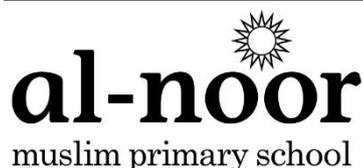


JOB DESCRIPTION – HEAD OF ISLAMIC STUDIES



619-625 Green Lane
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This job description and post is held in addition to that for subject leadership and that for classroom teaching.

SALARY: School Staff Salary Pay Scale

START DATE: 1st January 2015

TO WHOM RESPONSIBLE: Deputy Headteacher, Headteacher and the Board of trustees

FOR WHOM RESPONSIBLE: Teachers and Teaching Assistants of Arabic, Islamic Studies and Qur'an.

1. Purpose of Role

to lead and manage curriculum, teaching and learning in Arabic, Qur'an and Islamic Studies across the school in partnership with Senior Leaders to promote continued school improvement and the highest standards of teaching and pupil progress such that:

- Pupils meet their targets and make excellent progress, are motivated to learn and develop self-esteem and confidence as learners.
- Pupils have access to all parts of a well planned and well resourced, enjoyable and creative curriculum that is linked strongly to the school's PSCHE and 'Navigate' curricula.
- Underachieving pupils make excellent progress to close the achievement and attainment gaps between themselves and their peers.
- All staff within your department are familiar with and apply the school's teaching and learning policy and use a range of strategies to meet the needs of all pupils, showing regard for different learning styles and the needs of SEN, EAL and G&T pupils, and this is evident in lesson planning and delivery.
- All staff within your department collaborate effectively with you and with one another so that all adults understand their roles and responsibilities and are used effectively to support pupils in their learning.
- All staff are supported through mentoring, coaching and training to provide the highest quality of teaching across the department.
- Parents know how they can support their child, feel involved as partners in the education process and feel welcomed into the school community.
- All school senior leaders have an understanding of the progress and attainment of pupils in the relevant year groups and know what the priorities are for each subject in relation to whole school development priorities, so that the Education Team understands its role in relation to pupils studying these subjects and knows about the progress and attainment of pupils in relation to similar pupils nationally.
- School leadership achieves the school's vision and establishes a joyous school climate imbued with the school's faith ethos and values along with professionalism and a commitment to excellence, in particular in, teaching and learning.
- The school's improvement processes are robust and effective and lead to rapid improvements the quality of the curriculum, teaching, pupil achievement, safeguarding, pupil welfare, leadership and management.
- The school is always fully compliant with all school regulations governing independent schools, including in 'SMSC' and 'Safeguarding'.

2. Shared areas of responsibility

Key responsibilities as a member of the Senior Leadership Team:

1. To establish commitment to a shared **vision** for the school; lead by example to inspire and motivate staff, parents, trustees and pupils.

2. To support and promote the school's **ethos**, vision, aims and core values in order to promote an environment that focuses on the welfare, progress and sustained improvement of the school and pupil outcomes and tarbiyyah, as well as effective teaching and learning and high standards of behaviour.
3. To act as a **positive role model** to staff, to provide an excellent example to the staff body of professionalism, enthusiasm, professional excellence and commitment to high standards, the school's ethos and the implementation of school policies and procedures, maintaining high professional standards.
4. To **communicate** effectively with staff members, using high levels of **emotional intelligence** and care, with sincere regard for staff well being.
5. To establish supportive and advisory **relationships** with professional colleagues, that promote collaboration, effective team work, professionalism, high standards, achievement, unity and harmony.
6. To establish positive relationships with pupils and pursuing your own **personal, religious and spiritual development** to act as a fine **role model** for them.
7. To establish excellent relationships with **parents**, communicating with high levels of understanding and emotional intelligence to engage them for the betterment of pupil outcomes and achievement.
8. To ensure that parents and pupils are well informed about school achievements and opportunities to excel in and outside the school, and ensure that **channels of communication** are used effectively within the school.
9. To **provide information**, objective advice and support to the governing body to enable it to meet its responsibilities.
10. To establish good working relationships with the board of trustees, the local authority and other agencies.
11. To develop and lead on opportunities for the school to enhance its work and image in the **community and wider society**, with particular regard to the school's commitment to playing a positive role in local society for communities for the common good and through teaching excellent citizenship to pupils.
12. To contribute to the strategic direction and development of the school, including updating the school's Self-Evaluation and Information Form and the development, implementation and monitoring of school **improvement plans** based on **school self-evaluation** and underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.
13. To **monitor** the quality of teaching and learning across the school, including the analysis of performance **data**.
14. To promote high standards of achievement academically, morally, spiritually, emotionally, behaviourally and professionally.
15. To share corporate responsibility for the **safeguarding, wellbeing and discipline** of all children by implementing agreed school policies, **liaising** with the Safeguarding DP, Deputy Headteacher, SENCo, Needs Panel and outside agencies as and when necessary.
16. To ensure **high standards** of teaching and learning, behaviour, attendance and punctuality from pupils.
17. To support the **induction and training** of newly qualified teachers, unqualified teachers, supply teachers, support staff and student teachers as requested.
18. To take an active role in the recruitment of staff, as requested.
19. To identify the **Continuing Professional Development** needs of staff members and lead INSET as appropriate.
20. To establish priorities for **expenditure** and monitor the effectiveness of spending and usage and the care of school **resources**, ensuring budgets are maintained with financial efficiency.
21. To work with and **report** to all stakeholders including staff members, parents/carers, as appropriate, or when requested.
22. To **model** and ensure the understanding and implementation of all **school policies** across the school and be involved in their periodic review and development.
23. To pursue your **own Continuing Professional Development** through courses, further and higher qualifications, research, collaboration, discussion and other means, in education, teaching and learning and in educational and school management.
24. To receive and respond to **feedback** and provide it, constructively and positively.
25. To conduct yourself in a **professional manner** at all times when dealing with all members of the school community and any visitors to the school, including external agencies.
26. To lead whole school **assemblies** from time to time.
27. To **cover** lessons from time to time
28. To attend and participate in parents' **evenings**, the school's annual parent meeting, school trips and **events** and pupil performances.
29. To participate in all staff training sessions and attend team and staff **meetings**.
30. To set a good **example** in terms of role modelling, dress, punctuality and attendance.
31. To take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher or Deputy Headteacher.

