation to assist in the tracking of students.

5.3 Track student progress and use information to inform teaching and learning.

## **6. Communications**

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

6.2 Follow agreed policies for communications in the School.

## **7. Marketing and Liaison**

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

7.2 Participate in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.

## **8. Management of Resources**

8.1 Assist the Subject Leader, where appropriate, in order to identify resource needs and to contribute to the efficient/effective use of physical resources.

8.2 Co-operate with other staff in order to ensure a sharing and effective usage of resources to the benefit of the School, subject department and the students.

## **9. Other Specific Duties**

9.1 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.

9.2 Promote actively the School's corporate policies.

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

9.4 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.

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

## **10. Uphold and, where relevant, promote the Jewish ethos of the School**

10.1 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. SLT Line Manager, over any matters pertaining to this ethos.

## **11. Other**

11.1 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.

11.2 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.

11.3 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.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Name (*in caps*): \_\_\_\_\_

**PERSON SPECIFICATION of  
TEACHER OF JEWISH STUDIES**

CRITERIA	ESSENTIAL/DE SIRABLE	EVIDENCE *
<b>QUALIFICATIONS AND TRAINING</b>		
Experience of being in a Yeshiva or Seminary or Equivalent experience	D	F
Degree or equivalent qualification	D	F
Have (or potential to have) Qualified Teacher Status	E	F/I
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING</b>		
Ability to create a safe, supportive and stimulating learning environment for all students	E	R/L
Able to demonstrate effective classroom management, organisation and display	E	R/L
Able to demonstrate effective planning, assessment and record-keeping	E	R/L
Demonstrates the inclusive provision and practices which offer equality of access to the curriculum	E	R/L
Have the potential to develop an understanding of child development, together with the ability to select appropriate teaching methods, according to students' differing needs	E	R/L
Interest in developing a variety of teaching and learning styles	E	I
Organisational skills required to plan and resource schemes of work and to ensure that they are implemented	E	R
Organisational and interpersonal skills needed for good relationships with staff	E	R/I
<b>ABILITIES AND SKILLS</b>		
Excellent teaching skills or potential to develop them	E	L
Well-developed ICT skills	E	A/L
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, respect for others and a stronger sense of Jewish identity and commitment.	E	R/L
Demonstrable written and oral communication skills	E	A/I/L
Ability to maintain appropriate relationships with children	E	R/L
<b>PERSONAL QUALITIES</b>		
Appropriate motivation to work with young people	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
Excellent record of attendance and punctuality	E	R/I
Good rôle model	E	I/L/R
Impact and presence	E	I/L/R
Inspires 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 Enhanced Level Criminal Records Bureau disclosures 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.