



## Leeds Jewish Free School

### Job Description

Post Title	Teacher of Jewish Studies
Accountable to:	Head of Jewish Studies
Location	Leeds Jewish Free School
Scale	MPS /UPS

### Academy Vision

As a Jewish faith school our Jewish ethos is core to ensuring our students' success. We expect all our students to not only know our values but to live our values, whether it be in the relation of teachers to pupils, pupils to teachers, pupils to one another, as well as towards the outside world.

Tzedek: Integrity & respect for one another and our different beliefs

Chessed: Kindness, especially to the sensitive and the vulnerable

Mishpat: Deep respect towards the rules and laws of the school and society

Rachamim: Compassion & Forgiveness

This is an exciting opportunity to join a small community-based school in North Leeds. Leeds Jewish Free School offers pupils not only an outstanding academic education but also many opportunities to enjoy a superb range of extra-curricular activities in a nurturing, aspirational setting. The school is a thriving and friendly community of approximately 125 pupils aged 11-16 and shares a campus with an Early Years setting, an established primary school and a youth community hub.

The Leeds Jewish Free School is a fully inclusive school and welcomes applications from all ethnic and religious groups.

### Purpose of the Post

To work as a Jewish Studies teacher, and as part of a highly dedicated, experienced, successful and professional team creating learning opportunities and a vibrant Jewish atmosphere throughout school for all students.

### Main Duties

- Organise and manage an appropriate learning environment in the classroom



- Plan challenging teaching and learning objectives
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports to colleagues, parents and students
- Record progress and achievement in lessons/activities systematically and provide evidence of the range and level of progress and attainment
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting independence, creativity and resilience
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc
- Use detailed knowledge and specialist skills to support and progress students' learning
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students within the classroom
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Deliver learning activities to students, adjusting activities according to student responses/needs
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Select and prepare resources necessary to deliver learning activities, taking account of students' interests and language and cultural backgrounds
- Support for the School and its ethos
- Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Share resources with the Kodesh department and cooperate in team efforts to develop Kodesh at both schools – LJFS and Brodetsky Jewish Primary School on the campus



- Establish constructive relationships and communicate with other agencies/professionals, in liaison with your subject leader, to support achievement and progress of students
- Take personal responsibility to promote and safeguard the welfare of children and young persons; those for whom there is direct responsibility or come into contact with

### **Working within the Law and Frameworks**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the school's key safeguarding materials which include:
  - The School's Child Protection Policy,
  - The School's Behaviour policy
- Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*
- Have responsibility for registering students and reporting any students missing following the School protocol
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

### **Professional Knowledge and Understanding**

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.



- Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including the contribution that your subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those you teach and how to take practical account of diversity and promote equality and inclusion in your teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

#### **Personal Responsibilities**

- Hold positive values and attitudes adopt high standards of behaviour in your professional role.
- Carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Take responsibility for safeguarding and promoting the welfare of children.
- Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- Undertake training and professional development as appropriate.

#### **Any Special Conditions of Service**

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support school events.
- Contribution to the overall ethos/work/aims of the School.



- The School operates a No Smoking Policy.
- The School observes Kashrut in line with the Jewish ethos of the school.
- Dress code reflects our Jewish values

*Leeds Jewish Free School is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service (DBS) check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.*



## Person Specification Teacher of Jewish Studies

	A: Application I: Interview R: Reference		
	Essential	Desirable	Identified
<b>Professional Qualification</b>			
Evidence of continuing professional development	√		A, I
A good degree	√		A, I
Qualified Teacher Status		√	A, I
<b>Skills and Attributes</b>			
Strong textual skills when working with Torah sources in Hebrew and confidence to teach text-based Tanach and Halocho lessons	√		A, I, R
Effective and sensitive communicator	√		A, I, R
Ability to successfully present, inform, interact, consult and negotiate	√		A, I, R
Sensitivity to the school ethos	√		A, I, R
Willingness to review and if necessary revise a standpoint	√		A, I, R
Willingness to seek advice and support when necessary	√		A, I, R
Approachable	√		A, I, R
Enthusiastic teacher with ability to inspire trust and confidence	√		A, I, R
Flexible, energetic, determined	√		A, I, R
Ability to foster mutual respect in students and adults	√		A, I, R
Good problem-solving skills	√		A, I, R
Organised, and able to work calmly and effectively under pressure	√		A, I, R
Ability to work effectively as part of a team	√		A, I, R
<b>Teaching and Learning</b>			
Recent and successful experience of teaching in at least two key stages		√	A, I
Ability to create and or follow a Curriculum successfully	√		A, I, R
Understanding of the use of a range of data to inform planning and underpin individual student progress	√		A, I, R
Understanding of the characteristics of effective teaching, learning and assessment strategies	√		A, I, R
Ability to motivate, challenge and inspire students	√		A, I, R
Ability to monitor own performance	√		
Ability to evaluate and develop teaching and learning strategies	√		A, I, R
Experience of, and commitment to, the education of the whole person promoting social and emotional well-being in addition to academic development	√		A, I, R
High expectations of students and self	√		A, I, R



Effective management of student behaviour	√		A, I, R
Ability to use ICT in teaching and learning and for administration	√		A, I, R
Ability to engage with parents and colleagues in the education of students	√		A, I, R
<b>Behavioural and Other Related Characteristics</b>			
Willing to abide by the School's Equal Opportunities Policy in the duties of the post, and as an employee of the School.	√		A, I, R
Willing to carry out all duties having regard to an employee's responsibility under the School's Health and Safety Policies	√		A, I, R
Understanding of and empathy with issues faced by students and staff	√		A, I, R
Excellent rapport with staff, students, parents, carers and external agencies	√		A, I, R
Commitment to continuous professional development	√		A, I, R
Seek advice and support when necessary	√		A, I, R
Ability to act as a role model for students and staff by setting high personal and professional standards	√		A, I, R
Integrity, honesty, transparency and commitment	√		A, I, R
Self-motivated, passionate & driven to achieve results through effective, inspiring leadership and a common-sense approach	√		A, I, R
Calm and personable demeanour, especially when under pressure	√		A, I, R
Commitment to safeguarding and the promotion of a safe environment for young people to learn in	√		A, I, R

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