



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

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WD23 4EB



# Teacher of Art (with some Photography)

*Full Time*

Candidate Information Pack  
April 2024

## Teacher of Art (with some Photography)

### Full Time

**The Role:** We are seeking a dedicated teacher to join this high achieving department. With a passion for art and photography, the successful candidate will be able to inspire our students to explore their creativity, to teach with skill and confidence and offer support to our pupils with a variety of learning needs. Our teachers are committed to the academic success of their pupils and will participate in co-curricular clubs and activities run by the department. Candidates must be able to teach up to and including A Level.

**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 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 Mrs Alison Ardeman, Head of Art and Photography, at [aardeman@immanuelcollege.co.uk](mailto:aardeman@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 Teacher of Art (with some Photography) 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.

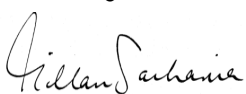
The College is relatively new and has grown significantly in recent years. We were inspected by the Independent Schools' Inspectorate in June 2019 when all aspects of the College were given the highest possible rating.

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.



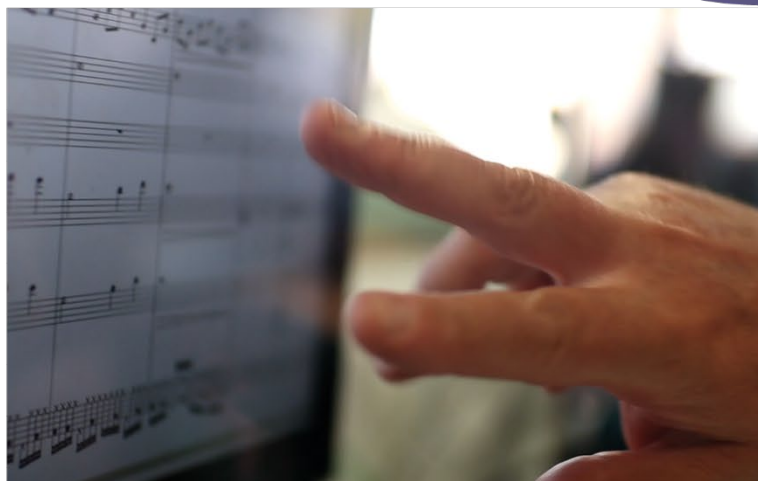


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*"The strength of family and togetherness which is clearly apparent in the pupils reflects the commitment of the leadership to create an aspirational and supportive ethos, built upon Jewish values to which the pupils readily respond. "*

**- 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

### Teacher of Art (with some Photography)

*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

More specifically this will include:

- Being a form tutor.
- Running cocurricular clubs / societies / activities.
- 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
- 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 developments in Art and Photography teaching and technologies
- To contribute to departmental and school planning

#### Line Management Duties and Responsibilities

This post has no line management duties or 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 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.

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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 Teacher of Art (with some Photography)

<b>Qualifications</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• Degree or equivalent in Art (any Art specialism)</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>• Relevant experience of teaching up to and including Art A Level</li> <li>• Effective classroom practitioner</li> <li>• Successful experience of cross curricular/whole school projects</li> <li>• Experience in leading relevant co-curricular activities in order to raise student attainment (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>• Exceptional knowledge of learning, teaching and assessment strategies</li> <li>• Maintain up-to-date knowledge of professional practice and responsibilities</li> <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>• A high level of literacy and numeracy skills</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</li> </ul>	Contents of the application form Interview Professional references
<b>Communication and Relationships</b>	<b>Method of assessment</b>
<ul style="list-style-type: none"> <li>• Strong verbal and written communication skills</li> <li>• Ability to lead, develop and enhance the department through excellent leadership and management</li> <li>• Excellent inter-personal skills. Evidence of good relationships with students, parents, and colleagues</li> <li>• Ability to motivate and inspire pupils, parents / carers, and Governors</li> </ul>	Contents of the application form Interview Professional references

<b>Ethos and Values</b>	<b>Method of assessment</b>
<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> </ul>	<p>Interview</p>
<b>Energy and Drive</b>	<b>Method of assessment</b>
<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>