



**IMMANUEL
COLLEGE**
PREP SCHOOL



Candidate Information Pack May 2022

Immanuel College
Preparatory School

Assistant Head of Inclusion and Learning Support

Part Time 0.6FTE

Academic Excellence 
Expert Pastoral Care
Inspiring Jewish Education



Excellence in Education
The Independent Association
of Prep Schools



Assistant Head of Inclusion and Learning Support

Preparatory School | Part Time (0.6FTE)

The Role: We are seeking a dynamic and enthusiastic Assistant Head of Inclusion and Learning Support to work specifically within our Preparatory School. The successful applicant will be appropriately qualified, passionate about inclusive education, and is able to build strong relationships with pupils, parents and teachers to support our children on both an academic and a pastoral level.

The School: Immanuel College is entering a new, exciting era of educational and physical development, under the leadership of Jo Ebner and building on our 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 wellbeing and development of all our staff with the added benefits of access to the TPS, a supportive CPD system, membership to a healthcare scheme, subsidised lunches, family friendly policies and a range of wellbeing 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 Mr Mike Buchanan, Head at jobs@immanuelcollege.co.uk

Applications will be reviewed upon receipt and shortlisted candidates will be invited to attend an interview.

Further Information: For further enquiries relating to the role please contact Mr Aryeh Richman, Head of Inclusion and Learning Support at arichman@immanuelcollege.co.uk

Immanuel College is a thriving and 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: Mr Mike Buchanan, Elstree Road, Bushey, Hertfordshire, WD23 4EB. Tel: 020 8950 0604

Dear Applicant

Thank you for your interest in the position of Assistant Head of Inclusion and Learning Support (part time) 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 and having the benefit of specialist teachers in some areas of the curriculum.

Having opened our doors in 2011, over the past 10 years we have established ourselves as a school which has at its heart the desire to support and nurture the children in our care to achieve academic excellence together with providing expert pastoral care and an inspiring Jewish education. Our first cohort of pupils are currently in Year 9!

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 the confidence, motivation and ambition that are 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 over the course of this year have sent feedback such as:

- "Immanuel has done exceptionally well over this challenging time!"
- "ICPS have handled this incredibly difficult time with care and consideration to parents and students. I feel confident in sending my child to school, which in these trying times is a big relief."
- "Immanuel College 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."

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 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. 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 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.



We're proud to be rated "Excellent"

– ISI Inspectorate June 2019

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 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 HaKneset for both formal and informal Jewish learning.

The Head 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.

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



Teaching & Learning

The Preparatory and Secondary Schools conforms to the English system of year groups Reception -13, denoting pupils of age 4 to 18.

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 KS2, 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 this 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.

In Year 6, children are taught in the Senior School for Art and Science, preparing them for transition into secondary education. In upper KS2 there are further links with the senior school, for example our most able mathematicians have a weekly enrichment session with a senior school specialist.

Jewish Education and life at Immanuel College Prep School is exciting, inspiring and relevant, offering a broad and balanced curriculum and modern orthodox in outlook.

It 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, it gives our children the opportunity to both study and 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 extra-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 who have developed an excellent reputation and have also 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 is 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, 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 disabilities as favourably as those without disabilities. It will make reasonable arrangements, wherever possible, to avoid putting those with disabilities at a disadvantage.

Job Description

Assistant Head of Inclusion and Learning Support (Preparatory School)

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

Assistant Head of Inclusion and Learning Support (Preparatory School)

Main Duties and Responsibilities

1. To assist with the strategic leadership of the Inclusion and Learning Support Department.
2. To work with all stakeholders and professionals in helping to identify potential learning barriers and developing plans to best support pupils with SEND in the classroom.
3. To optimise the progress of all pupils in the Preparatory School. with SEND.
4. To promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.

