



nishkamhighschool



## **Application Pack**

Post: Faculty Leader of Humanities

Start date: Autumn Term 2021 or earlier

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## *A warm welcome from Nishkam School Trust*

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Thank you very much for requesting the details for the post of **Faculty Leader of Humanities** 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*'.<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 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.

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

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## *1. About Nishkam High School Birmingham*

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Nishkam High School 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.

Our GCSE examinations resulted in outstanding outcomes for children and place us in the top 3% of all schools nationally for Progress 8 and in the top 7% for Attainment 8:

	2017	2018	2019	2020*
<b>NHSB P8</b>	+0.98	+0.74	+0.99	+1.22
<b>NHSB A8</b>	55.14	54.75	56.07	55.44
<b>English and Maths 9-5 %</b>	51	56	60	61
<b>Religious Studies 9-4 %</b>	100	77	86	78
<b>Geography 9-4 %</b>	88	71	79	81
<b>History 9-4 %</b>	80	74	84	86

(\*2020 examination outcomes will not be published)

The School is 11-18 with a Pupil Admission Number of 100. Currently in years 7, 8 and 9 we have 100 pupils and in years 10 and 11 we have 125 pupils in each. Our sixth form is comprised of 100 students, a number that has risen from 35 three years ago as our cohorts have gone through their GCSEs and chosen 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 values-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.

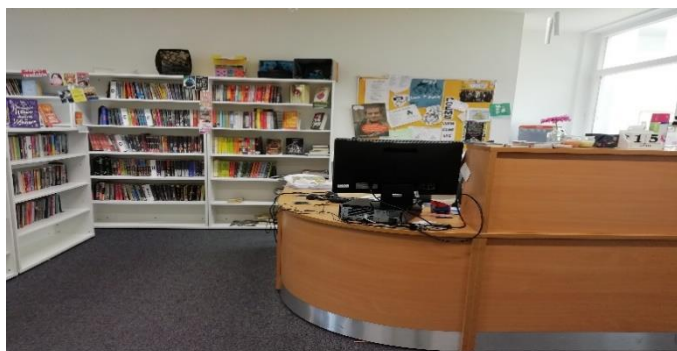
## Our Pupils

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.

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## 2. Context and Background

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Applicants need to understand the context within which the School would operate. 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 values-led approach.

Extract from Jubilee Centre press release 2017:

### **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<sup>2</sup>. 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.



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### *3. What will pupils learn?*

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#### 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 eight main areas: Business, art and culture/English/maths/science/modern foreign languages/ PE/ faith and culture/ 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.

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## *4. Working at the School*

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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 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:

- 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
- 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
- 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 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.

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## 5. Meeting pupil needs

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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 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 the 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*



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## *Intended outcomes from the School*

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A successful organisation is judged by its outcomes. The Principal of Nishkam School will take responsibility for the success of the school and embed our unique approach to education and drive it forwards.

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.

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## *7. Job Description, Faculty Leader of Humanities*

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<b>Job Title:</b>	Faculty Leader of Humanities
<b>Responsible to:</b>	Principal or delegated member of Leadership Team
<b>Responsible for:</b>	Learning and Teaching, appraisal, assessment and mentoring; ensuring that all pupils make better than expected progress

### **Summary of the key aspects**

1. Contribute to the School's vision of an education built on the foundation of 'virtues' in addition to an operational development process.
2. Develop an innovative, inspiring, and challenging ethos/curriculum for all pupils.
3. Undertake effective strategic and operational planning for the Faculty to lead staff, finance and other resources to deliver the curriculum.
4. Ensure lessons are consistently good or outstanding and pupils make better than expected progress.
5. Develop and use robust systems to assess and monitor pupil progress and provide appropriate intervention strategies.
6. Take proactive responsibility for the professional development of self and team.
7. Contribute to the pastoral programme.
8. Live out the vision and values of the Nishkam High School

### **Objectives of the Head of Faculty**

#### **1. School Leadership**

- a. contributing to the well-being and development of the school, including the supervision of pupils, the guidance of teachers and doing so in consultation with the Senior Leadership Team.
- b. helping to develop, communicate, implement, monitor and evaluate whole school and Faculty policies and reporting back to the Leadership Team.
- c. to raise standards of pupil progress and attainment by developing and monitoring whole school and Faculty improvement strategies as defined by the Faculty Improvement Plan and School Improvement Plan.
- d. to work with colleagues to formulate aims, objectives and strategic plans relevant to the needs of pupils and the strategic direction of the school.
- e. To attend after school meeting relevant to the position.