32. To take on additional responsibilities which may arise from time to time.

3. Specific Areas of Responsibility

3.1 Teaching

To carry out all duties of a school teacher as set out in the current School Teachers' Pay and Conditions document, the Professional Teachers Standards and school policies. In particular to maintain the school's high standards and ensure excellent teaching and excellent pupil progress and achievement across the year for all pupils, paying careful regard to school targets and parental engagement and the implementation of the school's Teaching and Learning, Curriculum and Assessment policies.

3.2 Subject Leader: Arabic

The job description for subject leaders is a separate document and applies here.

In addition the following is also part of your role as Head of Islamic Studies and Arabic teacher:

3.3 Head of Department

Curriculum

- To support teachers in your department, with the development of the curriculum and planning for their subjects, to ensure a creative and challenging curriculum, underpinned by a wide variety of learning experiences and opportunities, including the use of the outdoors.
- Ensure that short term and medium term planning is sufficiently detailed and learning intentions and lesson objectives are well thought through, relevant, comprehensive and meaningful, reflecting content and skills that grow in their level of challenge, depth and breadth across the school years and are underpinned a well thought through scheme in long term planning .
- Ensure that the curriculum reflect the values of the school's approach to tarbiyyah and cross-curricular links to the Navigate and PSCE curricula.
- Ensure the Deputy Headteacher is provided with long term plans for the following year in assessment week 5 of each school year and with medium term plans at the start of each half term and with short term plans at the start of each school week.

Quality of Teaching & Pupil Achievement

- To ensure the highest standards through timely, collaborative, accurate and supportive interventions such as coaching and mentoring, observations, feedback, joint planning, team teaching, discussion, modeling and demonstrating teaching lessons.
- Inducting and supporting trainee teachers, newly qualified and less experienced staff and/or supply teachers;
- To identify professional development needs and opportunities for teachers and teaching Assistants and provide professional development for staff for example, through coaching and leading INSET or recommending CPD, CPD providers and higher education courses to the Headteacher for particular staff members.
- To take a lead in implementing the school's Behaviour Policy, including developing collective responsibility to managing pupil behaviour and the use of positive behaviour management strategies.
- To scrutinise pupil work, marking, lessons, displays, planning and assessment in the monitoring and evaluation of the quality of teaching and learning across the department.
- To acquire a supply of Arabic and Islamic books to support curricular requirements and the school's ethos and values, for the school library and teaching purposes, ensuring purchases are bought on review at first and subjected to vetting before purchases are confirmed and added to the school library and stock of resources.
- To effectively deploy staff and resources to achieve the highest standards.

Assessment

- To support the development of assessment for learning and the assessment framework to allow termly to term and year to year pupil tracking and comparisons of assessment data.
- To analyse assessment data to track pupil progress carefully and identify trends to inform future planning for the short, medium and longer term.
- To support staff in the use of assessment information to inform teaching and learning;
- To support teachers to identify groups of learners in classes, assign challenging targets and design and deliver effective interventions to "narrow the gap" and ensure excellent progress and achievement for all groups of learners including Gifted and Talented and SEND pupils, against school, local and national standards.

- To share findings from data analysis with teachers, teaching assistants and senior staff.
- To lead on, supervise and monitor interventions and have on-going professional dialogue based on children's progress and learning, with teachers, support staff and parents/carers and liaise with outside agencies as appropriate

Communication

- To forward half termly reports of pupil progress and identified groups and details of intervention to the senior leadership team for English and Mathematics and termly for all other subject areas.
- To establish and maintain effective communication with teaching and support staff.
- To lead fortnightly Phase Meetings.
- To promote the health and well-being of all pupils and report any concerns to the relevant personnel (eg SENCO, Deputy Headteacher, Designated Staff Member for Safeguarding).
- Support report writing and review reports before submitting them to the Headteacher.
- To liaise with parents over first stage complaints (verbal face to face) when communication with teachers breaks down, to support teachers in dealing with parents, to focus all communications always onto the best interests of the pupil, including his/her welfare, tarbiyyah and progress.
- Actively participating in weekly Leadership Team meetings and using the evidence of monitoring, review and evaluation, for phase as well as for subject, to contribute to the School Improvement Plan.
- The Phase Leader will have direct line management responsibility for the other teachers in the Phase and contribute to their performance management through submission of a short report and evidences on a termly basis in line with the school calendar for performance management reviews.