More specifically this will include:

- To work collaboratively with colleagues in ensuring that pupils with SEND maximise their potential at EYFS, KS1 & KS2.
- To liaise with the Assistant Head of Inclusion and Learning Support (KS3) and with our feeder schools to facilitate the smooth transition of pupils into the Senior School
- To identify introduce and run an effective screening programme in the Preparatory School
- To play a central role in the assessment and identification of potential learning barriers of pupils in the Preparatory School.
- To work with all stakeholders in developing plans to best support pupils with SEND in the Preparatory School.
- To communicate, update and disseminate the SEND information for pupils in the Preparatory School.; ensuring that all teaching staff take note and action its contents.
- To attend the termly pupil progress meetings for all year groups.
- To work alongside the Head of Inclusion and Learning Support in ensuring that all EHCP applications and review processes in the Preparatory School are completed and fulfil statutory obligations.
- To arrange, timetable and, when necessary, deliver one-to-one or small group learning support/ interventions in the Preparatory School.
- To meet with parents when necessary to discuss emerging needs or review progress.
- To liaise with the Safeguarding Team regarding individual pupils to promote the 'team around the child approach' to Inclusion at the College.

Main Duties and Responsibilities – continued

- To liaise with external professionals regarding individual pupils and to act as the point of referral for all pupils to external agencies.
- To assist with the strategic leadership of the Inclusion and Learning Support Department.
- To work with all stakeholders and professionals in helping to identify potential learning barriers and developing plans to best support pupils with SEND in the classroom.
- To optimise the progress of all pupils in the Preparatory School. with SEND.
- To promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.
- To read and analyse Ed. Psych. reports for pupils in the Preparatory School. and make appropriate recommendations, disseminating this information to staff.
- To play a central role in the admissions process in the Preparatory School when the candidate has a SEND diagnosis upon application: interview all candidates with SEND, scrutinise any EP assessments, allocate any accommodations; assist with the logistical arrangements and staffing of entrance exams day for pupils with SEND, and play an active role in offers made.
- To support with the logistical arrangements and running of the College's Senior School Entrance Exam morning.
- To deliver staff training sessions in the Preparatory School on neurodiversity and effective inclusion in the classroom.
- To meet weekly with the Head of the Preparatory School to discuss any SEND related issues in the Preparatory School.
- To meet with the Head of Inclusion and Learning Support to discuss the effectiveness of provision for pupils with SEND in the Preparatory School.

You may also be required to undertake such other comparable duties as the Head requires from time to time.

Line Management Duties and Responsibilities

Line management of LSAs in the Preparatory School

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 always ensure compliance with the School's Safeguarding and Child Protection Policy. If, while 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
Assistant Head of Inclusion and Learning Support
(Preparatory School)

Qualifications	Method of assessment
<ul style="list-style-type: none"> Degree or equivalent. Qualified Teacher Status (statutory requirement) High class degree in a relevant subject (Desirable). NASENCo Award or willingness to work towards within three years of accepting the role (Desirable) 	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	Method of assessment
<ul style="list-style-type: none"> Relevant teaching experience in a Primary or Preparatory School setting. Evidence of leadership skills Excellent teacher who will serve as a role model to others and exemplify the attributes set out in the Professional Teaching Standards Experience in leading intervention in order to raise student attainment. Experience in delivering staff training sessions on neurodiversity and inclusive practice. Involvement in monitoring the quality of teaching and learning. Successful line management of a team. Experience in the EHCP application process. Experience in delivering provision stipulated in an EHCP and in conducting the annual review process for an EHCP. Experience in data analysis & pupil tracking. 	Contents of the application form Interview Professional references
Knowledge and understanding	Method of assessment
<ul style="list-style-type: none"> Good working knowledge of the Equality Act 2010; SEND Code of Practice 2014 and KCSIE 2020 A good knowledge and understanding of the implications of legal developments in relation to SEND. An understanding of issues related to the promotion of effective learning and teaching for pupils with SEND. Knowledge of current assessment and target setting practices. Knowledge of the most effective intervention strategies to support students across the 4 areas of SEND 	Contents of the application form Interview Professional references

Communication and Relationships	Method of assessment
<ul style="list-style-type: none"> • Excellent organisation skills • Ability to build relationships both within and outside of school • The ability to work independently and as part of a team • Acute attention to detail • Excellent verbal and written communication skills. • Good ICT skills and a good awareness of the role of ICT in supporting learning and teaching and raising achievement • Ability to handle sensitive and difficult conversations with pupils, parents and colleagues 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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 	<p>Interview</p>
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 	<p>Interview</p>