



An all-through multi-faith school 4-19yrs

1400 pupils when full in 2024

From September 2020, 108 pupils per year group; 4 form entry

Secondary Phase up to Year 9

## **Application Pack**

Post: Assistant Head Teacher (Curriculum,  
Data and Standards)

Start date: Autumn Term 2021

---

## *Contents*

---

1. Message from the Nishkam School Trust .....	3
2. About Nishkam School West London .....	7
3. Context and Background .....	8
4. What would pupils learn? .....	10
5. Working at the School .....	12
6. Meeting pupil needs .....	14
7. Intended outcomes from the School .....	16
8. Job Description .....	17
9. Appointment and Remuneration .....	20
10. Person specification .....	21
11. How to apply .....	24



---

## *A warm welcome from Nishkam School Trust*

---

Thank you very much for requesting the details for the post of Assistant Head Teacher (Curriculum, Data and Standards) at Nishkam School West London (NSWL). This is a truly exciting project and represents an excellent opportunity for a dynamic and creative leader of education.

We, the Nishkam School Trust (NST), are devoted to raising the hopes, aspirations and attainment of young people. We are committed to academic excellence grounded in a selfless approach to life (*Nishkam*). These aspirations will be underpinned by the practice of faith-inspired virtues of humility, service, compassion, self-discipline, forgiveness, love and creativity.

We believe that to build strong communities and responsible citizens, our efforts must go beyond the current standard models of education and encompass a holistic approach. We believe that faith-based organisations have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life, going on to inspire a new vision and greater responsibility in our endeavours. We believe that our faith-inspired virtues define the character of education and that they are intrinsic to a positive outlook on life. Virtues are awakened and strengthened in us when they are practised in front of us every day. At NSWL, we will all work to ensure both our educators and learners are instinctively exercising virtues in every thought, decision and action.



---

## Overview

---

A unique and exciting opportunity has arisen for a passionate school leader to make a key contribution to our outstanding, multi-faith school as we build upon the excellent start we have made to the secondary phase of its development.

Nishkam School West London is a flagship school for our Trust, offering all-through provision on an expansive 11-acre green site. Opportunities like these are few and far between and will interest those with creative minds and high aspirations, seeking to inspire a new generation of children through a virtues-led, multi-faith curriculum. The journey will be one of leading a core curriculum area within this recently established institution to excellence and growing the team to capacity, which will be immensely rewarding for the right individual.

Background: Nishkam School West London is an innovative state of the art all-through 4-19 school. Nishkam's outstanding primary school opened in 2013 and the highly over-subscribed secondary phase opened in September 2018. The school is part of a successful Multi-Academy Trust (4 schools, 2 nurseries; 1 vocational college in Kenya).

n Leadership and management at all levels are of exceptionally high quality. Leaders constantly check the quality of teaching and learning and provide very good support for any teacher who needs to develop their practice.

n Exemplary leadership and management skills ensure that the school's virtues are central to developing pupils' learning and mind-set.

n The school's vision to 'offer excellence... and inspire children to learn' pervades the school. As a result, pupils are motivated and have high aspirations.

### *Ofsted-October 2016*

As Assistant Head Teacher for Nishkam School West London, you will work in a pioneering group, Nishkam School Trust (NST). NST is one of the first multi-academy free school trusts in the UK. The Trust has opened two free schools in Birmingham (a primary in 2011 and a secondary in 2012), both of which are judged Ofsted Outstanding, and a third, a primary free school in Wolverhampton. We are looking for a highly committed and innovative leader to work in close collaboration with the Senior Leadership Teams in both the secondary and primary phases, as well as senior leaders across the Trust.

NST has developed an inclusive virtues-led, multi-faith educational approach that nurtures pupils of all faiths and those of no particular faith. The Nishkam ethos is to help grow a selfless mindset, aspiring to excellence as well as going beyond ourselves to serve others, to create supportive communities and to realise our true potential. This pervades every aspect of the school.