School Improvement

- To participate in school improvement processes for the department and whole school issues by using a range of evidence to evaluate: the effectiveness of provision, the degree of achievement against school aims and vision, the degree to which school regulations are met and areas of strengths and weaknesses.
- To contribute to whole school improvement planning and lead on implementation of plans and their regular review and feedback to Senior Leadership.
- To contribute to staff training and INSET.
- To contribute to the tarbiyyah of staff at the school through circles of learning and/or worship.

Salah

- To make arrangements for the conduct and leading of daily and Friday prayers including the maintenance and production of a pupil rota for adhan and iqamah.
- To ensure that pupil behaviour and discipline is excellent at all times during before and after prayers, in and outside of the Musallah.
- To oversee pupil's khutbahs for Friday Dhuhr prayer.
- To organise provision to take year Six boys to Jumu'ah salah at a local Masjid every Friday.
- To organise the logistics of Friday prayer for male staff at the school, taking care that timetabling and staffing requirements are met.

4. Quality Assurance

- To participate in arrangements for your own annual appraisal and performance management and work towards meeting agreed performance management objectives.
- To report in writing and face to face to the headteacher at prescribed periods and as needed on a daily basis on all areas within role.
- To report to the governing body as requested or required of key areas of role.
- To be available in all scheduled school holidays to work at the school to promote the School Improvement Plan or any aspect of the role or school need (except for a protected leave of 4 weeks in any school year).

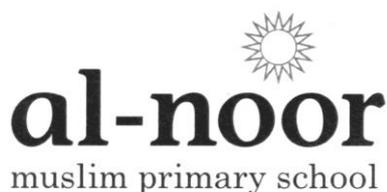
5. General Areas of Responsibility

In order to deliver services effectively, a degree of flexibility is needed, you may be required to perform work, undertake tasks or take on responsibilities not specified above but is commensurate with the level of the post. In addition you might have to take on additional tasks to fulfil the purpose of your roles as the main

duties and responsibilities of the post are set out above but each individual task to be undertaken has not been identified. Such duties will fall within the scope of the post.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

HEAD OF ISLAMIC STUDIES - PERSON SPECIFICATION



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Note that the Head of Islamic Studies at Al-Noor Primary is also a full-time classroom teacher who fulfils the person specifications for a classroom teacher and a subject leader along with this person specification.

1. Qualifications, Training & Experience

- An honours degree, or equivalent qualifications, in Islamic Studies, Qur'anic Studies or a related field.
- QTS and National Professional Qualification for Middle Leadership.
- Preferable: National Professional Qualification for Senior Leadership, Masters level qualification in a field related to education management
- A minimum of 5 years teaching experience and a minimum of 3 years experience in middle leadership in schools graded at least 'good' in inspections.
- Additionally, prior experience of: coaching, assessment, analysing data, school improvement, Behaviour management, use of ICT, subject leadership, quality assurance and moderation.
- Preferable: having worked previously in a number of schools of a diverse range.

2. Personal Values and Example

- Observant Muslim, following main-stream Islamic teaching, striving for spiritual and religious self improvement.
- Shares the vision and values of the school and the Foundation.
- Provides an excellent example for staff members and pupils in terms of their integrity, character and conduct both in and outside of the school, including online.
- Committed to the Safeguarding of children and the pursuit of excellent child outcomes.
- Demonstrates high standards of loyalty, discretion, emotional intelligence and professionalism.

3. Personal Attributes

The candidate demonstrates the professional attributes in the National Professional Standards for Teachers and those below:

- Positive, enthusiastic outlook, embracing risk and innovation
- Commitment and dedication to social justice, equality and excellence
- Engagement in collaborative partnership working, within and beyond the school
- Integrity in relation to their own and the school's practice
- Courage and conviction to achieve the best outcomes
- Respect and empathy towards others
- Resilience, perseverance and optimism in the face of difficulties and challenges
- Decisive, consistent and focused on solutions
- Drive for improvement and challenging underperformance
- Capacity to be flexible, adaptable and creative

4. Knowledge, Understanding & Skills

It will be expected that the candidate has the capacity to deliver most of the following to variable degrees.

4.1 Leading Strategically

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

4.2 Leading Teaching and Learning

Knowledge and understanding of:

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis

Skills:

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all pupils
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

4.3 Leading the Organisation

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- organisational development, planning and implementing change
- employment management of staff

Skills:

- seek expertise and advice from within and outside the school
- establish structures and systems to a sustainable level
- collaborate and distribute leadership so operational decisions are based on informed discussion agreement and ownership

- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance

4.4 Leading People

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and pupil learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support development systems for individuals and teams

Skills:

- create a culture which encourages ideas and contributions from others
- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

4.5 Leading in the Community

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

Skills:

- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion