Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
Tel: 020 8597 7576, Email: recruitment.va@al-noorprimary.org.uk, Website: www.al-noorprimary.org.uk

JOB DESCRIPTION: RELIGIOUS STUDIES & ARABIC TEACHER

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS: Part-time, permanent, 12.75 hours

SALARY: MPS

START DATE: 1st June 2026 or 1st September 2026

TO WHOM RESPONSIBLE:
Headteacher and Deputy Head

FOR WHOM RESPONSIBLE:
All adults assigned to the class, in proportion to timetabled duration

Teachers must be diligent and effective in carrying out their professional duties as set out below, in order to promote the excellent achievement and attainment of each of their pupils.

1. Teaching

- Promote the school's ethos and faith values.
- Plan (in the long, medium and short term) and teach engaging and challenging lessons of high quality to the classes they are assigned within the context of the school's plans, curriculum and schemes of work and according to the educational needs of pupils, to promote their maximal progress.
- Assess (through creating an accurate and precise assessment framework) monitor, record and report on the learning needs, progress and achievements of assigned pupils, including the setting and marking of work to be carried out by the pupil at school or elsewhere.
- Participate in arrangements for preparing pupils for external examinations.
- Undertake activities as may be necessary to carry out an assessment of pupil progress and attainment, including the administration and supervision of tests.
- Organise the classroom and learning resources to create a positive and stimulating learning environment.

2. Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.
- Supervise and, insofar as is practical, on occasion, teach any pupils where the person timetabled to take the class is not available to do so.
- Regularly attend and, from time to time, deliver, assemblies and staff meetings.

3. Health, safety and discipline

- Promote the safety and well-being of pupils and implement the school's safeguarding policy.

- Maintain good order and discipline among pupils and implement the school's behaviour policy.
- Supervise pupils at periods before, during and after school as assigned.

4. Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Order competitively priced learning resources for the teaching-learning needs of their class, according to the school's procedures.
- Deploy resources delegated to them.

5. Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- Communicate and consult with pupils, parents and carers, including providing feedback on pupil progress at parents' evenings and other meetings.
- Provide reports on pupils and make relevant records and reports on the academic, personal and social needs and progress of the pupil.

7. Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school to raise standards on issues such as schemes of work, teaching programmes, materials, methods of teaching and assessment and pastoral arrangements.
- Participate in team and staff meetings, CPD, coaching, mentoring and co-coaching to raise standards.

8. 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 fulfill 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.

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PERSON SPECIFICATION: RELIGIOUS STUDIES & ARABIC TEACHER

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Values

1. The behavior and conduct of teachers at Al-Noor Primary must always be beyond reproach. Teachers must be excellent role models for all pupils. This includes modeling enthusiasm for learning and putting the progress, development and welfare of every pupil at the heart of their work. Teachers must share and espouse the school's values through word and deed with vigour. As the school is designated as having faith character, teachers must also be observant Muslims, following mainstream Islamic teaching. It is also essential that teachers are committed to adhering to the staff code of conduct and DfE professional standards for school teachers.

Qualifications, training and experience

2. A degree and/or higher education in disciplines related to Islamic and Qur'anic sciences and/or Arabic.
3. Level 2 qualifications, or higher, in Maths, English, Science and Information Technology.
4. Qualified Teacher Status (QTS) is preferred.
5. Additional higher education qualifications are preferred, as are managerial qualifications such as the NPQML.
6. Prior experience of: teaching, differentiation, planning, assessment, data analysis, target setting, giving written and verbal feedback, behaviour management and the use of IT.
7. Prior experience of teaching in a UK primary school, supporting SEN and EAL learners, subject leadership, school improvement, mentoring, coaching and middle management is preferred.

Knowledge and understanding

8. Teachers should demonstrate that they have a thorough and up-to-date knowledge of curriculum for and the teaching of Islamic Studies, Qur'an Studies and Arabic. They should be in the continual practise of taking account of wider curriculum developments, which are relevant to their work.

Planning

9. Teachers should demonstrate that they consistently and effectively plan lessons and sequences of lessons, in the long, medium and short-term, to meet the learning needs of all pupils.

Managing behaviour and maintaining discipline

10. Teachers should demonstrate that they consistently and effectively use a range of appropriate strategies for teaching and for classroom and behaviour management. Never harsh, their warmth, understanding and firm integrity enables them to earn respect and love from their pupils. They have a positive and compassionate approach to behaviour management and follow the behaviour management policy of Al-Noor Primary closely.

Assessment and evaluation

11. Teachers should demonstrate that they consistently and effectively use information about prior attainment to set well-grounded targets for pupils and monitor their progress to give clear and constructive feedback. They should also consistently evaluate the effectiveness of their lessons to inform the planning of future lessons.

Pupil Progress

12. Teachers should demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress at a better rate than similar pupils nationally, if this can be evidenced. This should be shown through pupil performance in relevant tests and assessments. This includes all pupils, including vulnerable ones and those with special educational need or disabilities and minority groups.

Wider Professional Effectiveness

13. Teachers should demonstrate that they take responsibility for their professional development and use the outcomes to improve their teaching and pupil learning.

14. Teachers should demonstrate that they make active contributions to developing and implementing the policies and aspirations of the school. They should actively cooperate with staff and the wider school community to foster and develop a strong, successful and united school.

15. Teachers should set a good example in terms of dress, punctuality and attendance and be proactive in matters relating to health and safety.

16. Teachers should be actively committed to safeguarding children and protecting the safety, welfare and well-being of all pupils at all times.

17. Teachers should actively work towards school improvement and ensuring the school is always in full compliance with statutory requirements.

18. Teachers promote the wider school curriculum and the school's aims and objectives by supporting relevant curricular and non-curricular events in and out of school hours and after-school clubs, as much as possible.

Professional Characteristics

19. Teachers should demonstrate that they are effective professionals who challenge and inspire pupils to deepen their knowledge and understanding, ensuring all pupils are stretched, including the fastest learners. They link pupils' knowledge to earlier learning and develop ways to encourage it further. They develop and foster the appropriate skills, including critical and creative thinking skills, and social abilities to enable the optimal development of children, according to age, ability and aptitude. They support all pupils to do their best through:

(a) inspiring trust and confidence,
(b) building team commitment,
(c) engaging and motivating pupils,
(d) analytical thinking,
(e) positive action to improve the quality of pupils' learning.