## **The Role**

The role will commence in the Autumn Term of 2021. You will play a significant part in shaping the strategic on-going development of the school across all areas of the secondary phase and will be instrumental in the effective day-to-day running of the school.

You will become an expert in your specific areas of responsibility and have the opportunity to share your expertise with other senior leaders and colleagues across the Trust. You will also be part of a global community of charitable initiatives.

*This is an exceptional opportunity to work within a vibrant atmosphere and a supportive setting.*

Your leadership role will evolve as the school grows to full capacity in 2024.

### **The Environment**

The brand-new school is based in 11 acres of green space in an impressive purpose-built single facility housing the all-through school.



### **Why are we different?**

We believe faith schools can play a key role in not just nurturing a single faith, but also nurturing and encouraging the personal faith of each and every pupil, as well as building interfaith understanding. Worshiping collectively and within specific faith groups will be a unique and innovative feature of the School. The Sikh *dharam* (faith or religion) is emphatic in respecting all faiths and not seeking converts, maximising our contribution towards a cohesive society. The Sikh *dharam* has a unique multi-faith ethos and the School will reflect this by positively nurturing children of all faiths and beliefs. The philosophy of faith will resonate throughout the life of school rather than being assigned exclusively to religious education lessons.

Parents, families, teachers, schools, institutions, businesses and the wider community all have a vital contribution to make in the education of children. In particular, the involvement and



collaboration with families is a key tenet of our ethos, and crucial to our success. In Birmingham where we have opened Nishkam Nursery, Primary School and High School, the significant involvement of parents in these schools has positively influenced children and their families alike. The intention is for the community to work together to support families. This will involve learning experiences and interactions across generational boundaries and will also recognise the inherent value gained from peer support for children.

Our aspirations resonate strongly with the sentiments expressed in a House of Lords debate where education was described as '*...the training of good human beings, purposeful and wise, themselves with a vision of what it is to be human and the kind of society that makes that possible*'.<sup>1</sup>

We will create opportunities for the wider community to contribute important skills and attributes to school life. Valuing and strengthening the family and community will ensure children are well nurtured in the home, school and local neighbourhood. The community will provide support and guidance for all pupils and develop strategies to ensure that equal levels of support are given to pupils of all backgrounds. Support will come in many forms, from academic support to skills workshops, on subjects from parenting to support for adult learning. We strongly believe in creating partnerships with local schools as well as exemplar schools, to share best practice, resources, foster long-term collaboration and a wider community ethic and approach.

We believe education starts at an early age, and continues throughout life. We will be a high achieving school where children of all aptitudes and abilities gain knowledge, skills and qualifications needed to succeed in further and higher education, at work and in their personal and social lives.

If you have the vision, leadership, energy and desire to play a major role in shaping the development of the school, we look forward to receiving your application.



---

<sup>1</sup> *Hansard*. 5 Jul 1996: Column 1691

---

## *2. About Nishkam School West London*

---

Nishkam School West London is an all-through school approved through the free schools' programme. It is a place where children are valued and feel safe, have the opportunities to fulfil their potential, are encouraged to contribute positively to their community and are inspired to realise their dreams and aspirations.

The Secondary phase of the all-through school (opened in September 2018) will teach to GCSE (11 – 16) and a Sixth Form (16-18).

The School has a unique multi-faith ethos to positively nurture the faiths of all children. It works within the national guidelines for admissions, limiting faith criteria admissions to 50% pupils of faith. The Nishkam School Trust promotes working within a framework of clear virtues, morals and ethics.

Our aspirations are challenging and include provision of the following:

1. Raising hopes and aspirations for all, irrespective of background
2. Academic excellence within a strong faith inspired virtues-led ethos
3. A multi-faith approach
4. Excellence in teaching
5. Creation of a calm positive school atmosphere
6. Strong yet sympathetic discipline
7. Parental and community collaboration
8. Non-selective across social classes.

In striving for excellence, our school will achieve high standards - we expect to be significantly above the national and local averages within our first 3 years, and in the top 20% nationally within 4 years.

The school will use the Trust for evaluating pupil performance through robust internal systems and national comparators.

### **Our Pupils**

We anticipate transforming not only the lives of children coming through the school, but also the lives of their families and the wider community through partnerships and collaboration. The school week will not only consist of achieving the very best possible for each and every pupil through the National Curriculum, but it will also have significant curriculum enrichment activities based on our ethos. Our pupils will emerge as self-confident young adults, having achieved their very best academically, and will be grounded with humility and with strong moral and ethical virtues.

---

### *3. Context and Background*

---



Applicants need to understand the context within which the school will operate. The following points highlight some of this context:

NSWL aims to improve educational attainment and broaden the curriculum to nurture spiritual and emotional wellbeing; promote family and faith virtues; and integrate families and community into education. The School also seeks to help to alleviate the shortage of school places and increase the diversity of education in Hounslow.

The new school concept arose out of the work of a co-operative of parents, businesses and educationalists, supported by a faith organisation, which developed a vision of education that would cherish children and childhood, wisdom, ethics, human dignity and interfaith understanding.

The co-operative formed an independent education charity, the Nishkam School Trust (NST), with support from the Guru Nanak Nishkam Sewak Jatha (GNNSJ) – a faith-based charity that nurtures grassroots initiatives, and responds to the needs and aspirations of local communities.

GNNSJ is dedicated to selfless service (*Nishkam sewa*) and spirituality. The charity has been working since the mid-seventies with a large voluntary community in Birmingham, West London and Leeds and wider international community within Kenya and India. Initially this service was through building a Sikh place of worship (Gurudwara), which is run on an entirely volunteer basis. The core service has been extended with large projects in health, education, infrastructure development and to extensive interfaith involvement both locally and internationally.

The community has flourished with local, national and international recognition, through tireless work in the fields of international aid and social action. There has been passionate support of the Jubilee Debt Campaign since its inception. The Chairman of GNNSJ, (Patron of NST) has been awarded two honorary Doctorates for his services to religious faith propagation, community service, education and research. In June 2010 he was the first Sikh outside of India to be officially bestowed with the title of 'Bhai Sahib' by the highest Sikh authority. Bhai Sahib is recognised as an interfaith visionary and



became the first Sikh to be bestowed a Papal Knighthood of St Gregory the Great in recognition of his enthusiastic commitment to working for peace among people of all faiths. He is a member of the Elijah Board of the World's Religious Leaders and European Council of Religious Leaders, International Trustee of World Conference of Religions for Peace, member of the John Fetzner Institute's Advisory Council on World Religions and Spirituality, as well as an invited speaker at numerous national and international conferences including the United Nations. He is a recipient of the Juliet Hollister award from the Temple of Understanding, for intra and interfaith work internationally.

The community also supports and part-funds Post-Doctoral research on the role of the UN and Faith-Based Organisations in nurturing civic society and the UNESCO Chair in Interfaith Studies at University of Birmingham, which explores strategies to enhance interfaith cooperation for sustainable peace.

Faith-based organisations have a long and noble tradition in providing education from Medieval times. Church schools pre-date the involvement of the state in offering education, catering for all children, especially the most disadvantaged. From 1811 to 1860 the Church of England founded 17,000 schools to offer education to the poor. In 1732 the first Jewish school for the poor was set up. Since 1852, Catholic Bishops have been building schools for Catholic children regardless of their parents' ability to pay. In 1993 the first Sikh faith school in the UK was established in the London Borough of Hillingdon, it was privately funded until 1999 and is now a beacon School and heavily over-subscribed. Our aim at Nishkam School Trust is to develop further the work of faith schools, into a multi-faith Sikh ethos initiative with a virtues-led approach.

---

## 4. What will pupils learn?

---

### Extended and enriched National Curriculum

Nishkam School West London, as a free school, broadly follows the National Curriculum, but has greater freedom than other schools to vary the curriculum beyond this. We intend to use this flexibility to develop a curriculum that enables all pupils to be stretched and achieve their full potential. In the long-term, as an all-through school, we will maximise the opportunities to use teachers' expertise across the primary and secondary phases, which will lead to pupils making outstanding progress. There is a particular emphasis on excellence in English, maths and science, which is reflected in students' timetables.

NSWL will deliver a broad range of subjects from the outset in the secondary phase; English, Maths, Science, Religious Education, VFPD (Virtues, Faith and Personal Development) Computing, Modern Foreign Languages, Geography, History, Music, Art, Drama, Physical Education and Food Preparation and Nutrition. The rationale behind our subject choices is explained below.

In order for pupils to discover their talents and strengths, a wide-ranging programme of enrichment lessons will be timetabled. Pupils will also be strongly encouraged to enter local and national competitions.

Nishkam School Trust looks to extend and enrich the curriculum across all areas of learning with the following aims: academic excellence; spiritual nurture; strengthening wellbeing; love for nature and creation; and with a sense of belonging and urge to contribute to the society.

The key guiding principles and characteristics of the curriculum will be:

#### **Academic Excellence**

- Primacy of self-discovery
- Proficiency in academic subjects
- Habit of lifelong learning
- Experience of success and failure
- Inner creativity and imagination

#### **Spiritual Nurture**

- Prayer, reflection and service
- Personal insights of self, God or the transcendent
- Experience fulfilment and joy
- Practice love, forgiveness, faithfulness
- Awe and wonder, wisdom and humility
- Innovation and optimism in the face of challenge
- Quest for meaning in life, truth and ultimate virtues

#### **Strengthening Wellbeing**

- Emotional, physical and creative
- Empathy, confidence and caring
- Opportunities to succeed
- Cheerfulness and optimism
- Sense of identity and self-worth
- Valuing others

#### **Love for Nature and Creation**

- Sense of self in creation and nature
- Caring for the environment and the natural world

- Being a global citizen
- Practical skills

### **Belonging and Contributing**

- Nurture family virtues
- Family and community relations
- Pride in heritage and culture
- Selfless service and compassion
- Creating and enjoying a stable environment
- Valuing diversity and inclusion

### **The Nishkam Education curriculum will give pupils:**

- Experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Skills in speaking and listening, literacy and numeracy
- Personal, social and health education in keeping with the school's ethos and aims
- Appropriate careers guidance
- Preparation of pupils for the opportunities, responsibilities and experiences of adult life
- Opportunities to learn and make progress for all pupils, e.g. those for whom English is an additional language or those with a statement of SEN

---

## *5. Working at the School*

---

Nishkam School Trust will support the personal and professional development of staff, as well as their role in developing a distinct and pioneering curriculum.

Nishkam School West London will support staff to develop appropriate skills, knowledge and dispositions to fulfil the aims of the curriculum and the ethos of the school. Staff will have the freedom to use a wide range of teaching and learning methods, and provide a stimulating, enthused and challenging learning environment to educate and develop the whole person.

All aspects of teaching and learning, including teachers, resources and environment, will be brought together to:

- enable pupils to gain new knowledge and make progress, increasing their understanding, developing skills and acquiring good attitudes;
- foster the application of intellectual, physical and creative effort, interest in work, and the ability to think and learn for themselves;
- provide well planned lessons, effective teaching methods, suitable activities and efficient class time management;
- understand the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of learning;
- demonstrate appropriate knowledge and understanding of the subject matter being taught;
- effectively utilise classroom resources of appropriate quality, quantity and range;
- assess pupils' work regularly and thoroughly, and use information from those assessments to plan teaching for effective progress of pupils.

The principles guiding all members of the school community are:

- all children can and will achieve
- a strong sense of service to others
- a positive ethos, characterised by integrity, respect and compassion for others
- a clear purpose, high expectations and culture of achievement and success
- courage to innovate: a creative approach to personalising learning, providing support for pupils
- a focus on learning and teaching to secure the best opportunities and outcomes for pupils
- a culture of lifelong learning and a celebration of success
- clear accountability for all members of the Nishkam School community
- a sustainable, creative and distributed model of leadership for staff and pupils
- an evidence-based improvement culture.



For staff in particular there will be:

- an ethos of respect for self and others, personal and professional integrity, compassion and understanding
- high quality coaching and mentoring
- clear guidance on the Trust's expectations of staff approaches and practices to standards, behaviours and relationships within the school community
- high quality continuing professional development to build skills, confidence and positive self esteem
- clear opportunities for career progression and training
- a team approach to planning and reviewing approaches to teaching and learning
- sharing of effective practice within the Nishkam family, regionally, nationally and internationally to develop the school's collective professional expertise
- the benefits of cross-phase working groups across the Trust, using research and evidence to underpin practice
- informal and structured opportunities for personal reflection and professional self-review underpinned by sensitive, constructive performance management and clear accountability
- clear targets and planning to have a measurable impact on pupils' achievement, attainment, and progression.

Staff are expected to commit fully and consistently to the policies, ethos and ambition of the school and to focus at all times on excellence in learning. In return, all staff will have clear pathways for development and career progression. All staff will be expected to be leaders.

NST implements long-term policies to ensure we recruit, retain and develop well qualified and committed staff in all areas, prioritising initially the training and development of teachers and other classroom staff in order that we can quickly work towards our aim of improved learning for pupils. The school's success will only be achieved if we can work together to raise standards and the quality of service in all areas. Senior and middle leaders are encouraged to use leadership strategies, which are people focused, transformational and empowering.

Staff are expected to show a strong emphasis and lead on the pastoral care of pupils, creating a calm, orderly learning environment where pupils feel safe and can learn. We will expect the highest standards of behaviour and self-discipline at all times.

Staff are expected to follow a clear dress code to be laid down by the Governors which will require all staff to be dressed in a professional manner at all times consistent with the ethos of the school. This will also be consistent with the requirements for all pupils to wear school uniform correctly/smartly at all times.

The Trust will want to enable the staff to be self-motivated, highly qualified, highly trained, highly valued and effectively deployed. The success of the school will be dependent upon achieving this aim and we will therefore, expect all staff to recognise and value the professional opportunities the school offers and to work tirelessly with us towards these objectives.

---

## 6. Meeting pupil needs

---

Nishkam School West London provides excellent personalised and targeted support to all students, recognising that all students require individual support and understanding.

Nishkam Educational initiatives illustrate that our distinct ethos improves learning and engenders a sense of responsibility and self-discipline in children. For example, there is an emphasis on giving love and attention to each child within a family-like environment; this helps to promote respect, enthusiasm and mutual support. Positive behaviour is achieved through a 'loving discipline', and using our language of virtues, which encourages young children to be reflective and take responsibility for their actions and creates a platform for confident learners.

Children are influenced by the mindset and behaviours of adults around them, hence adults must practice virtues and create positive relationships; to foster good habits and stimulate learning amongst children. Good nourishment and outdoor play will also be prioritised to support the all-round wellbeing of learners. Nutritious vegetarian meals are freshly prepared on the premises and special attention given to fostering good eating habits.

For us, the 'hidden curriculum' plays a significant role in creating habits and conditions for improving learning. We aim to foster a culture which encourages self-discipline by developing content, confident, caring, reflective and generous learners through staff as role models. Disciplinary procedures should likewise promote an attitude of loving care towards others; reinforce the importance of responsibility and accountability.

We believe schools can play a key role in not only meeting the legal requirements for teaching Religious Education, but go beyond to nurture and encourage the personal faith of each pupil, as well as building interfaith understanding through the positive legacy of faith traditions.

Nishkam School West London has, therefore, a multi-faith ethos, where each faith is valued and supported, and specific provision is made to nourish the personal faith and belief of each child. Worship for the whole school and within specific religious groups will be a unique and innovative feature of the school. The *Sikh Dharam* (religion) is emphatic in respecting all faiths and hence not seeking converts to the Sikh faith. Its teachings and traditions are the inspiration for our multi-faith ethos.

Religious Education that is formally taught in the School is based on national guidelines as adapted by the Birmingham Standing Advisory Council on Religious Education. The school also draws inspiration from the 24 dispositions used in their approach to Religious Education by Birmingham Council, learning from faith rather than just learning about religious traditions. Having contributed to the development of this unique Religious Education syllabus for Birmingham, Nishkam School Trust actively supports its aims and approach.

At Nishkam School West London, both religious education and religious nurture contribute to the development of the whole child as a spiritual, moral, social and cultured human being. It also contributes to developing and building a cohesive society and creating spiritual capital.

To achieve this, the school:

- has a strong focus on raising the achievement for all pupils including those with Special Education Needs
- carries out a thorough and early assessment of learners to ensure each pupil has the programme they need to ensure that they progress and achieve

- fosters strong partnerships with parents, community, industry, business and guiding institutions to ensure that we improve the wider outcomes for pupils including excellent attendance, emotional well-being and ability to access out of school activities
- harnesses technology to provide a range of learning pathways, which ensure that each pupil has a programme of study to meet their needs.

**Nishkam Education is built on an approach which:**

- cherishes childhood and children's spirituality  
*where love and respect for children helps all to be better human beings*
- is passionate about learning  
*where we embark on excellence in learning as a wonderful expedition*
- stimulates the spirit of adventure  
*where challenges are faced with optimism and innovation*
- seeks wellbeing and prosperity through virtues  
*where our nature to be selfless and noble is nurtured*
- ignites a commitment to lifelong service  
*where love for service and sacrifice helps us all to grow.*



---

## *7. Intended outcomes for the school*

---

A successful organisation is judged by its outcomes. The Assistant Head Teacher of Nishkam School West London will play a key role in ensuring the success of the school, embedding our unique approach to education and driving it forwards.

Key performance objectives and outcomes include:

- A fully subscribed school with a high proportion of first and second preferences
- Significantly higher than expected attainment levels for students at all Key Stages based on prior attainment (In measurable terms this means above expected progress and attainment)
- Achieving high standards - we expect to be significantly above the national and local averages within our first 2 years, and in the top 20% nationally within 4 years
- Achieving ambitious targets year on year for the improvements in the percentage of students with above average Key Stage 2 scaled scores, Attainment 8 and Progress 8 scores at GCSE level, and positive value added at A Level
- Implementing and monitoring creative policies that reflect the reasons behind absence levels and lead to improved attendance
- Consistently high approval ratings given by young people at the school to the quality of learning and behaviour experienced
- Being an employer of choice in the Borough and beyond, with considerable competition for vacancies.
- Maintaining an Outstanding Ofsted inspection with regard to overall effectiveness and in most categories, including achievement.
- Achieving an inclusive approach to learning by recognising the right of every child and young person (irrespective of age, gender, ethnicity or disability) to be included as a valued, respected and equal member of the learning community
- Implementing a curriculum that encourages excellence, celebrates achievement, pushes students to the full limit of their capabilities and promotes enthusiasm for learning
- Well-developed partnerships and relationships with local schools.



---

## 8. Job Description

---

**Responsible to:** The Principal, Nishkam School West London  
**Responsible for:** Nishkam School Staff  
**Location:** Osterley, Isleworth



### **Main Purpose:**

To play a key role in the founding leadership team of Nishkam School West London's secondary phase by:

- developing an inspiring and relevant curriculum model for all pupils across Key Stages 3 to 5, run through an efficient timetable
- developing systems for data generation, assessment and reporting that are clear to all relevant stakeholders
- ensuring that information on student progress is used to improve teaching and learning, inform and motivate students and develop a suite of intervention strategies relevant to each Key Stage.

### **Main Generic Responsibilities:**

- Support the Principal and Governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity skills
- Play a contributory role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility

- Through liaison and guidance, work closely with link Curriculum Leaders to ensure the best learning opportunities for pupils
- Contribute to the implementation of strategies for the efficient running of the school within the policies adopted by the Governing Body
- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires
- Assist the Senior Leadership Team in managing the school on a day-to-day basis
- As required, deputise for the Principal.

### **Specific areas of responsibility:**

#### **Curriculum**

- Plan and write the secondary phase timetable, including all elements of the options process for GCSE and A Level
- Ensure that the school's curriculum meets the needs of pupils across Key Stages 3 to 5
- Develop and implement a careers curriculum in each Key Stage that fully informs pupils of the pathways best suited to their abilities and needs

#### **Data and Assessment**

- Develop a system of individual and school performance targets, ensuring that targets are appropriately challenging to enable individual and school improvement
- Implement and refine school data management systems that enable the tracking of individual pupil progress
- Effectively lead and manage Curriculum Leaders in the generation of standardised assessment data that can be used to assess progress at pupil, cohort, subject and school level
- Lead on all aspects of reporting to parents
- Carry out all aspects of the role of Data Protection Officer
- Oversee the assessment, internal examinations and public examinations calendars

#### **Standards**

- Analyse the outcomes of public and school examinations in order to identify trends in standards and achievement and advise the Principal on strategies for improvement
- Develop a suite of Key Stage-specific intervention strategies and analyse their impact through the work of Curriculum and Pastoral Leaders
- Develop specific strategies for pupil premium pupils and be responsible for annual reviews and termly statutory reporting to the governing body in this area
- Ensure that the school is fully prepared and compliant for all aspects of the delivery of GCSEs and other external examinations

#### **Leadership and Continued Professional Development**

- Working with the Senior Leadership Team to lead, motivate, and develop all staff to secure continual improvement, so that pupils make outstanding progress
- Advise, support and mentor individual teachers to improve teaching
- Deal promptly and effectively with any underperformance of staff, teams or pupils
- Under direction from the Principal assist in the interview and appointment of new members of staff
- Work alongside the Senior Leadership Team to encourage improvement through performance management; take responsibility for the performance management of identified staff
- Set high expectations for your own performance and engage in relevant professional development activity as necessary

#### **Managing the organisation**

- Manage the day-to-day activities of delegated Curriculum Areas as well as the Examinations Officer and IT Technician to ensure the school meets statutory requirements in a highly effective and efficient manner
- Develop action plans in specified areas of responsibility in order to bring about improvements and contribute to the whole school improvement plan
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
- Contribute to the school's vision of education built on the foundation of 'virtues', alongside an effective operational base
- Support the aims and ethos of the school and contribute to a clear vision for an effective school by initiating and managing change and improvement to develop the school and the staff
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount
- Ensure that equal opportunities for pupils and staff are effectively promoted

#### **Communication and Community Links**

- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children
- Network and liaise across the range of external providers, schools, community and co-ordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching
- Develop and maintain links with the free schools network, Borough and advisory and support services
- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and are able to understand and contribute to targets for improvement
- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice

This job description will be reviewed at least annually.





---

## *9. Appointment and Remuneration*

---

The appointment will be made by the Nishkam School Trust as the Employer.

There will be a competitive remuneration package for the right person to be determined by the School Trust.



## 10. Person specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Shortlisting is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application.