#### **2. Leadership of a Team of Teachers**

- a. advising, guiding, inducting and mentoring members of the Faculty as appropriate; overseeing the work of all ITT students within the Faculty – including the role of mentor.
- b. monitoring the work of members of the Faculty to ensure a high quality of learning and teaching and to develop and enhance their teaching practice.
- c. presenting the views of members of the Faculty at Faculty Leaders Meetings and one to one meetings with your line manager.
- d. ensuring that all members of the Faculty keep abreast of developments in their subject areas.



- e. to review the professional development of members of the Faculty and take a leading role in the Performance Management systems of the school.
- f. ensuring clear lines of communication with KS3 and KS4 phase leaders as well as all other members of the Faculty.
- g. promoting teamwork, to motivate staff to ensure effective working relations and act as a positive role model.

### 3. **Curriculum**

- a. leading curriculum development and initiatives at national, regional and local levels.
- b. leading the Faculty's curriculum planning, syllabus selection, incorporating "whole- school" policies and contributing to relevant units or components of other subjects, syllabuses or cross curricular programmes of study as may be required.
- c. ensuring up-to-date schemes of work are maintained for use internally and externally as required and monitoring how schemes of work are implemented and regularly reviewed to maximise their effectiveness.
- d. advising on and developing teaching approaches used within the Faculty.
- e. development and selection of suitable materials and advising on classroom management appropriate to the relevant subject matter.

### 4. **Assessment. Examinations. Reporting and Evaluation**

- a. leading assessment development and initiatives at school, local, regional and national levels (where appropriate).
- b. establishing and overseeing the Faculty's examination policy and both internal/external assessment procedures, in accordance with school policy.
- c. ensuring the effective administration and smooth running of external exams and ensure that exam board requirements are met in liaison with the Examinations Secretary.
- d. providing information to the Principal, parents and colleagues about the work of the Faculty and pupils progress in accordance with school policy.
- e. interpretation of exam analysis, subsequent action planning and establishing the process for target setting and monitoring progress towards targets set.
- f. overseeing relevant pupils' subject report formats and collecting a portfolio of good practice to share with other staff/inform new staff.
- g. arranging appropriate contingencies if staff within the Faculty are unable to complete their reports (written reports and/or data reports).

### 5. **Organising Learning**

- a. allocating pupils to teaching groups in liaison with members of the Faculty according to school policy.
- b. maintaining up-to-date staff/teaching group lists and informing the Vice Principal (Learning and Teaching) of any changes when made.
- c. to assist the Vice Principal with regard to the construction of the Faculty Timetable and appropriate options information.

- d. the management of conduct and behaviour of pupils within the Faculty and supporting colleagues within the Faculty to ensure learning is maximised.
- e. ensuring cover supervisors and supply staff are supported in providing appropriate learning opportunities when Faculty staff are absent.
- f. monitoring and evaluating provision of SEN support and liaising with SENCO regarding appropriate intervention.
- g. monitoring and evaluating the provision and progress for G&T students and utilizing appropriate intervention strategies.
- h. monitoring and evaluating the provision and progress for Pupil Progress students and utilizing appropriate intervention strategies.
- i. monitoring the arrangements, objectives and outcomes of educational visits.

## **6. Resources**

- a. controlling Faculty expenditure and budgetary planning in line with whole school policy.
- b. overseeing the usage, storage and security of equipment, materials and other resources and ensuring the learning environment and facilities support learning.
- c. preparing a Faculty bid for capitation or other funding opportunities that is clearly linked to curriculum need and is submitted as a Business Plan.
- d. devising systems for maintenance of Faculty inventories and stock records according to school policy.

## **7. Pupil development and Wellbeing**

- a. Establish a purposeful learning environment conducive to learning where pupils feel safe, secure and confident.
- b. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- c. Deal with inappropriate behaviour in the context of the school's behaviour policy.
- d. Take responsibility for implementing school policies and practices.

## 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.

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

<b>Personal attributes required based on Job Description</b>	<b>Essential (E) Desirable (D)</b>
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• A good first degree in a relevant discipline</li> <li>• A recognised teaching qualification/QTS</li> </ul>	E E
<b>Experience</b> <ul style="list-style-type: none"> <li>• An outstanding classroom teacher</li> <li>• Experience at teaching through to both GCSE and A-level</li> <li>• An ability and willingness to teach across all key stages</li> <li>• Ability to demonstrate clear value added in terms of student progress</li> <li>• An excellent understanding of strategies to be used to improve standards of teaching and learning</li> <li>• An excellent understanding of the role assessment plays in developing teaching and learning</li> <li>• To be ICT literate, making appropriate use of ICT as a teaching and management tool</li> <li>• To have excellent knowledge of current educational issues and initiatives</li> </ul>	D E E E D  D  D  E
<b>Leadership and Management</b> <ul style="list-style-type: none"> <li>• To develop a faculty improvement plan</li> <li>• To hold post/phase leaders to intelligent accountability</li> <li>• To have the emotional intelligence that helps lead people</li> <li>• To have a resolute commitment that puts pupils at the centre of all key decisions</li> <li>• To oversee the CPD that your faculty staff require and assess its impact</li> <li>• To manage a faculty budget</li> <li>• To resource the faculty effectively in a way that facilitates pupil progress</li> <li>• To quality assure the work of the faculty in a way that supports pupil progress</li> </ul>	E D D E  E  E E E
<b>Knowledge, skills, abilities</b> <ul style="list-style-type: none"> <li>• Energy and commitment to achieving goals</li> <li>• A positive attitude and the ability to motivate others</li> <li>• Excellent communication skills</li> <li>• Enthusiasm and empathy for the needs of young learners.</li> <li>• Strong leadership skills with the ability to praise achievement</li> <li>• Commitment to student centered classroom delivery</li> <li>• Commitment to one's professional development</li> <li>• Ability to read data and act on it</li> <li>• Proven experience on outstanding progress with high levels of EAL students</li> </ul>	E E E E E D E E D

<b>Personal qualities</b> <ul style="list-style-type: none"> <li>• To have an understanding and empathy of faith and faith-based education</li> <li>• To be self-motivated, with the ability and desire to evaluate and improve own performances as well as others</li> <li>• To have excellent communication and interpersonal skills</li> <li>• To be able to gain the confidence of colleagues and students</li> <li>• To be able to lead effectively in a team</li> <li>• To have an excellent record of personal attendance, punctuality and health</li> <li>• To have high personal standards - dress, conduct and presentation</li> <li>• The ability to work under pressure</li> <li>• To be adaptable and possess a sense of humour and enthusiasm</li> </ul>	D  E  E E E  E E E
<b>The following would be an advantage:</b> <ul style="list-style-type: none"> <li>• Ability to teach a subsidiary subject</li> <li>• To be able to participate in whole school faith education</li> <li>• Desire to become an examiner in a relevant subject</li> </ul>	D D D

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## *9. Appointment and Remuneration*

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

There will be a competitive remuneration package for the right person to be determined by the Nishkam School Trust that will be similar, although higher, than MPS.

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## *10. How to apply*

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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 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.**

Please send your application to:

Recruitment  
Nishkam School Trust  
Great King Street North  
Hockley  
Birmingham  
B19 2LF

**Or email to:** [recruitment.nhsb@nishkamschools.org](mailto:recruitment.nhsb@nishkamschools.org) (electronic applications are preferable)

**Tel:** 0121 348 7660

**Nishkam School Trust (NST) are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure and Barring Service Check.**

