



THE CHARLES KALMS • HENRY RONSON  
**IMMANUEL  
COLLEGE**

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WD23 4EB



# Head of Modern Foreign Languages

*Full Time*

Candidate Information Pack  
April 2024

## Head of Modern Foreign Languages

**The Role:** We are seeking a dynamic and experienced Head of Faculty with a passion for languages. As an innovative teacher and leader, the successful candidate will be responsible for overseeing the teaching and learning of French, Spanish and Modern Hebrew, ensuring high standards of academic achievement and fostering a love of languages among our students. They will also play a key role in curriculum development, staff management and fostering a positive learning environment within the MFL department. The department organises annual residential trips to further support and underpin learning and our teachers take responsibility for co-curricular clubs and activities run by the department.

**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 are 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 of all our staff and believe that happy, well-cared for staff make the best team. We pride ourselves on providing an environment where staff have the freedom to learn and grow. We provide access to a generous pension scheme, a supportive CPD system, membership of a healthcare provider, provision of a Windows Surface laptop during tenure at the School, free lunches, family-friendly policies, free on-site parking, and a range of well-being initiatives.

**How to Apply:** Please visit our website [www.immanuelcollege.co.uk](http://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](mailto:jobs@immanuelcollege.co.uk)

**Closing Date: 10:00 am on Tuesday 7 May 2024.**

**Interview Date: Week commencing Monday 13 May 2024.** We retain the right to interview strong candidates prior to the closing date.

**Further Information:** For further enquiries relating to the role, please contact Mr Daniel Endlar Second Master at [dendlar@immanuelcollege.co.uk](mailto:dendlar@immanuelcollege.co.uk)

Please note that the school is closed from Monday 22 April 2024 to Tuesday 30 April 2024 inclusive and we are unable to respond to any queries during this time.

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

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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 employees 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 Candidate

Thank you for your interest in the post of Head of Modern Foreign Language at Immanuel College.

You will wish to know our aspirations and the characteristics we wish to see in all our pupils as modelled by adults in the College. Our purpose is:

- to project a way of living and thinking such that our pupils thoroughly appreciate the full range of their Jewish heritage and are at home in a secular, contemporary society;
- arising from this heritage, to develop in every pupil tolerance, principles, loyalty, generosity, determination, responsibility, compassion and boldness, and also foster a sense of respect, the intellectual freedom to be creative, the confidence and enterprise to initiate and lead, the vision for positive social action and the resilience to cope with adversity, and;
- to ensure every pupil is articulate, ambitious, with excellent social skills and a secure, moral framework, and gains meaningful employment or a place at the university or college of their choice.

We seek to achieve this by ensuring a strong family feeling and spirit based on mutual respect and love. This is supported by learning that is motivating, rewarding, stimulating and leads to success. We encourage young people to take responsibility for their own learning, recognising that each child learns differently and that making mistakes and taking risks are both part of learning.

Our mantra of Jewish education for contemporary living and thinking means providing the appropriate mix of challenge and support for all pupils, so that they continually extend themselves and develop the key personal characteristics referred to above. We welcome staff who are Jewish or from other faiths or none.

We encourage intellectual curiosity and aim to help each pupil to develop independence of mind and spirit. Vitally important to this development is the breadth and depth of our co-curricular opportunities. Our pupils discover their own creativity, abilities and strengths through a range of sporting, artistic, religious, cultural and social activities which run in parallel with and are as important as their academic development.

Sustaining every facet of our life is a carefully designed and effective system of guidance and nurture which is underpinned by love. The tensions between the norms in contemporary, secular society as experienced by our young people and some Jewish teaching are held closely together as complementary and precious. Hence, we strive to embrace diversity and aim to foster inclusion for all people in our community.

These complementary elements give Immanuel College its particular character. Our pupils are part of a friendly, stimulating, family that prepares them well for whatever life they choose to follow.

The College is relatively new and has grown significantly in recent years. We were inspected by the Independent Schools' Inspectorate in June 2019 when all aspects of the College were given the highest possible rating.

Our public examination results in the summer of 2023 were outstanding. At A Level 79.4% of all entries were graded A\*/B with 15.2% at A\*. 67.6% of EPQ candidates were awarded A\* and 37.6% an A. At GCSE 66.7% of all examinations were graded 9-7, including 26.6% at the very highest level.

One of our key strategic threads is to make Immanuel College a good place to thrive professionally with dynamism at all levels. You can help us achieve this.

I do hope that you will be interested in finding out more about Immanuel College. If you would like to discuss the role in greater depth, please do not hesitate to get in touch.

Kind regards



**Dr Millan Sachania**  
Head Master

## The School

Immanuel 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.

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.





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*"The quality of the pupils' academic and other achievements is excellent. Pupils involved in activities beyond the classroom also secure excellent achievement."*

**- ISI Report 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 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 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.

## Teaching & 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 Senior School conforms to the English system of year groups 7-13, accommodating 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 and Modern Hebrew Departments.

