



**Senior School Information Book**  
2012-13 Entry



Immanuel  
College

**Imagine  
Immanuel**

Academic Excellence  
Expert Pastoral Care  
Inspiring Jewish Education

## Admissions

### Registration.

Registration for entry (except for Sixth Form) may be made at any time up to November 30th of the year preceding the year of desired entry. All registered applicants will be required to sit an examination and will be considered on their merits.

An Application Form is available with this prospectus and further copies are available from the Admissions Department (020 8959 8938) or can be downloaded from the school's website [www.immanuelcollege.co.uk](http://www.immanuelcollege.co.uk).

Once a child is registered, Immanuel College will ask his/her current school for a confidential reference. There is a non-refundable registration fee of £100.

### Age of entry.

Pupils are admitted into Year 7 (aged between 11 and 12). A pupil's age is calculated as on September 1st of the year of desired entry. However, these age limits are not inflexible, and the admission of a candidate into Year 7 who is slightly younger or slightly older will be at the Head Master's discretion.

The Head Master will be happy to discuss any application for candidates seeking entry into Years 8-10. There are separate prospectuses available for the Preparatory School and Sixth Form.

### Entrance examinations and interviews.

All candidates are called for interview between November 2011 and mid-February 2012.

All candidates sit the school's entrance examinations, which are held in January each year for entry in the following September. The date of the examination for entry in September 2012 will be Monday 9th January 2012. All candidates take papers in English and Mathematics. The examinations are suitable for able pupils in maintained primary schools and independent preparatory schools alike.

### Specimen examination papers.

Specimen examination papers are available from the Admissions Department and can also be downloaded from the school website. Confirmation of the dates of the entrance examinations will be sent to the parents of all registered candidates in the November preceding the January examinations. Detailed information about the examinations is sent to parents of all registered candidates in December.

### Special educational needs.

Parents must indicate on the registration form if their child has any special educational needs. Extra time and/or the use of a school laptop computer in the examinations will be granted to candidates who have a written report from an educational psychologist or medical practitioner which specifies such a need.

### Selection and offers.

The offer of a place at the College is made on the evidence of:

- the candidate's performance in the appropriate examination;
- an interview;
- a confidential report from the Head of the candidate's present school.

Offers of places are posted in late February or early March on dates agreed by all HMC London independent schools. Replies are required within approximately one week.

### Acceptance of places.

The offer of a place is accepted by the parents or guardians completing and signing the Acceptance Form, which must be accompanied by a deposit of £1,500. This deposit will be credited against a pupil's final (leaving) term, unless a pupil withdraws prior to taking up his/her place or withdraws from Immanuel College before the end of his/her Year 11 studies, in which case it is non-refundable.

By signing the Acceptance Form, the parents or guardians agree to comply with the College's Rules and Regulations and the Terms and Conditions which accompany the letter of offer.

## Scholarships

### The Immanuel Jakobovits Scholarship.

Parents completing the Application Form should indicate whether they wish their son or daughter to be considered for an Immanuel Jakobovits Scholarship. Up to 10 scholarships will be offered to the value of 100% of tuition fees, re-awarded throughout the recipient's school career, subject to satisfactory effort and behaviour.

All candidates for admission will sit the College's one-hour entrance examinations in English and Mathematics on Monday 9th January 2012. The College invites every candidate to an entrance interview and because of the numbers involved these interviews take place between the receipt of application forms and mid-February 2012. The entrance interview, which some candidates will attend before the entrance examination day, requires candidates to talk about their interests and to bring with them their current school exercise books and files and any items which reflect their interests.

Candidates who perform exceptionally strongly in the English and Mathematics examination will be invited to an additional interview, the scholarship interview. The scholarship interview will focus exclusively on the candidate's understanding of and response to a number of texts. In each of the interviews the principal text discussed will be from a Jewish source, its nature determined by the background of the candidate.

### Music Exhibitions (Scholarships).

Music Exhibitions are available annually to Year 7 entrants to the school. Each Exhibition is worth £2,000 annually and provides free tuition in the candidate's principal instrument throughout his or her time at Immanuel College. Exhibitions will be re-awarded annually subject to the pupil's continuing involvement in the musical life of the College, satisfactory effort and behaviour. The minimum standard of the candidate's main instrument should be Associated Board Grade 4 or equivalent. Knowledge of a second instrument and/or theory of music is advantageous, but at this age potential is often as important as achievement. The Director of Music will be glad to meet interested parents to discuss the Music Exhibitions and arrange to hear prospective Exhibitors play in an informal manner during the College year. Appointments may be made and further details obtained from the school's Admissions Department (020-8955 8938). *Parents who wish their child to be considered for a Music Exhibition should indicate their interest on the Application Form.*

### Art Exhibitions (Scholarships).

Art Exhibitions are available annually to Year 7 entrants to the school. Each Exhibition is worth £2,000 annually and will be re-awarded annually subject to satisfactory effort and behaviour. To qualify for an Art Exhibition, candidates must demonstrate enthusiasm for art, a developed drawing ability, and creativity in handling materials. Candidates for Art Exhibitions are invited to bring portfolios of work undertaken in the last few years to an interview with the Head of Art. This should contain artwork from both in and out of school. The Head of Art will be looking at the candidate's potential rather than expecting highly finished work. *Parents who wish their child to be considered for an Art Exhibition should indicate their interest on the Application Form.*

## College Fees

School fees are reviewed and set each September. The Senior School's tuition fees for the year 2011-2012 are £4,466 per term. There is an additional catering charge which is currently £240 per term.

A concession of 10% of tuition fees will apply if a pupil has a sibling at any part of Immanuel College. The concession will only apply to the younger sibling. Similarly, if a pupil has more than one sibling attending Immanuel College, then the concession will apply to each of the siblings, except for the oldest pupil.

A non-refundable deposit of £1,500 will be required to secure a place at the school. Fees are payable by the first day of each term, and a term's notice is required for the withdrawal of any child at the school.

Bursaries may be available where there is a genuine difficulty in meeting the full fees. Details may be obtained from the Bursar. All applications will be dealt with by Immanuel College's Treasurer (a member of the Governing Body), who will keep the information supplied strictly confidential.

## The Academic Curriculum

Academic excellence is a defining feature of Immanuel College. The demands of the curriculum extend beyond the statutory requirements of the National Curriculum, ensuring that Immanuel College promotes excellent standards of secular and Jewish study and prepares its pupils for university and life-long involvement in Jewish learning. IGCSE courses, which are viewed more favourably by leading universities, are offered in Double-Award Science, Triple-Award Science (Chemistry, Biology and Physics), History, Mathematics and Music.

The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils' development of qualities such as leadership, initiative and creativity.

There are 48 teaching periods in the two-week teaching timetable, each of an hour's duration (save for those on a Friday, which are shorter, owing to the earlier finishing time). In addition, there is a form period each day, during which the form tutor and other specialists provide a programme of personal, social and health education. Each section of the school has a weekly assembly, and each term there are a number of whole-school assemblies.

### Years 7 and 8.

Pupils study the core subjects of English, Mathematics, Science (which is broken into Biology, Chemistry and Physics in Year 8), and Jewish Studies, as well as Art & Design, Design & Technology, Drama and Theatre Studies, French, Geography, History, ICT, Modern Hebrew, Music, Personal Social and Health Education, Photography and Physical Education. In Year 7, pupils are set by ability in Mathematics, Jewish Studies and Modern Hebrew. In Year 8, these sets are extended to include French, Biology, Chemistry and Physics.

### Year 9.

The only change in the curriculum and the setting of pupils from Year 8 is that all pupils begin the study of Spanish.

### Years 10 and 11.

GCSE courses are offered in the following subjects: Art and Design, Design and Technology, Drama and Theatre Studies, English, English Literature, French, Geography, ICT, Mathematics, Modern Hebrew, Biblical Hebrew, Physical Education, Religious Studies (Judaism and Ethics), and Spanish. A non-examined course in Jewish Textual Learning is also available.

All pupils are required to study English, Mathematics, Double-Award Science or Triple-Award Science, and Religious Studies or Biblical Hebrew. They are also encouraged to study a modern language. Sets are as those in Year 9.

## Enrichment Opportunities and Facilities

### Personal Social and Health Education ("PSHE").

The PSHE programme prepares pupils for participating positively in the Jewish community and in modern British society. It aims to develop open-minded and well informed pupils, who are prepared for adult life beyond Immanuel College and who will be able to combine a strong and mature Jewish commitment with full participation in a multicultural society.

PSHE is delivered through speakers and activities throughout the year and covers a range of topics, including drugs education, alcohol awareness, emotional and social issues, puberty and health issues. It is also taught through the Religious Studies GCSE curriculum. PSHE contributes to the College's provision of sex education. Links are forged between PSHE and the work of the pastoral team, the social action department and other curriculum areas such as science.

Throughout the course, pupils are encouraged to listen to each other's views, to respect each other's beliefs, to value the differences between people and to work productively within a group.

### Information and Communications Technology Infrastructure.

The school-wide Windows-based computer network is operated under the control of a full-time ICT manager. All pupils have their own password-protected user area and benefit from access to the secure Immanuel College Intranet ('Prism'), which allows them to access homework and revision information and to submit homework electronically. The Immanuel College Intranet can be accessed from any computer connected to the internet, both in and out of school. Various wi-fi points around the school offer a 16 MB internet connection that is content-filtered to ensure pupils' safety when online.

The school has three ICT suites, each with 24 computer stations, which are used by subject teachers as required. The school's dedicated language laboratory uses Sony Soloist/Audacity software. Since the College is a BCS (British Computer Society) accredited centre, pupils have the opportunity to undertake the ECDL series of examinations and, in this way, acquire a recognised ICT qualification. The 12 Smart IWBs in other classrooms, with PC and sound systems, and the data projectors and sound facilities in the science laboratories, provide flexible learning environments that facilitate internet access in lessons. Pupils are able both to give and to benefit from others' digital presentations. The Photography Suite is equipped with 12 i-Macs (with the latest Snow Leopard operating system and Adobe CS5 software), high-specification digital and video cameras, and professional-quality A3 printers. This state-of-the-art technological equipment provides AS and A Level Photography students with outstanding resources enabling them to produce and process first-rate coursework. In the Music Department, a suite of PCs installed with Sibelius music software, linked to digital synthesisers and keyboards, enables pupils to use MIDI and other technological resources in both their compositional and performance activities. The School Library hosts a digital Auto-Lib system that allows pupils to browse the library database from any PC in the school, while the Teaching and Learning Department uses specialised multi-media software to help improve pupils' study skills.

### The Beit HaMidrash (Jewish Study Centre).

The Immanuel College Beit HaMidrash (ICBM) constitutes the hub of Jewish education at the school. Its informal Jewish education programme includes the promotion of breaktime clubs. The Beit HaMidrash teachers participate in Immanuel College's formal Jewish education programme, providing a course in Jewish Textual Learning for pupils in Years 10 and 11 and lending their expertise to

a number of Jewish Studies lessons across the year groups. They also participate in form-time activities on an occasional basis and support activities to improve pupils' understanding of Ivrit. In addition, the ICBM facilitates the school's Bar and Bat Mitzvah programmes and holds Shul Leadership Courses for both boys and girls, which include sessions on leading davening, gabbai training, leyning, and giving divrei Torah.

### Library.

The library is staffed by a chartered librarian and is open throughout the school day. It is used by pupils during lessons and at break and lunch time. Pupils may borrow all resources that are not part of the reference collection. The library contains a variety of resources, including books, periodicals, audio-visual materials and the Sixth Form Careers Library. Pupils may also use the library wireless computers to gain access to the school network and internet.

Year 7 pupils have a regular library lesson which encourages wider reading by access to new books and discussion. This lesson is also used to teach study skills.

### Teaching and Learning Department.

The Teaching and Learning Department aims to help pupils with specific learning difficulties to understand and master the aspects of the curriculum they find challenging and to support pupils in becoming confident and independent learners. It offers tuition and guidance to pupils and advises subject teachers on how best to support them in classroom.

The breadth of experience and qualifications of its specialist staff enable the department to identify and address the specific needs of pupils who, for whatever reason, may not be achieving their full potential. In Year 7, all new pupils are screened to identify barriers to learning. In addition, subject teachers, form tutors, and section heads may refer pupils to

the department at any time during their school career for advice and support.

The department helps pupils to identify their strengths and improve their organisational skills, and offers advice on time management, note taking, essay-writing skills, revision strategies and examination techniques. Through its ability to recognise and remedy problems in learning, the department alleviates pupil and parental anxieties and helps students to acquire a secure sense of their own worth, essential to future success.

Immanuel College is committed to making the appropriate provision to meet the requirements of any pupil with a statement of special educational need and to support any pupil who has English as an additional language. The College reserves the right to make an additional charge for such provision.

## Academic Departments and Subjects

### Art.

The Art Department aims to promote pupils' individuality and creativity, develop their abilities to evaluate work and nurture their visual awareness and sensitivity to the environment.

Art is a curriculum subject for all pupils in Years 7-9. Pupils learn the basic skills of drawing, painting, collage work, printmaking, 3D work and art on the computer. Cross-curricular work, gallery visits, painting scenery and making props are all part of the programme.

Pupils may opt to take Art for GCSE in Years 10 and 11. The Edexcel syllabus offers pupils the opportunity to develop their work to a high level, using a wide range of media, including silk painting, textiles, clay and plaster. Pupils keep a logbook which records thought processes, visual ideas, the development of technical skills and their personal engagement with great art. Coursework makes up 60% of the final marks, whilst examination work (a ten-hour controlled test) comprises the other 40%.

The College's Art Department gives pupils a thorough grounding in artistic styles and techniques, and pupils from Immanuel College regularly proceed to art foundation courses at the country's top art institutions.

### Biblical Hebrew.

The Biblical Hebrew course acquaints students with large areas of Tanach (the language of the Bible). It enables students to acquire knowledge of ancient Israel and to make a personal connection historically, politically and religiously with modern Israel. It gives pupils a good Hebrew vocabulary and grammatical knowledge, which will help them in future textual studies at school and beyond. The department is fully aware that not all pupils have the same school or home background and understands that their initial knowledge of Biblical texts and language will vary. Small class sizes ensure that individual needs are catered for. The most able students are stretched and support is given unstintingly to those who require it.

The study of Biblical Hebrew is available for pupils as a GCSE option in Year 10. The course, which follows the OCR syllabus, is taught by the Head of Department, who is also Principal Examiner and Acting Chief Examiner for the examination board that offers Biblical Hebrew at GCSE, AS and A Level.

### Design and Technology.

Design and Technology is taught to all pupils in Years 7 to 9. It gives pupils the opportunity to design and make quality products, which are the outcome of knowledge and understanding of design and technology and of economic awareness. The course encourages pupils to mature through the intellectual process of problem solving and to apply knowledge and skills from other subjects, particularly science, mathematics, art and ICT.

Pupils in Years 7 learn how to work with wood and plastics. In Year 8, pupils look into the design and manufacture of toys and investigate the workings of mechanisms. The Year 9

syllabus includes metal working and electronics. Pupils are able to continue their studies in Years 10 and 11 through the Edexcel GCSE course, which includes a written examination and the production of a coursework portfolio relating to design-and-make tasks.

### Drama and Theatre Studies.

Drama and Theatre Studies is taught as part of the core curriculum up to and including Year 9, as a GCSE subject and as an AS and A Level subject. The aims of the department are to give pupils access to the rich, diverse and creative world of drama; to enable them to initiate, explore and communicate ideas, thoughts and feelings in a variety of dramatic formats; and to give pupils an insight into theatrical technique, history and tradition. Pupils acquire a broad range of practical and technical experience, which includes vocal skills, physical skills, technical vocabulary, theatre technique, mime, improvisation and scripted work. They will also encounter a variety of theatrical styles and genres and learn to evaluate their own work and that of others.

The GCSE and A Level syllabuses follow the AQA specifications and give pupils the opportunity to study complete play texts, to write in a critical matter about live theatre and work in groups in order to research, prepare and produce assessed performance pieces. Pupils visit the theatre frequently and learn to write critical responses.

Co-curricular dramatic activities are available to all pupils, and range from the Junior Drama Club to the Sixth Form Theatre Society. Dramatic productions are regularly staged in the Joyce King Theatre, giving pupils the opportunity not only to tread the boards, but also to learn about sound, lighting and play production.

### English.

The teaching of English at Immanuel College inspires students to enjoy and appreciate literature and the written word in all its forms. The department aims to promote an understanding of oneself and others through the discussion and study of literature and to encourage students to write creatively and in a range of forms. Pupils explore the workings of the English language, for instance its etymology, grammatical structures and literary and rhetorical techniques, and an emphasis is placed on the teaching of grammar and spelling.

The department provides opportunities for pupils to develop confident speaking and listening skills by narrating, discussing, arguing and persuading in a range of activities, and they are encouraged to discuss the implicit meanings of literature and its relevance to social, historical and cultural issues. Students are exposed to literary genres, ranging from Shakespeare to current journalism. The influence of the media is studied explicitly through the analysis of newspapers, magazines, advertising, film and television.

The English course at GCSE develops candidates' ability to read with insight, distinguish between fact and opinion, evaluate how information is presented, follow an argument, recognise inconsistencies, and understand linguistic and structural devices. Pupils must show their competence and confidence in speaking and listening in a range of situations. They will need to read literary and media texts, including contemporary and pre-twentieth-century literature (including Shakespeare), and write in a wide variety of styles and forms, including critical and imaginative responses to literary and factual material.

The English Literature GCSE encourages pupils to develop critical and analytical responses by studying prose, poetry and drama from diverse literary periods. They study set texts in a variety of genres from pre and post 1914.

The current Year 10 pupils are following Edexcel IGCSE in English Language and Literature for examinations in June 2013.

The English Department is responsible for preparing pupils from all year groups for debating and public speaking competitions in the school.

### Geography.

Geography is the study of place, space, environment, climate and culture, and as such enables pupils to make sense and order of a world that is in constant flux. The department develops their understanding of how physical and human processes interact and promotes the study of a range of communities and regions. Through these studies, pupils acquire knowledge and understanding of different environments and geographical patterns, becoming aware of how decisions affect people and the environments in which they live. The department also aims to develop students' understanding of what constitutes sustainable development.

The Geography department makes widespread use of audiovisual facilities and computers for simulations (including geographical information systems), word processing, data handling and research involving specialist books, journals, and CD-Roms.

### History.

The study of History at Immanuel College encourages pupils to develop a stronger sense of their own identity in place and time, capable of making objective decisions about contemporary and past events through analysis and evaluation and by learning how to distinguish between fact and opinion. The department aims to foster in pupils an understanding of different cultures and traditions, while assisting them to appreciate their own heritage and customs.

History is part of the core curriculum up to and including Year 9. Pupils in these years study the major features of England's medieval and early modern past. They are encouraged to write analytically, using writing frames and sentence starters, and to become independent learners. The department seeks to interweave elements of Jewish history where appropriate, as in the Year 7 study on whether Jews were always in danger in medieval England. In Year 8, pupils explore the English Reformation and its impact on ordinary people. Here, pupils study Eamon Duffy's work on Morebath. In Year 9, pupils cover topics such as the history of the British Empire, the slave trade and twentieth-century history.

Many pupils continue their study of History in Years 10 and 11 by following the IGCSE (University of Cambridge) course. The syllabus concentrates on the 20th-century world, including studies of international relations between the wars, the Cold War and the US policy of containment. Pupils also undertake an in-depth study on Germany 1918 – 1945.

## Academic Departments and Subjects (cont)

### Information and Communications Technology.

Pupils need to be prepared for a society that is increasingly dominated by ICT applications. As such the department aims to develop pupils' information-handling skills, their understanding of the effects of increasing computer use within society and their ability to apply ICT techniques effectively and selectively. Through their study of ICT, pupils will develop an understanding of computers as two-state machines, capable of executing a wide range of software. At the same time, the department engenders in pupils an appreciation of the benefits and dangers inherent in the use of computers as well as teaching the theoretical and practical fundamentals of software design and hardware use.

ICT is part of the core curriculum in Years 7 to 9 and pupils cover a range of subjects including ICT theory, solving problems through flowchart techniques, and multimedia technologies including podcast creation and web design. Their achievement is monitored through their ability to communicate information, to manage information, to control, monitor and measure, and to model. In addition assignments are posted on PRISM enabling pupils to continue working on tasks commenced in class at home, thereby promoting independent learning.

At the end of Year 9 all pupils take a public examination, 'Functional ICT'. If successful, pupils are awarded a certificate indicating their competence in the use of a range of applications software including email, database, modelling and presentation programs. The qualification forms an excellent preparation for GCSE ICT, but for those pupils who do not wish to take the subject at GCSE, it also provides a formal conclusion to Key Stage 3 Information Technology.

The GCSE ICT course covers both the information-handling aspects of using computers and their use as programmable machines. Students learn to apply applications software to a series of coursework tasks and also learn to write their own software.

### Jewish Studies.

The Jewish Studies department aims to ensure that when any student leaves Immanuel College, he or she is a proud and identifying Jew and demonstrates this through religious commitment, continued Jewish learning and involvement in the Jewish community. The department teaches pupils the skills to read and interpret primary Jewish texts, emphasising how these have relevance and meaning for the modern world, and to express religious and philosophical ideas in writing and in speech. At the same time, students are guided in their spiritual development and prepared for the religious, moral and ethical dilemmas of adulthood. A love of and identification with Israel is fostered, and pupils develop a sense of religious duty founded on a personal relationship with God.

In Years 7-9, pupils study Torah SheBa'al Peh (Rabbinics) and Torah SheBichtav (Bible). In Torah SheBa'al Peh, pupils inquire into the practical side of the Jewish festivals, Shabbat, Kashrut, the Jewish life-cycle, Jewish history, Hebrew reading and Tefillah. Pupils have the opportunity to delve deeply into the sources, exploring topical issues through the linear perspective of Biblical, Talmudic, rabbinic and contemporary Jewish texts. In Torah SheBichtav, all pupils gain an historical and sequential overview of Biblical text. Depending on pupils' previous level of knowledge, they begin an in-depth exploration of different parts of the Bible, studying, for example sections

from Bereshit, Shemot, Vayikra, Bamidbar and Devarim, with many pupils continuing their studies throughout Nach. During their studies, pupils learn translation and analysis skills, emphasising the value and significance of interpretation in the Jewish tradition.

For GCSE, pupils follow the Religious Studies (Philosophy & Ethics) OCR syllabus, and explore issues such as 'Proofs for the Existence of God', 'Science and Religion', 'Sexism', 'Racism' and 'Medical Ethics'.

During their time at Immanuel College, pupils undertake a number of inspiring educational journeys, integral to the Jewish studies curriculum, that foster their personal and spiritual growth and create a deep understanding of the place of the Jew in the modern world. Year 7 pupils visit Clifford's Tower in York to explore a tragic episode in British Jewish history; Year 9 pupils take part in a transformational three-and-a-half week trip to Israel at the end of the summer term; and Lower Sixth Form students undertake a challenging but life-affirming one-week journey to Poland in December as part of their Holocaust education.

### Mathematics.

The Mathematics Department fosters the development of skills that are transferable to all classrooms and which focus on the active involvement of pupils as learners. Teaching methodology includes problem solving and work-based learning in order to develop not only the mathematical skills needed for further study, but also the learning power, tools and techniques required for pupils to apply their mathematical knowledge in their future studies and careers.

In Years 7-9, all pupils follow a core scheme of work. They are led through the four main areas of mathematics: algebra, shape and space, data-handling, and number. Pupils' knowledge and understanding of arithmetic is extended and they are exposed to the fundamental concepts of algebra. Pupils also learn basic geometry, co-ordinate geometry, probability, statistics, standard form, the laws of indices, and trigonometry.

In Years 10 and 11 pupils further develop their logical powers of prediction and deduction and an appreciation and understanding of axiomatic systems. They build skills in algebra, synthesis and analysis and encounter topics such as surds, quadratic equations and vectors. Pupils who show the requisite ability are also taught the IGCSE course to extend their knowledge and skills.

### Modern Foreign Languages (French and Spanish).

All pupils take French in Years 7 to 9 and begin to learn Spanish in Year 9. GCSE, AS and A Level courses are offered in both languages. The aims of the department are to nurture pupils' linguistic skills so that they can use language effectively for practical communication and to develop their insight into the culture and civilisation of French and Spanish-speaking countries, including the Jewish dimension. We expect all pupils to develop a sound base in the skills, language and attitude required either for further study, or for work and/or leisure and derive enjoyment, intellectual stimulation and cultural enrichment from a wide variety of language tasks, including extended reading of magazines, newspapers and books, watching television programmes, films, plays, and so on. Extensive use is made of audio-visual activities and dedicated language websites, and each class has a lesson once a fortnight in the College's ICT suite.

In Year 8, the Modern Languages Department organises, together with the Geography Department, a 4-day visit to Paris. In Year 10, pupils of GCSE Spanish visit Madrid, in conjunction with the Centro Ibn Gabirol Jewish Secondary School, whilst the highlight of the GCSE French course is a five-day educational, cultural and social visit to Strasbourg. Lower Sixth Form French students are encouraged to undertake work experience at placements in France or Belgium.

Mandarin is also taught as a co-curricular subject.

### Modern Hebrew (Ivrit).

The Modern Hebrew Department is central to the school's vision of Torah Im Derech Eretz. The study of Modern Hebrew enables pupils both to secure a better understanding of Biblical, historical, modern and contemporary Hebrew texts and to acquire knowledge of the history of modern Israel and of current affairs in the Jewish state. The specific aims of the department are to develop pupils' ability to communicate in Ivrit, to deepen the appreciation of their Jewish roots, and to acquire a good understanding of the history, geography and culture of Israel, whilst gaining an insight into the place of the Jewish people in the modern world.

The department aims at developing the Modern Hebrew skills of all pupils to a level that will enable them to benefit linguistically from the Israel Trip. As part of their preparation for the trip, pupils are directed to the Hebrew books, videos and audio-visual aids in the school library. Use is also made of the Sony Soloist/Audacity ICT software in the language laboratory.

Israeli pupils have the option of sitting the GCSE examination at the end of Year 9; other able pupils may take the examination at the end of Year 10, though most pupils who choose the subject as a GCSE option sit the examination at the end of Year 11.

## Academic Departments and Subjects (cont)

### Music.

Music is taught as part of the core curriculum to all pupils in Years 7-9. The lessons enable pupils to gain experience in the fundamental activities of performing, composing and listening, to develop their musical literacy, to develop an understanding of the works of the great composers, to learn to identify the hallmarks of musical styles over the last 800 years (from Baroque to Blues!), and to nurture an appreciation of the musical traditions of other cultures.

In Year 10, pupils may opt to take IGCSE Music. Pupils embarking on this course will have obtained at least grade 4 at Associated Board level or equivalent in their first instrument (a second instrument being optional but an asset) and at least grade 3 in theory at Associated Board level.

Lessons are available in most instruments, including orchestral, jazz and rock instruments. Singing lessons are also available. Pupils may, in addition, opt to have tuition in music theory.

Immanuel College runs an orchestra, singing group, percussion group, rock bands and many other ensembles, all of which regularly perform in school concerts. The busy annual schedule of musical events includes the Music Scholars' Concert, the Chanukah Concert, the Music Festival, the Purim Concert and an outdoor concert in the Rose Garden in the summer. The annual Music Festival enables participants to perform in front of, and receive feedback from, a distinguished musical practitioner, and the section winners have the opportunity to perform in a Prize-Winners' Concert at the end of the Festival. Evening outings to concerts and musicals are arranged throughout the year.

### Photography.

Photography has been added to the Year 7 to 9 curriculum. The course will give pupils the opportunity to become familiar with the Mac digital system, acquire confidence and expertise in the use of digital compact cameras, and develop basic Photoshop skills. It will engage students in projects that stimulate creativity and enhance design skills.

In Year 7 pupils will undertake a composition project which requires them to identify facial features within the environment and "jigsaw" them to create abstract self-portraits. In Year 8, pupils will learn about shape and form, through creating a photographic alphabet using shots of differently shaped objects, such as a ladder for the letter 'A'. In Year 9, pupils will draw with light, creating shapes in the dark using a range of illuminating devices.

Digital resources for the lower school course include 8 iMacs, 4 Macbooks, 6 cameras, and a photographic printer. Pupils in Year 9 will also have an opportunity to use the lighting studio.

### Physical Education.

The PE Department has ambitious aims for its pupils. Through their study of PE and pursuit of sport, pupils not only develop their psychomotor skills, co-ordination, mobility, flexibility, strength and fitness, but also develop the capacity to sustain exercise and appreciate the importance of exercise in maintaining a healthy life. They also learn the concepts of fair play and sportsmanship and develop an appreciation of creative and aesthetic movement.

Pupils follow a broadly based curriculum in Years 7-10. During the year the activities promoted in these years include soccer,

cricket, tennis, rounders, badminton, basketball, volleyball, athletics, dance (girls), fencing, krav maga, uni-hockey, swimming, and outdoor activity adventure. Year 11 and sixth-form pupils enjoy a weekly sports afternoon, during which pupils may choose from a variety of sporting activities.

The GCSE Physical Education course is an option open to all Year 10 pupils. The syllabus covers a number of topic areas, such as 'developing skills, techniques and motivation', 'developing physical and mental capacity', and 'informed decision making using the principles of training'.

A large number of lunch-time and after-school clubs are offered in a variety of activities every day, taken by both PE staff and professional coaches. The clubs on offer during the autumn and spring terms include basketball, football, netball, table tennis and badminton. In the summer, athletics, cricket, rounders and tennis are offered. The College fields teams, which regularly participate in competitive fixtures with other schools in the District and in the Maccabi League, in soccer, netball, basketball, cricket, tennis, athletics, trampolining, swimming, fencing and rounders. An athletics team represents the College at the District Athletics meeting.

### Science.

The teaching of science at all levels of the school is based on an imaginative, creative and hands-on curriculum, which aims at promoting awareness of current developments and applications in science. The department seeks to promote enthusiasm, curiosity and understanding in all its pupils about themselves and the world about them, and to develop the skills of drawing conclusions and evaluating results from detailed observation and analysis.

In Years 7 to 9, pupils are encouraged to adopt an investigative approach, and practical laboratory work forms an integral part of their studies. In Year 7, science is timetabled as a single subject; from Year 8 onwards, pupils study Biology, Chemistry and Physics as discrete subjects and are setted according to ability. In Biology, lower-school pupils study living organisms at a relatively elementary level. They build upon this study during their GCSE course to gain a much deeper understanding of the complexity of cells and organisms and of the interaction of organisms with each other and with the environment.

In Chemistry, lower-school pupils make detailed observations of chemical reactions. In the upper school they build upon their knowledge and are able to give more detailed explanations of why chemical reactions take place, with reference to atomic structure and bonding.

In Physics, lower-school pupils begin to study the nature of forces, energy, electricity, and waves so that as they move into the GCSE course they can appreciate the effects of these phenomena and their uses.

GCSE courses available are EDEXCEL IGCSE Triple and Double Award Science, while a small number of pupils take AQA GCSE science. These IGCSE courses provide a firm foundation for the study of Biology, Chemistry and Physics at AS and A Level. Many pupils proceed thereafter to study science-related subjects, including Medicine, Biochemistry and Engineering, at prestigious universities.

### Sixth-Form Subjects.

There is a separate Sixth Form Prospectus and Sixth Form Information Book which contain details of the programmes of study in subjects offered only at AS and A Level.

## Pastoral Care

The happiness and welfare of every pupil at Immanuel College is of the utmost importance. In March 2010, the inspection team of the Independent Schools Inspectorate noted 'the excellent quality of pastoral care' at the College and commented on how 'the outstanding support and guidance that the pupils receive is rooted in the excellent relationships between all at the school.'

Immanuel College's Director of Pastoral Education and her team work with pupils, teachers and parents to ensure that pupils are nurtured, valued and supported when the need arises. The individual attention provided gives pupils the skills, confidence and motivation required to enable them to perform to their optimum.

## Examination Results

### Results Subject/Grade Analysis: Summer 2011 Level: GCSE/(All)

Curriculum: Year 11

Subject	Entries	A*	A	B	C	D	E	F	G	U	%A*-C	%A*-G	
Art & Design	16	14	0	0	2	0	0	0	0	0	16	16	
Biblical Hebrew	8	1	3	4	0	0	0	0	0	0	8	8	
Biology	18	6	10	1	1	0	0	0	0	0	18	18	
Business Studies	1	1	0	0	0	0	0	0	0	0	1	1	
Chemistry	16	7	6	2	1	0	0	0	0	0	16	16	
D&T Resistant Materials	11	0	1	2	2	5	1	0	0	0	5	11	
Drama	12	0	3	3	4	1	0	1	0	0	10	12	
English Language & Literature	72	12	25	26	8	1	0	0	0	0	71	72	
English Literature	71	10	36	21	4	0	0	0	0	0	71	71	
French	30	6	15	6	3	0	0	0	0	0	30	30	
Geography	35	4	4	9	8	8	2	0	0	0	25	35	
History (IGCSE)	43	8	19	12	2	2	0	0	0	0	41	43	
Information Technology	15	5	6	2	2	0	0	0	0	0	15	15	
Italian	1	1	0	0	0	0	0	0	0	0	1	1	
Mathematics	54	4	21	21	8	0	0	0	0	0	54	54	
Maths (IGCSE)	19	13	6	0	0	0	0	0	0	0	19	19	
Modern Hebrew	26	13	8	2	3	0	0	0	0	0	26	26	
Music (IGCSE)	2	2	0	0	0	0	0	0	0	0	2	2	
Physics	18	8	6	3	1	0	0	0	0	0	18	18	
Religious Studies	66	20	27	12	7	0	0	0	0	0	66	66	
Science Dbl Award (1)	54	4	4	13	13	10	9	1	0	0	34	54	
Science Dbl Award (2)	54	0	6	11	12	11	11	2	1	0	29	54	
Spanish	23	8	8	3	4	0	0	0	0	0	23	23	
Sport/PE Studies	19	0	6	9	2	2	0	0	0	0	17	19	
<b>Total</b>	<b>684</b>	<b>147</b>	<b>220</b>	<b>162</b>	<b>87</b>	<b>40</b>	<b>23</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>616</b>	<b>684</b>
%		21.49	32.16	23.68	12.72	5.85	3.36	0.58	0.15	0.00	0.15		
Cumulative %			53.65	77.34	90.06	95.91	99.27	99.85	100.00	100.00			
<b>Percentage</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>			
A*	21.49	27.48	18.72	23.80	28.92	30.50	17.36	19.71	25.00	24.59			
A* - A	53.65	57.30	47.71	58.87	65.78	62.89	46.12	53.61	64.77	54.83			
A* - B	77.34	83.04	71.57	82.94	86.18	85.74	82.15	81.88	90.45	87.25			
A* - C	90.06	94.93	89.46	95.19	96.31	95.49	96.70	95.84	98.40	96.00			

Total Number of Candidates In YR 11 = 87

### Results Subject/Grade Analysis: Summer 2011 A Level

Curriculum: Upper Sixth

Subject	Entries	A*	A	B	C	D	E	U	%A*-C		
Art and Design Photography	3	2	1	0	0	0	0	0	100		
Biology	3	0	1	1	1	0	0	0	100		
Chemistry	4	1	0	2	1	0	0	0	100		
Computer Studies/Computing	2	0	1	1	0	0	0	0	100		
Drama	3	0	0	2	1	0	0	0	100		
Economics	21	3	10	6	0	2	0	0	100		
English Literature	11	1	4	4	1	1	0	0	100		
Fine Art	3	1	2	0	0	0	0	0	100		
French	5	0	2	3	0	0	0	0	100		
Geography	4	0	1	0	2	0	1	0	100		
History of Art	4	1	1	0	0	1	1	0	100		
History	9	2	3	3	1	0	0	0	100		
Mathematics Further	1	0	1	0	0	0	0	0	100		
Mathematics	11	3	6	2	0	0	0	0	100		
Modern Hebrew	6	1	4	0	1	0	0	0	100		
Music	1	0	1	0	0	0	0	0	100		
Physics	3	0	1	0	2	0	0	0	100		
Politics	7	0	3	3	1	0	0	0	100		
Psychology	18	2	3	4	8	1	0	0	100		
Religious Studies	15	0	4	2	8	1	0	0	100		
Sociology	6	0	1	2	3	0	0	0	100		
Spanish	5	0	4	1	0	0	0	0	100		
Sport/PE Studies	4	0	1	0	0	2	1	0	100		
<b>Total</b>	<b>149</b>	<b>17</b>	<b>55</b>	<b>36</b>	<b>30</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>100</b>		
%		11.41	36.91	24.16	20.13	5.37	2.01	0.00			
Cumulative %		11.41	48.32	72.48	92.62	97.99	100.00	100.00			
<b>Percentage</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>	<b>2002</b>	<b>2001</b>
A*	11.41	10.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
A* - A	48.32	52.94	68.72	50.25	46.00	54.87	47.33	45.3	47.10	43.10	41.13
A* - B	72.48	80.00	89.39	83.08	74.67	81.03	74.05	69.61	79.36	74.30	76.61
A* - C	92.62	91.18	98.32	94.53	87.33	95.38	89.31	87.29	91.62	89.00	95.97

Total Number of Candidates In Upper Sixth = 51

## General

### Policies.

The school policies can be consulted on, and downloaded from, the school's website, [www.immanuelcollege.co.uk](http://www.immanuelcollege.co.uk).

The documents available include:

- The Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection Policy
- Complaints Procedure
- Curriculum Policy
- Disability Policy
- Educational Visits Policy
- Fire Safety Policy
- First Aid Policy
- General Pupil Information (including uniform)
- Illness, Accident and Signing Out
- Guidelines relating to the school's Jewish ethos and Kashrut
- Laptop Policy
- Risk Assessment Form for Educational Visits
- Security Procedures
- School Emergency Plan and Evacuation Policy
- Special Educational Needs and Learning Difficulties Policy.

### Catering.

All pupils in Years 7 to 11 are required to eat the school lunch provided. Pupils may not bring their own food onto the premises, as the school adheres to an orthodox kashrut policy. The daily menu always offers a choice of a hot meat lunch, vegetarian option, jacket potato, and sandwiches. There is also a salad and fruit bar. The menu rotates on a fortnightly basis and pupils select before term starts which lunch option they would like on any given day.

### Uniform.

Pupils at the Senior School are required to wear formal school uniform (details of which are available on the school website).

## External validation

### Independent Schools Inspectorate Inspection, March 2010.

In March 2010, Immanuel College underwent an inspection by the Independent Schools Inspectorate. Its report was exceptionally positive in its evaluation of the school's work and life.

The inspectors noted that:

- 'Standards are excellent' in relation to the quality of pupils' achievements, learning and attitudes;
- 'Pupils' results at GCSE are high in comparison with all maintained schools; at A level they are high in comparison with maintained selective schools';
- Throughout the school 'pupils make excellent progress in relation to their above average ability, showing an exceptional grasp of Jewish language, culture, faith and practice, in addition to achieving success in examinations across the secular curriculum';
- Pupils 'bring their love of learning and considerable perseverance to a curriculum that has an exceptional range of study';
- Pupils have 'a strong sense of identity, reflecting their excellent personal development';
- 'Both pupils and parents are extremely positive about the excellent quality of pastoral care', noting that 'the outstanding support and guidance that the pupils receive is rooted in the excellent relationships between all at the school;
- 'Each individual is cared for and valued equally';
- 'The school is quietly but outstandingly led and its day-to-day work is underpinned to an exceptional degree by the Senior Leadership Team's clear set of values and principles'.

The full inspection report may be downloaded from the school's website or from [www.isi.net](http://www.isi.net).

### Immanuel College's admission into the HMC, July 2010.

In July 2010, Immanuel College was admitted into the membership of the HMC (Headmasters' and Headmistresses' Conference) after a rigorous inspection process. The HMC represents the heads of over 250 of the leading independent schools in the UK and overseas and aims at exemplifying excellence in independent education.

Immanuel College is one of the youngest senior independent schools to gain membership of the association, and this development constitutes a milestone in the school's development since its foundation in 1990.

The HMC inspection process was searching and challenging. No fewer than 47 lessons were observed by the visiting HMC inspectors during their three-day visit in March 2010. They probed in a thorough and searching way into every aspect of the school's organisation, management, structure and finances, as well as the quality and range of its curricular and co-curricular programmes.

When Chief Rabbi Lord Jakobovits founded the school, he envisaged that Immanuel, as well as providing an inspiring Jewish education, would achieve the high educational standards associated with the best non-Jewish independent schools. The accolade of HMC membership confirms that this has been achieved.

More details about the HMC are available from its website, [www.hmc.org.uk](http://www.hmc.org.uk).

## Governors and Academic Staff

### The Board of Governors

Mr Gary Laurence (Co-Chairman)  
Mr Richard Segal (Co-Chairman), BA Econ, ACA  
Mr Michael Dangoor, Bsc  
Mrs Lynda Dulloop, BA  
Mr Clive Freedman QC  
Mrs Ruth Hoyland, BSc  
Mr Tim Isaacs, BSc Econ, ACA (Treasurer)  
Mrs Elaine Kornbluth  
Mrs Annette Koslover, LLB  
Mr Edward Misrahi, BA  
Dr David Richardson, BA, PhD  
Mr Jeremy Smouha, MA Cantab  
Prof Anthony Warrens, DM, PhD, FRCP, FHEA  
Mr Richard Werth BSc, ACA

### Rabbinical Adviser

Rabbi Jeffrey Cohen BA, MPhil, AJC, PhD

### Clerk to the Governors

Mr Adam Harris, Bsc, FCCA

## Teaching Staff

### Head Master

Mr Philip Skelker, MA Oxon

### Deputy Head Master

Dr Millan Sachania, MA Cantab, MPhil, PhD, FRSA

### Assistant Masters and Mistresses:

*Heads of Departments are printed in bold; thereafter, staff are listed in alphabetical order.*

### Art and Design (fine art)

**Mrs Alison Ardeman, BA**  
Miss Susan Ribeiro, BA,  
*Deputy Head of Lower School Art*  
Mrs Hinda Golding, Cert. of Ed.  
Mrs Bettina Jacobs, BA  
Mrs Cyndy Cohen, BA  
Mrs Lesley Peacock, CertSocSci  
Ms Neha Vadera, BA

### Art and Design (photography)

**Ms Neha Vadera, BA**  
Mrs Dawn Goulde, BA, MA

### Careers

**Mrs Martine Travers, BSc**

### Design and Technology

**Mr Philip Silverton, BA**

### Drama and Theatre Studies

**Mrs Joanna Fleet, BA,**  
*Deputy Head of Upper School*  
Ms Laurel Endelman, BA, MA,  
*Head of Middle School*

### Economics

**Mr Mark Gavin, BA, MA**  
Mr Ben Freedman, BSc

### English

**Mr Gordon Spitz, BA, MA**  
Mrs Naomi Amdurer, BA  
Mrs Elisa Angel, BA  
Miss Naomi Grant, BA Cantab  
Mr Philip Skelker, MA,  
*Head Master*  
Mrs Ruth Isenberg, BA,  
*Head of Upper School*

### Geography

**Mr Paul de Naeyer, BSc**  
Mrs Anne Pattinson BA  
*Deputy Head of Department*  
Mr Nick de Carpentier, BA  
Mr Lee Raby, BA

### Government and Politics

**Mrs Sharron Shackell, BA**  
Mrs Judith Graham, BA,  
*Head of Year 7*  
Mrs Emma Phillips, BA,Dip.  
Soc. Admin BSW,  
*Head of Sociology*  
Miss Laura Vogel, BA

### Hebrew (Biblical)

**Mr Michael Gillis, BSc, MA**

### Hebrew (Modern)

**Mrs Mazal Nisner, BEd**  
Mrs Vardit Sadeh-Ginzburg,  
BA, MA  
Ms Keffe Wyse, BA

### History

**Mrs Sharron Shackell, BA,**  
*Deputy Head of Middle School*  
Mrs Judith Graham, BA,  
*Head of Year 7*  
Miss Laura Vogel, BA  
Mr Alexander Coope, MA

### History of Art

**Mr Edwin Hedge, BA**

### Information & Communications Technology; Computing

**Mr Mario Brzezinski, BSc,**  
*Senior Teacher*  
Mrs Naina Kanabar, BSc

### Jewish Studies; Religious Studies

**Rabbi David Riffkin, BA, MA,**  
*Director of Judaism*  
Rabbi Amos Azizov  
Mr Danny Baigel, BA  
Mr Alexander Coope, MA  
*(Philosophy and Ethics)*  
Mr Frederick Isaac, BA, MA  
Mr Simon Levy, BA

Mrs Feigy Lieberman, Diploma  
Mrs Deborah Unsrdorfer, BSc  
Rabbi E. Zobin, *Director of the Beit HaMidrash (ICBM)*  
Mr Bradley Conway, Beit  
*HaMidrash Programme*  
Mr Zvi Ormonde, BA, Beit  
*HaMidrash Programme*  
Miss Michal Smith, Beit  
*HaMidrash Programme*

### Mathematics

**Ms Kalpana Patel, BA MBA**  
*Head of Department*  
Mr Stephen Moore, MA,  
*Deputy Head of Department*  
Mrs Ruth Davis, BA  
Mrs Yaffit Gordon, BSc  
Mrs Sara Wolman, BSc  
Mrs Jillian Simms, BA  
Mrs Annette Weinberg, BSc

### Modern Foreign Languages

**Mr Paul Abrahams, BA**  
Mrs Naomi Amdurer, BA  
Miss Sarah Periberg, BA  
Mrs Lili Schonberg, BA,  
BSc in Ed.  
Mrs Claire Shooter, BA

### Music

**Mr Nicholas Garman, BA,**  
*Director of Music*  
Dr Millan Sachania, MA, MPhil,  
PhD, FRSA,  
*Deputy Head Master*  
Mr Eliot Alderman, MA (RAM);  
Dip RAM; BMus (GSMD);  
MA, MSci (Cantab); FRSA,  
*Musician-in-Residence*

### Peripatetic Teaching Staff

Mr Kenneth Bache, ARCM,  
LGSM, Brass, Brass Ensemble,  
Band Method  
Mrs Samantha Dehaan BA,  
Singing  
Miss Lindsay Evans, BMus,  
Percussion  
Dr Alexander Flood, BA (Oxon)  
MMus PhD ARCO Pianoforte  
Mr Oliver Gledhill, MA (MTPP),  
PGCA, ARCM, Violoncello/  
Double Bass  
Mr Richard Herdman, BA,  
Guitar & Guitar Ensemble,  
Bass Guitar, Acoustic/ Electric  
Mrs Hattie Webster, BA, MSc,  
Dip Perf ABRSM, Flute  
Mrs Rebecca Randall, FTCL,  
Violin, Viola and String Quartet  
Mrs Mandy Sherman, GRSM,  
ARCM, PGCE, Clarinet,  
Saxophone

### Personal, Social and Health Education

**Ms Laurel Endelman, BA, MA,**  
*Head of Middle School*  
Mrs Deborah Unsrdorfer, BSc  
Mr Danny Baigel, BA

### Physical Education

**Miss Leann Swaine, BA**  
Mrs Beth Kerr, BSc,  
*Director of Pastoral Education*  
Miss Helen Lord, BSc  
Mrs Jaime Minter-Green, BSc  
Mr Phil Monaghan, BA,  
*Head of GCSE PE*  
Mr Lee Raby, BA,  
*Head of Boys' PE*

### Psychology

**Mrs Helen Stephenson-Yankuba, BSc**  
Mrs Joyce Mays, BSc,  
*Director of Sixth Form*

### Science

**Mrs Ruth Solomons, BSc, MA, MBA, Senior Teacher**  
Mr Robert Hibberd, BSc,  
*Deputy Head of Department,*  
*Head of Chemistry*  
Mr Felix Posner, BSc,  
*Head of Biology*  
Mr Charles Wakely BSc,  
*Head of Physics*  
Dr Eleanor Lipman PhD, BSc

Mrs Salima Jaffer, MEd  
Mrs Camilla Turze, BSc

### Sociology

**Mrs Emma Phillips, BA,Dip.**  
**Soc. Admin BSW**

### Teaching and Learning Department

**Mrs Sue Fishburn, BA, RSA Dip. SpLD**  
Mrs Gillian Abrahams, BA  
Mrs Rosina Abraham *Specialist Mathematics Tutor*  
Mrs Gemma Buckland, BSc  
Mrs Maureen Gatsky, Sp. LSA  
Mrs Shelley Gladstone, BA, RSA Dip (SpLD)  
Mrs Maxine Skeggs, BA Dip in Dyslexia and Literacy, CELTA  
Mrs Gill Strauss BSc, RSA Dip. SpLD  
Mrs Dawn Trober, Sp. LSA

### School Counsellor

**Mrs Nikki Bennett**

### Library

**Mrs Janet Leifer, BA, MA, MCLIP, School Librarian**  
Mrs Amanda Goodman,  
B.Med.Sci. (Speech) Dip Lib,  
*Assistant Librarian*

### Bursar

Mr Adam Harris, BSc, FCCA

### College Accountant

Mr Geoff Moor

### Head Master's Secretary

Mrs Jennifer Munitz

### Marketing and Development Director

Mrs Naomi Cowan, BA

### IT Manager

Mr Ashley Shonpal, BA, MCSE

### Parental Liaison

Mrs Lynda Dulloop, BA,  
*Director of Parental Liaison*  
Mrs Donna Edwards,  
*Parental Liaison Executive*

### Sixth Form and Careers Administrator

Mrs Martine Travers

### Secretary to Director of Pastoral Education/ Heads of Sections/ Heads of Department

Mrs Elaine Essex

### Secretary to Director of Judaism

Mrs Sharon Miller

### External Examinations

Mr Roger Hazell, *Director of Examinations*  
Mrs Debbie Fitzsimmons

### Science Technicians

Mr Peter Allison,  
*Chief Science Technician*  
Mrs Paulette Hutchison,  
*Laboratory Technician*

### Design and Technology Technician

Mr David Lloyd

### Administrative Assistants

Miss Maureen O'Shea  
Miss Nikki Richman  
Mrs Simone Garfield,  
*Database Assistant*

### School Nurse

Mrs Pam Young

### Site Manager

Mr Tony England

### Deputy Site Manager

Mr Michael Bass

### Evening Site Manager

Mr Lope Ordillano



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