



nishkamhighschool



Application Pack

Post: Associate Principal

Start date: 2021/22 academic year



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A warm welcome from Nishkam School Trust

Thank you very much for requesting the details for the post of **Associate Principal** at Nishkam High School. This is a truly exciting project for Handsworth and represents an excellent opportunity for a dynamic and creative teacher of education.

We, the Nishkam School Trust (NST) and Guru Nanak Nishkam Sewak Jatha (GNNSJ) as Proposers, are committed to raising the hopes, aspirations and attainment of young people in the community of Handsworth and nearby wards in Birmingham.

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 values 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 our 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 onto 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 should be 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 the School, we will all work to ensure both our educators and learners are instinctively exercising virtues in every thought, decision and action.



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 none. The philosophy of faith will resonate throughout the school week and will not be reduced exclusively to religious education lessons.

Parents, families, teachers, schools, institutions, businesses and the wider community all have vital contributions 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. The significant involvement of parents in Nishkam Nursery and Primary School has positively influenced children and their families alike; this involvement will be extended to the whole school. 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'*.¹

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 and resource, foster long-term collaboration and a wider community ethic and approach. We have initially achieved this by having two local head teachers (both nationally recognised) as a part of our team (see section 6.1). We will further achieve this by meeting other local schools regularly, as a wider group, to develop common goals and strategies for the wider local community.

As we believe education starts from the earliest age, we started by establishing an independent nursery followed by Nishkam Primary School through the free schools process which successfully opened in September 2011, as one of the pioneer 24 free schools. After further application the Department of Education approved Nishkam High School and Sixth Form (11-18) which opened September 2012. We will be a high achieving school where children of all aptitudes and abilities gain the skills and qualifications they need 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 this school, we look forward to receiving your application.

¹ Hansard. 5 Jul 1996 : Column 1691

1. About Nishkam High School Birmingham

Nishkam High School is a place where all children can, and will, achieve. It is a place where children are valued and feel safe. It is a place where children are encouraged to contribute positively to their community and are inspired to realise their dreams and aspirations.

Our sets of GCSE examinations resulted in outstanding outcomes for children:

	Progress 8	Attainment 8
2017	+0.98	55.1
2018	+0.74	54.8
2019	+0.99	56.1

The School is 11-18 with a Pupil Admission Number of 100. Currently in years 10 and 11 we have 125 pupils and in years 7, 8 and 9 we have 100 pupils in each. Our sixth form is comprised of 108 students, a number that has risen from 35 three years ago. The increase is a consequence of our own cohorts achieving great success with their GCSEs and choosing to stay with us.

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% of the intake and 'open places' for the remaining 50%. The Nishkam School Trust promotes working within a framework of clear values, morals and ethics.

Our aspirations are challenging and include providing the following:

1. Raising hopes and aspirations for all, irrespective of background
2. Academic excellence within a strong 'faith inspired, virtues-led' ethos
3. Multi-faith approach
4. Excellence in teaching
5. Enabling the high proportion of the EAL students enrolled to access the curriculum and make outstanding progress
6. Creation of a calm, positive, school atmosphere
7. Strong yet sympathetic discipline
8. Parental and community collaboration
9. Large voluntary parental and community collaboration
10. Non-selective across social classes

Nishkam School will be a learning community at the heart of Handsworth, bringing together education and children's services, thereby placing children and their families at the centre of everything that the school does, with a supportive community surrounding them.

In striving for excellence, our School will achieve high standards - we expect to maintain our position in the top quintile of all schools nationally on key performance indicators.

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 values.

2. Context and Background

Applicants need to understand the context within which the School operates. The following points highlight some of this context.

NST wants to improve educational attainment, broaden the curriculum to nurture spiritual and emotional wellbeing, promote family and faith values and integrate families and community into education. The School will also help to alleviate the shortage of school places and increase diversity of education in Birmingham.

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, 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 has been dedicated to selfless service (*Nishkam sewa*) and spirituality since the mid-seventies with a large voluntary community in Birmingham, London and Leeds (in the UK) and larger international communities 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 recognized as an interfaith visionary and became the first Sikh to be given the 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 Fetzter 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 'faith inspired, virtues led' approach.

Teachers as role-models found to be central to good character education - report

- *A new study of Birmingham schools that champion character education highlights the key function of staff as character educators and role models*
- *Pupils exhibited heightened moral awareness and prioritised moral virtues over performance virtues*
- *Secondary school students scored higher in moral reasoning tests than the national average.*

Staff acting as role models and positive teacher-pupil relationships are key for schools that place character education at the heart of their vision, according to a new study by the Jubilee Centre for Character and Virtues at the University of Birmingham.

The research reveals the importance of staff viewing themselves as character educators, aiding the development of a shared "virtue literacy" among students at primary and secondary level.

The study also found pupils at the University of Birmingham School and the City's Nishkam High School displayed higher levels of moral reasoning compared with a national survey of more than 10,000 pupils. On average, pupils across these schools displayed over 50% agreement with an expert panel in responding to moral dilemmas as opposed to 43% nationally. The research assessed the pupils' ability to reason autonomously, suggesting school activities that encourage independent critical thinking and reflection help with moral decision-making.

The Jubilee Centre's *Schools of Virtue* report also highlights how personal qualities with a strong moral dimension, such as honesty, respect and gratitude, are more likely to be selected as being important to students when compared with other qualities.

The new study focused on three Birmingham schools – two secondary and one primary – that place character at the heart of their ethos. Researchers explored the perceptions of teaching staff and pupils using a combination of interviews and a survey of pupils.

In the report's Foreword, Gary Lewis, Chair of the Association for Character Education, echoes the report's findings on the importance of a whole-school approach to character education so that it permeates "all aspects of the school community, including the curriculum."

Lewis says: "Employers are now making it abundantly clear that successful applicants for jobs need much more than a string of examination results. They want individuals who are able to work collaboratively in teams, to show leadership and initiative when necessary, and perhaps most importantly, they want employees who are able to interact confidently, politely and with emotional intelligence. These requirements sum up the aims of character education in a nutshell."

The report found pupil engagement was enhanced by both staff commitment to character development and the careful planning of the academic and non-academic curriculum.

3. What will pupils learn?

Extended and Enriched National Curriculum

Nishkam High School, as a Free School, broadly follows the National Curriculum for Maths, English, Science and Computing but have greater freedom than other schools to vary their curriculum beyond this. We use this flexibility to develop a curriculum that enables all pupils to be stretched and achieve their full potential. There is, though, a particular emphasis on the 'academic core' of English, Maths and Science.

The School will deliver the full National Curriculum, which will be organised into seven main areas: Business, art and culture/English/Maths/Science/Modern Foreign Languages/ PE/Humanities.

Nishkam School Trust looks to extend and enrich the curriculum across all areas of learning with the following aims and principles:

Academic Excellence

- Primacy of self-discovery
- Proficiency in academic subjects
- Having wonderful ideas
- 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 values

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 values
- Family and community relations
- Pride in heritage and culture
- Selfless service and compassion
- Creating and enjoying a stable environment
- Value 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 an EHCP or SEN.

4. Working at the School

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

Nishkam High School will support staff to develop appropriate skills, knowledge and dispositions to fulfill the aims of the curriculum and the ethos of the School. They 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 use information from those assessments to plan teaching for effective progress of pupils.

The principles guiding all members of the school community are:

- 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, experience and 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
- Two hours per week of high quality continuing professional development to build skills, knowledge, 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
- 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 and teaching. 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 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 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.

5. Meeting pupil needs

The Nishkam School would provide 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, at the Nishkam Nursery, Primary and High School in Birmingham, 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', 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 behaviors of adults around them, hence adults must practice values 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. Disciplinary procedures should likewise promote an attitude of loving care towards others and 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.

The Nishkam High School 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 formally taught in the School is based on national guidelines as adapted by the Birmingham Standing Advisory Council on Religious Education. The School drew 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 High School, 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 program 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 program 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 values
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



6. Intended outcomes from the School

A successful organisation is judged by its outcomes. The Principal of Nishkam School will be accountable for the success of the school and driving forwards its unique approach to education and the Associate Principal will be responsible for the continued success of the school and embedding our unique approach to education.

Key performance objectives and outcomes include:

- Significantly higher than expected attainment levels for students at all Key Stages based on prior attainment. In measurable terms, this means better than expected progress.
- Achieving high standards - we expect to be in the top quintile nationally on all performance measures.
- Achieving ambitious targets year on year for Progress 8, Attainment 8 and EBacc thresholds.
- 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 experienced.
- Being an employer of choice in the city and beyond, with considerable competition for vacancies.
- Achieving good or above in Ofsted inspections with regard to overall effectiveness and in all other categories.
- 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 programme for high performance learning 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.

7. Job Description, Associate Principal

Job Title: Associate Principal

Responsible to: Principal

Main Purpose:

The Associate Principal is expected to provide the senior leadership and management necessary to ensure that Nishkam High School maintains its outstanding status and continues to secure improvement by marginal gains wherever possible. The post holder will report to the school Principal and will create the capacity for the Principal to be able to serve in the broader Trust role of Deputy Chief Executive Officer.

This is an excellent opportunity for significant career development at a senior level. It is ideal for an existing Vice Principal (Deputy Headteacher), providing a 'bridge' between that role and having sole responsibility for a school. That transition will be supported by an existing Principal who has been in post for over six years and has implemented the Trust's 'faith inspired, virtues led' vision. The impact of that vision is reflected in a Section 5, Ofsted 'outstanding' judgement, a Section 48 'outstanding' judgement and the performance data shown on page 5, above.