Shortlisted candidates will be involved in a variety of activities directly related to the Person Specification that will form an evidence base:

ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	
<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• First degree (hons) from recognised university</li> </ul>	<ul style="list-style-type: none"> <li>• Working towards or has NPQH status</li> <li>• Additional or higher educational qualifications e.g. MA</li> </ul>
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>• Significant successful teaching experience in the secondary age range</li> <li>• Substantial knowledge and understanding of learning and teaching in the secondary age range</li> <li>• Some leadership experience in the secondary age range</li> <li>• Successful experience of working with children from a rich and diverse cultural background and within under-served communities</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the principles of Assessment for Learning</li> <li>• Experience of working with and involving school Governors</li> <li>• Experience of teaching in more than one Key Stage</li> <li>• Experience of working with and developing links with the community</li> </ul>
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	
<ul style="list-style-type: none"> <li>• Knowledge and understanding of data analysis and the ability to use data to set targets for improvement</li> <li>• Confident in whole school self-evaluation</li> <li>• Up to date knowledge &amp; understanding of the current national education agenda</li> <li>• Understanding of how children learn and effectively apply their learning</li> <li>• Understanding and track record of delivering to the cultural needs of pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness around Free Schools</li> </ul>
<b>LEADERSHIP SKILLS</b>	
<ul style="list-style-type: none"> <li>• Evidence of outstanding teaching in more than one year group</li> <li>• Can delegate effectively</li> <li>• Can monitor and evaluate effectively</li> <li>• Can initiate and manage change</li> <li>• Can motivate &amp; inspire by setting and following high standards</li> <li>• Can seek advice and support when necessary</li> <li>• Can deal sensitively with a wide range of people: children, staff, parents, governors and wider stakeholders and resolve conflicts</li> <li>• Is sensitive and approachable, adapting easily to a diverse and changing situations</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful school improvement planning and delivery</li> </ul>
<b>DECISION MAKING SKILLS</b>	
<ul style="list-style-type: none"> <li>• Ability to investigate, resolve problems and make decisions</li> <li>• Can collect and weigh evidence, make judgements and take decisions in line with good educational practice</li> <li>• Can think creatively and imaginatively to solve problems and identify opportunities</li> </ul>	

<b>COMMUNICATION SKILLS</b>	
<ul style="list-style-type: none"> <li>• The ability to communicate clearly and take into account, where appropriate, the views of others</li> <li>• Effectively communicate orally and in writing to a range of audiences</li> <li>• Can negotiate and consult effectively</li> <li>• Has a well-balanced sense of humour and a positive disposition to all</li> </ul>	<ul style="list-style-type: none"> <li>• User of Web 2.0 technology</li> </ul>
<b>NISHKAM SCHOOL TRUST ETHOS</b>	
<ul style="list-style-type: none"> <li>• Capacity to influence others</li> <li>• An ability &amp; commitment to develop and maintain the Sikh multi-faith ethos of the school in partnership with the Principal and governors</li> <li>• Fully supportive of the aims &amp; ethos of the faith based free school</li> <li>• Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development</li> <li>• Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education</li> </ul>	<ul style="list-style-type: none"> <li>• Faith and religious practitioner</li> </ul>

---

## *11. How to apply*

---

1. We would be very happy for you to email or call for further information if required.
2. Please complete the separate application form – we do not accept CVs.
3. Please provide a personal statement:
  - Why the post attracts you;
  - Why you believe you are the right candidate;

**Please note that if you are selected for an interview we will be requesting references immediately.**

**Dates:** Apply by **Friday 26<sup>th</sup> February 2021 Midday**  
Start date Autumn 2021

Arrange a visit or informal conversation with the Principal by contacting: [Enquiries.NSWL@nishkamschools.org](mailto:Enquiries.NSWL@nishkamschools.org) or 0203 141 8760.

**Salary:** competitive dependent on track record

**Location:** Nishkam School West London, 152 Syon Lane, Isleworth, TW7 5PN

**Contract type:** Full-time

**Contract term:** Permanent





