



AL - FURQAN PRIMARY SCHOOL

Job Description– Islamic, Quranic and Arabic Studies (IQA) Teacher

Job title	IQA Teacher
Responsible to	Head of IQA
Overall responsibility	IQA teaching, whole class and 1:1 as per timetable agreed with Head Teacher and Al-Furqan Educational Trust (AFET)
Main duties and responsibilities	<ul style="list-style-type: none">• Uphold the Islamic ethos and faith of AFPS as defined by AFET• Together with the Head of IQA ensure a high standard of provision for all pupils that you teach• Undertake the role of IQA teacher as per the job description• Actively participate in IQA self evaluation and IQA improvement planning• Share responsibility for promoting and safeguarding the welfare of children in attendance in the IQA class• Contribute to the overall Islamic ethos and aims of the school

1.0 Job Purpose

As an IQA teacher you will be responsible for the teaching at Foundation Key Stage, KS1 or at KS2 level. Your responsibilities will include to uphold and promote the Islamic ethos; planning; teaching; class management; monitoring; assessment; recording; reporting and accountability to ensure that all pupils enjoy learning effectively in an inclusive environment; to continue to raise the achievements of all pupils; to implement the vision and the policies of the Governing Body and AFET.

2.0 Main duties

Planning

1. Plan teaching to achieve progression in pupils' learning through:
 - a) Identifying clear teaching objectives and content, appropriate, to the

subject matter and the pupils being taught, and specifying how these will be taught and assessed.

- b) Setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest.
- c) Setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- d) Setting clear targets for pupils' learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do.
- e) Identifying pupils who:
 - f) have special educational needs, including specific learning difficulties;
 - g) are very able;
 - h) are not yet fluent in English;

and knowing where to get help in order to give positive and targeted support;

2. Provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils.
3. Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons.
4. Plan opportunities to contribute to pupils' personal, spiritual, moral and cultural development.
5. Ensure coverage of the relevant Ibrahim Board of Education (IBE) IQA syllabus.

Teaching and Class Management

1. Ensure effective teaching of whole classes, and of groups and individuals within the whole class setting; so that teaching objectives are met, and best use is made of available teaching time; monitor and intervene when teaching to ensure sound learning; establish and maintain a purposeful working atmosphere.
2. Set high expectations for pupils' behaviour, establishing and maintaining a purposeful learning culture through well focused teaching and through positive and productive relationships.

3. Establish safe environment which supports learning and in which pupils feel secure and confident.
4. Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:
 - a) Stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupils' motivation;
 - b) Matching the approaches used to the subject matter and the pupils being taught;
 - c) Structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses;
 - d) Clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustration and examples;
 - e) Clear instruction and demonstration, and accurate well-placed explanation;
 - f) Effective questioning which matches the pace and direction of the lesson and ensures that pupils take part; careful attention to pupils' errors and misconceptions, and helping to remedy them;
 - g) Listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward;
 - h) Selecting and making good use of text books, ICT and other learning resources which enable teaching objectives to be met;
 - i) Providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt;
 - j) Exploiting opportunities to improve pupils' basic skills in IQA, and the individual and collaborative study skills needed for effective learning, including information retrieval from texts and other sources;
 - k) Exploiting opportunities to contribute to pupils' wider educational development, including their personal, spiritual, moral, social and cultural development;
 - l) Setting high expectations for all pupils not withstanding individual differences, including gender, and cultural and linguistic backgrounds;
 - m) Providing opportunities to develop pupils' wider understanding by relating their learning to real work-related examples



5. Ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;
6. Evaluate their own teaching critically and use this to improve their effectiveness.

Monitoring, Assessment, Recording, Reporting and Accountability

1. Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching.
2. Mark and monitor pupils' assigned class work and homework, providing constructive oral and written feedback, and setting targets for pupils' progress.
3. Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - check that pupils have understood and completed the work set;
 - monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;
 - inform planning;
 - check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
4. To know how to prepare and present informative reports to parents.
5. To understand the expected demands of pupils in relation to each relevant end of year expectation.
6. To become familiar with the AFET assessment and reporting requirements.

Person specification

Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Bachelors degree in any subject (international qualifications accepted). Ijaaza from a source recognised by AFET, for Qur'an teaching OR willing to study for Ijaaza. 	<ul style="list-style-type: none"> QTS
Experience	<ul style="list-style-type: none"> Evidence of successful teaching Experience of working or training in a multi-cultural environment Pupil tracking/target setting Evidence of working with parents/community 	
Skills & Abilities	<ul style="list-style-type: none"> Enthusiasm and drive Computer skills e.g. use of Microsoft Office A deep interest in how children learn Willingness/ability to teach throughout the school age range Personal determination to raise standards Ability to work collaboratively (school staff, Head of IQA, AFET) High level of written and communication skills Commitment to equal opportunities 	Ability and willingness to join in extra activities within school