The successful candidate will be expected to role model the 'Nolan Principles' as well as the Nishkam virtues. The key aspects of the role are:

- to help evolve the school culture,
- ensure that the quality of teaching across the school remains of the highest standard,
- review both curriculum and assessment to ensure that they reflect current evidence informed practice,
- behaviour,
- nurture those pupils with additional and special educational needs and disabilities,
- ensure that all staff have access to high quality professional development,
- organisational management,
- continuous school improvement,
- working in partnership and
- governance and accountability.

But don't worry, you will not be doing it alone!

You will note that the key aspects outlined, above, are taken from the 'Headteacher's Standards 2020' (updated 13 October 2020). The specific role will be tailored to the skill set of the successful candidate.

8. Person Specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing 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.

When we recruit we look for specific experiences and qualities. However, we also value diversity and recognise the importance of people bringing their own backgrounds, experiences, perspectives and ideas to the school.

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

	Criteria	Essential (E)/ Desirable (D)
Education and Qualifications	Qualified Teacher Status, including relevant degree	E
	Evidence of appropriate professional development	E
	NPQH or equivalent	D
	Willingness to continue professional development	E
Knowledge and Understanding	Ability to use comparative data and student outcomes to enhance learning and teaching and, thereby, student progress	E
	Ability to think strategically and collaboratively, to plan for educational improvement and be OFSTED ready	E
	Knowledge of effective teaching, learning and assessment methods	E
	Understanding of effective leadership, including the opportunities and challenges presented within a secondary school	E
	A strong understanding of the statutory responsibilities regarding SEND and other relevant areas, and how to discharge these effectively	E
	An appreciation of how new technologies can enhance learning and teaching within a secondary school setting	D

Experience	Significant senior leadership experience that demonstrates the capacity to lead large teams that deliver innovation and accelerate progress in a broad context	E
	Clear evidence of leading a highly successful team(s) within a secondary school setting	D
	Initiating and delivering successful projects between different schools	D
Key Competencies	Passion for school improvement and strong understanding of what constitutes an outstanding school	E
	Leadership ability to inspire and motivate staff, pupils and parents	E
	A driver of strong outcomes that prepare pupils for the opportunities, responsibilities and experiences of adult life	E
	An ability to communicate effectively to a range of audiences	E
	High levels of resilience	E
	Demonstrates self-awareness	E
	Be an excellent teacher	E
Skills and Attributes	Creativity and the ability to innovate to find new solutions, particularly in an increasingly digital world	E
	Ability to lead change, bringing all stakeholders with you	E
	Ability to develop effective relationships with other leaders, governors and external stakeholders	E
	Ability to use considerable conciliatory skills to manage complex cases, complaints and other issues	E
	Ability to prioritise, meet deadlines and work under pressure	E
	Excellent organisational skills	E

	Excellent digital skills and a willingness to develop them further	E
	Be able to have challenge and hold people to account	E
Teaching and Learning	Strong understanding of what makes an outstanding classroom practitioner within a secondary school setting	E
	Experience in raising academic standards within a secondary school setting	E
	Expertise in monitoring classroom performance	E
	Evidence of the impact of coaching/support for individuals	E
Motivation and Personality	Abundant enthusiasm, positivity and optimism	E
	Sense of accountability	E
	Good sense of humour	E
	Able to work in a professional manner as part of a team	E
	The ability to take constructive criticism and self-reflect	E
Additional Requirements	Flexibility	E
	Strategic understanding of current educational issues	E
	Enthusiasm to contribute to the wider ethos of the Trust	E

9. Appointment, Remuneration and additional information

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

Remuneration: L23 - 26 (£72 947 - £78 025)

Arranging a visit to the school and discussion with Principal/Deputy Chief Executive Officer

On the basis that interested candidates will be keen to visit the school before making a formal application, such visits to the school have been scheduled for:

- **Tuesday, May 4 at 4.00 pm** and
- **Friday May 7 at 7.30 am.**

You can arrange this by contacting Mrs Burroughs (PA to Principal/Deputy Chief Executive Officer) at s.burroughs@nishkamschools.org or 0121 348 7660.

Visits will be hosted by the Principal, Damien Kearns. Social distancing and other Covid secure safety measures will be observed at all times.

10. How to apply

1. Suitable and interested candidates are invited to complete an application form.
2. Please complete the application form available from our website <https://www.nishkamschooltrust.org/nhsb/page/?title=Vacancies&pid=127> – we **do not** accept CVs.
3. Please provide a personal statement to the Principal, Mr. Kearns, of **no more** than 2 x A4 pages detailing:
 - Why the post attracts you
 - Why you believe you are the right person for the post

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

Nishkam Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. The successful applicant will be required to undertake an Enhanced DBS Disclosure.

Please email your application to: recruitment.nhsb@nishkamschools.org

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