

Job Description for Kodesh Teacher

Post:	Kodesh Teacher
Hours:	As required
Responsible to:	Line Manager (Head of Kodesh) and Headteacher

Summary of the Role

To teach Jewish Studies to children across the age range of NRPS, in both formal and informal activities, developing an engaging and enriching Jewish Studies curriculum that is accessible to all the children, equipping them with a range of skills, knowledge, competence and confidence in their Jewish learning. To work closely with all staff to create a safe and caring environment in which children are excited and confident in their Jewish lives and learning.

Line management

Jewish Studies staff are line-managed by the Head of Kodesh of NRPS

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 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

Responsibilities of Kodesh Teacher

General

- To be a role-model promoting Jewish values and a love of Torah learning
- To be an excellent classroom practitioner, offering all learners an effective Jewish education in a stimulating environment, providing equality of opportunity for all
- To work in collaboration and partnership with all colleagues, learners, parents/carers, specialist teachers (e.g. Class/Ivrit/PE), SENCO, Governors, other Staff and external agencies (e.g. Pajes)
- Help prepare and run activities for the Chagim and special occasions such as the Chumash Party, Middot/Mitzvot campaigns
- Lead davening and bentching on a daily basis, or when required



Planning, Teaching and Monitoring

- Be a positive role model in terms of behaviour, work and attitudes
- Set high standards of work and behaviour in the class and all other areas of the school
- Plan for progression across the age and ability range you teach, designing effective lessons/programmes of work in accordance with the needs of individual learners
- Teach challenging, well organised and creative lessons, using an appropriate range of teaching strategies which meet individual learners' needs
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Deliver the full range of the Jewish Studies elements as relevant to the age and ability of the children in your charge, including davening and bentching
- Work collaboratively with the Head of Kodesh and others on the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate, such as preparing IEPs in collaboration with the SENCO
- Communicate and consult with pupils' parents/carers
- Guide, support and supervise the work of the Classroom Assistant

Health and Wellbeing

- Establish a purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote self-control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriate identified person

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Attend all assemblies where possible and provide support for Assemblies where required
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Support in other classes on a regular basis
- Cover for absent colleagues when the need arises

Administration

- Register the attendance of and supervise pupils, before, during and after school sessions as appropriate
- Attend regular Staff meetings and INSET sessions
- Participate in and carry out any administrative and organisational tasks such as completing Annual Reports and attending Parents Evenings

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and their impact on pupils' progress, attainment and wellbeing, refining your practice where necessary
- Be responsible for your own continuing professional development and participate fully in training and development opportunities identified and arranged by yourself or the school
- Participate in all school development and training



Other

- To support the ethos and values of the school
- Organise and participate in extra-curricular activities
- Carry out playground, lunchroom and other duties as directed
- Contribute to displays around the school
- Be fully conversant with the school's procedures and policies
- Perform any reasonable duties as requested by the Headteacher, Deputy Headteacher or Head of Kodesh

You may also be required to undertake such other similar duties as the Headteacher, Deputy Headteacher or Head of Kodesh requires from time to time.

Equal opportunities

We are committed to respecting and achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help the school to apply the school's general statement of its Health and Safety Policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

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.

	Essential	Desirable	Method of Assessment
	These are the qualities without which the applicant could not be appointed.	These are the additional qualities which can be considered for choosing between applicants who meet all the essential criteria.	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role, or the training that they must have received</i></p> <ul style="list-style-type: none"> • Yeshiva or Seminary education • Evidence of Continuing Professional Development 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role, or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • QTS 	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Experience of teaching across the primary phase 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> • Experience of subject leadership • Experience of formal and informal Jewish Studies activities 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Skills and Knowledge	<p><i>The skills and knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • A good or outstanding classroom practitioner • A secure knowledge of the elements of an outstanding Kodesh curriculum • A secure knowledge and understanding of the place of PSHE within the primary curriculum • Experience of planning and teaching Kodesh creatively • Ability to create and maintain a purposeful working environment • The ability to manage behaviour effectively • The ability to learn and teach Torah SheBichtav and Torah SheBe'al Peh from the original texts • The ability to teach Rashi from the original text • Good ICT skills • The ability to interact in a positive manner with colleagues, children and parents • The ability to monitor and utilise the data to improve outcomes for individual children • A commitment to innovative curriculum development & enrichment • Good oral & written communication skills 	<p><i>The skills and knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Experience of monitoring • Experience of supporting colleagues • Experience of designing and administering assessments in Kodesh 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

<p>Personal competencies and qualities</p>	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • Enthusiasm, commitment and energy • Good organisational and interpersonal skills • The ability to work positively and sensitively with pupils and parents • The ability and motivation to improve own practice and knowledge • The ability to work constructively as part of a team • The ability to motivate others • An understanding of and a commitment to supporting the ethos & values of the school • The ability to adapt / think 'on the spot' when necessary • Appropriate motivation to work with children • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working with challenging behaviours • Positive attitude to the use of authority and maintaining discipline 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <p>To display:</p> <ul style="list-style-type: none"> • Ambition • A sense of humour • Resilience 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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