The school teaches the usual range of subjects, including English, Mathematics, Science and Jewish studies as a core element of its curriculum for all years. GCSE options include History, Geography, Art, PE, ICT, Music, Drama, 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 all of the above subjects and in addition: Psychology, Media Studies, Economics, Photography, Sociology, Business, and Politics. 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.



## Co-Curricular & 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, The Duke of Edinburgh's Award, 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 charitable fundraising which is organised by the pupils under the direction of a Sixth Form Committee and a member of staff.

## Pastoral Care & 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 concern 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 sensitivity to the feelings and needs of others, accepting personal responsibility for their actions.



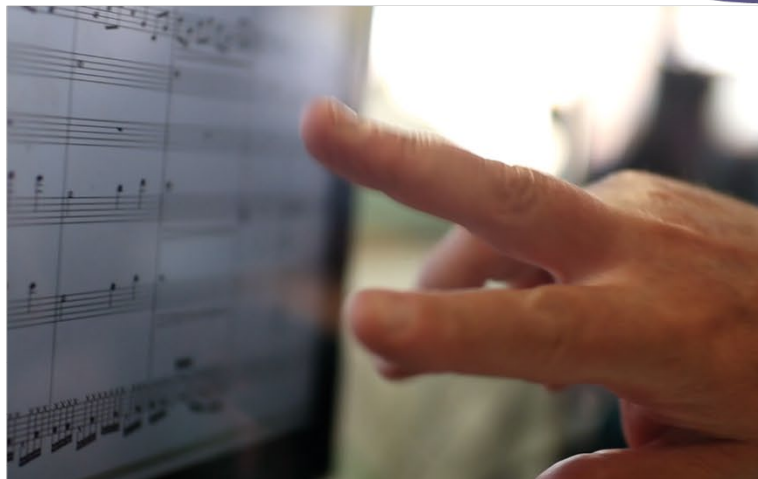


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*"The strength of family and togetherness which is clearly apparent in the pupils reflects the commitment of the leadership to create an aspirational and supportive ethos, built upon Jewish values to which the pupils readily respond. "*

**- ISI Report 2019**



## Management Structure

The Senior Leadership Team, managed by the Head Master, consist of Second Master, Deputy Heads, a number of Assistant Heads, the Director of the Sixth Form, the Head of the Preparatory School and the Director of HR.

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 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

### Head of Department: Modern Foreign Languages

*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.

- 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

#### Leadership and Management

- Lead and manage the MFL department and line manage all staff associated with MFL programmes
- Line-manage the Heads of French, Spanish and Modern Hebrew
- Where an approved vacancy in the department exists, to co-ordinate with the HR department for the recruitment of a suitable teacher
- Provide the Exams Officer with accurate lists of examination entries for GCSE and A Level for French, Spanish and Modern Hebrew
- To manage the faculty's budget and make recommendations for targeting resources
- To keep an up-to-date inventory of the faculty's resources
- Complete any documents required by the Director of Studies throughout the year (public exam analysis, entries for curriculum guides etc.)
- Represent the MFL department at SLT, Working Groups and Governor meetings as requested, either through submission of reports or attendance at meetings
- To make available any statistical or other information which may be required by the Head, Governors, ISI/HMC/HM Inspectorate, LEA or DCSF
- In conjunction with the individual Heads of French, Spanish and Modern Hebrew take responsibility for French, Spanish and Modern Hebrew examination syllabuses in accordance with the curricular aims of the school
- In conjunction with the individual Heads of French, Spanish and Modern Hebrew, devise and evaluate regularly the schemes of work in Years 2-13; to look for suitable INSET courses that members of the faculty could attend
- In conjunction with the individual Heads of French, Spanish and Modern Hebrew, have an overview of the planning of the Year 10 trip to Strasbourg, the Year 10 trip to Madrid and the Year 8 trip to Normandy
- Chair and minute regular Faculty Meetings and attend and contribute to Heads of Department meetings
- To plan Modern Languages Week
- Co-ordinate work experience in Strasbourg for Year 12 French students
- In conjunction with the individual Heads of French, Spanish and Modern Hebrew, expand and utilise the resources available to the Department
- To manage the deployment of departmental staffing and to provide the timetabler with the staffing plan for the next academic year

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- To lead the contribution of MFL to the Preparatory School including both timetabled lessons and extra-curricular activities
  - To liaise with marketing to ensure high quality publicity information for MFL.
  - To coordinate the department's Open Day events
  - Work closely with, and monitor the performance of, other members of the faculty, ensuring their adherence to the faculty's schemes of work and to the standards of homework and discipline expected
  - Undertake Professional Development Review (Appraisal) sessions with members of the faculty and to mentor any ECT members of the faculty
  - Delegate suitable work to other Faculty members in the interests of staff development and teamwork
  - Review constantly the staff development needs of the department

### **Teaching and Learning**

- In conjunction with the individual Heads of French, Spanish and Modern Hebrew, plan and manage the teaching of French, Spanish and Modern Hebrew at KS2, KS3, KS4 and KS5
- To Inspire a love of learning and pursuit of academic rigor
- To consolidate the uptake of French, Spanish and Modern Hebrew to GCSE level and to encourage the uptake of all three languages in the Sixth Form, by continually striving to improve standards and popularity
- To teach a Head of Department's timetable as defined by the Second Master
- To monitor and advance the academic attainment of students
- Provide adequate work for cover lessons when staff are absent at short notice (illness etc.)
- Work closely with, and monitor the performance of, other members of the faculty, ensuring their adherence to the faculty's schemes of work and to the standards of homework and discipline expected
- Undertake Professional Development Review (Appraisal) sessions with members of the faculty and to mentor any ECT members of the faculty
- Delegate suitable work to other Faculty members in the interests of staff development and teamwork
- Review constantly the staff development needs of the department

### **Pastoral Care**

- Contribute to the pastoral, social and general life of the school, acting as a Form Tutor and role model.
- Running assemblies as requested
- To promote, support and encourage appropriate standards of behaviour, dress, and relationships of all in the MFL department

### **Higher education**

- Support students wishing to study languages or related degrees with their university applications, particularly Oxbridge preparation

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## **Line Management Duties and Responsibilities**

This post has line manager responsibility for the Modern Foreign Languages department

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## **General Responsibilities**

- To monitor the educational progress of all students
  - To use performance data to evaluate student achievement outcomes and to identify areas for improvement
  - To ensure that students with special educational needs are taught so that they receive full support and an appropriately modified curriculum experience
  - To contribute to the review and evaluation of schemes of learning, working as part of the department, to ensure that they engage students in rigorous, appropriate and creative learning
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- To promote and facilitate the general progress and well-being of individual students liaising with the Learning Leader and pastoral team as appropriate
  - To support the implementation of the school's Learning and Teaching policy together with all other school policies
  - To keep abreast of current teaching developments in MFL
  - To contribute to departmental and school planning
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### **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, 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.

The post is exempt from the Rehabilitation of Offenders Act 1974. The school is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview (including those which are "spent" unless they are "protected" under the DBS filtering rules) to assess their suitability to work with children."

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## Person Specification

### Head of Department: Modern Foreign Languages

<b>Qualifications</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• Qualified Teacher Status (or willingness to work towards)</li> <li>• High class degree in a relevant based subject (desirable)</li> </ul>	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
<b>Experience</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• Ability as an effective classroom practitioner</li> <li>• Experience of teaching languages</li> <li>• A high level of literacy and numeracy skills</li> <li>• Excellent organisation skills</li> <li>• Experience in leading extra-curricular activities in order to raise student attainment (desirable)</li> <li>• Successful Sixth Form teaching (desirable)</li> </ul>	Contents of the application form Interview Professional references
<b>Knowledge and Understanding</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• An understanding of issues related to the promotion of effective learning and teaching</li> <li>• A good knowledge and understanding of current curriculum developments</li> <li>• Knowledge of current assessment and target setting practices</li> <li>• Knowledge and understanding of strategies to promote positive behaviour, discipline and social inclusion</li> <li>• Good ICT skills and a good awareness of the role of ICT in supporting learning and teaching and raising achievement</li> <li>• Ability to use interactive resources in lessons (desirable)</li> <li>• Ability to use assessment data to inform planning and set targets (desirable)</li> </ul>	Contents of the application form Interview Professional references

Communication and Relationships	Method of assessment
<ul style="list-style-type: none"> <li>• Ability to motivate and inspire members of the school community</li> <li>• Strong verbal and written communication skills</li> <li>• Excellent interpersonal skills, including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.</li> <li>• Ability to work effectively as a team leader and member of a team, to show initiative and imagination</li> <li>• Confident and engaging public speaker</li> <li>• Ability to work collaboratively with others and to take decisions as a leader when necessary</li> <li>• Excellent pastoral skills</li> <li>• Excellent IT skills</li> </ul>	<p>Contents of the application form Interview Professional references</p>
Ethos and Values	Method of assessment
<ul style="list-style-type: none"> <li>• Willingness to work in an environment which includes children and young people</li> <li>• Ability to maintain personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• Possession of a consistent and clear set of moral values that is compatible with the values and ethos of the school</li> <li>• A high level of commitment to the school and its continuing development</li> <li>• Willingness to take on other roles and responsibilities within the department (desirable)</li> </ul>	<p>Interview</p>
Energy and Drive	Method of assessment
<ul style="list-style-type: none"> <li>• Passion for the subject</li> <li>• Ability to work independently and as part of a team</li> <li>• High levels of motivation and energy</li> <li>• Stamina, enthusiasm and a positive outlook</li> <li>• Flexibility and the ability to balance priorities and absorb pressure</li> <li>• Willingness to take on other responsibilities within the department</li> </ul>	<p>Interview</p>



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