



An all-through Sikh ethos multi-faith school 4-19yrs  
**School Size:** 1400 pupils when full (108 pupils per year group; 4 form entry);  
Currently the school has grown annually to year 10.

## **Application Pack**

### **Post: Headteacher (Secondary Phase)**

Start date: January 2022 (negotiable)

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Thank you very much for requesting the details for the post of Headteacher at Nishkam School West London (NSWL). This is a truly exciting project for West London 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 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 are intrinsic to a positive outlook on life. Virtues are awakened and strengthened in us when they are practiced 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.



**Nishkam School, West London (NSWL) is an innovative state of the art all-through 4-19 school. Nishkam's outstanding primary school opened in 2013 with the secondary phase opening in September 2018, with a four form entry in year 7 of 108 pupils and now up to and including year 10. The school is part of an outstanding Multi-Academy Trust (4 schools, 2 nurseries and a vocational college in Kenya). NSWL remains significantly over subscribed.**

A unique and exciting opportunity has arisen for the right leader to make an important contribution to the next phase of development. NSWL is a flagship school for our Trust offering all-through provision in 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, Sikh ethos multi faith approach. The journey will be one of leading this new institution to excellence and growing the school, and team, to capacity, which will be immensely rewarding for the right individual.

#### Background

The new school building opened in September 2018, having moved from a temporary site in Isleworth since September 2013. NSWL was graded Ofsted Outstanding in 2016, led by the primary school phase that was open at the time. The report stated that:

- 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.
- Exemplary leadership and management skills ensure that the school's values are central to developing pupils' learning and mind-set.
- 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 school headteacher for Nishkam 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 (Primary in 2011 and a Secondary in 2012) both of which are judged Ofsted Outstanding, and a third, a primary free school, in Wolverhampton that was judged Ofsted Good with Outstanding features.

We are looking for an innovative leader to work in close collaboration with the Chief Executive, Deputy CEO (and Principal of NHSB), as well as the Headteacher of the Primary phase of NSWL.

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 mind-set, 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

Ideally the role will commence in January 2021, though the start date is negotiable. You will create an outstanding environment for learning to flourish with a focus on the first KS4 outcomes in 2023 and KS5 outcomes in 2025. On route, you will continue to recruit a complete workforce as the school grows to its full size. You will work with the CEO and DCEO to deliver a creative and enriched curriculum. You will work alongside the Headteacher of Primary Education in partnership to achieve the Trust vision.



## 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>

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

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 continue 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.



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## 2. About Nishkam School West London

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Nishkam School West London is a new 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 part of the all-through school (opened in September 2018) will teach through to GCSE at KS4 (11 – 16) and also A Level at KS5 (16-18) through the opening of our Sixth Form in September 2023.

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 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. Creation of a calm positive school atmosphere
6. Strong yet sympathetic discipline
7. Parental and community collaboration

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 aspire to reach the top decile nationally within 5 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 broad and balanced 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.





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### 3. Context and Background

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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-1970s with a large voluntary community in Birmingham, West London and Leeds (in the UK) and larger 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 an 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 also became the first Sikh to be bestowed 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 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.



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#### 4. What would pupils learn?

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##### Extended and enriched National Curriculum

Nishkam School West London, as a free School, broadly follows the National Curriculum for maths, English, science and computing but has greater freedom than other schools to vary their 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. There is a particular emphasis on excellence in English, maths and science.

The School will deliver the full National Curriculum, which will be organised into five main areas: English and modern foreign languages, mathematics, science and technology, humanities (geography, history, PHSE and RE) and the arts and PE.

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, and truth

##### **Strengthening Wellbeing**

- Emotional, physical and creative
- Empathy, confidence and caring
- Opportunities to succeed
- 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



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## 5. Working at the School

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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. 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:

- 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
- 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
- an ethos of respect and leadership towards collective worship and prayer

- 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 and as a community. All staff will be expected to be role models and 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 through the 'language of virtues', creating a calm, optimistic learning environment where pupils feel inspired to 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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## *6. Intended outcomes from the School*

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A successful organisation is judged by its outcomes. The Head of Secondary Education of Nishkam School West London 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:

- 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 better than expected progress.
- Achieving high standards - we expect to be significantly above the national and local averages within our first 3 years and aspire for the top 10% nationally within 5 years.
- Achieving ambitious targets year on year for the improvements in the percentage of students with an above average Attainment 8 and Progress 8.
- 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.
- Maintaining an Outstanding Ofsted judgement
- 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.
- Well developed partnerships and relationships with local schools



*(Reflecting the Headteachers' Standards, October 2020)*

**Responsible to:** Chief Executive, and Deputy Chief Executive  
**Responsible for:** Nishkam School Secondary Phase Staff and Students  
**Location:** Osterley, Hounslow



### **Purpose of the Post:**

The core purpose of the Headteacher is to provide professional leadership and management of the school which will promote a secure foundation from which to achieve high standards in all areas of the school's work. The Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils and staff. The Headteacher must establish a culture that promotes excellence, equality and high expectations of all pupils and create a productive learning environment which is engaging and fulfilling for all.

Accountable to the Chief Executive and Board of Governors, the Headteacher provides leadership for the school and ensures that it is managed and organised to meet its aim and targets. Working with individuals or groups nominated by the Board of Governors, the Headteacher is responsible for evaluating the school's performance and identifying the priorities for continuous improvement and raising standards. He/she/they will also develop policies and practices and ensure resources are used efficiently and effectively.

The Headteacher will play a key role in contributing to the development of the Nishkam approach to childhood and its implementation within the school, families and communities.

Nishkam School West London is a Sikh ethos, virtues led, multi-faith all through school, welcoming children of all faiths and none. The Headteacher is not required to be a member of the Sikh faith but will be expected to lead and inspire staff and pupils within and through the guiding principles of the Nishkam School.

The successful candidate will meet the ethics and professional conduct expected of headteachers (outlined below) and then the 10 key headteachers' standards:

## 1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

## 2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

## 3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

#### 4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

#### 5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

#### 6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

#### 7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk



## 8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

## 9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

## 10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

## Safeguarding

- Raise awareness, provide advice and support other staff on safeguarding matters
- Review staff safeguarding training ensuring it is updated regularly
- Ensure safeguarding procedures are covered at induction for new staff and supply staff
- Take part in strategy discussion and inter-agency meetings, or, support other staff to do so if required
- Contribute to the assessment of children for early help and case conferences for children
- Liaise with the Social Care for pupil referrals and LADO for staff referrals
- Keep accurate records of referrals and ongoing cases
- Ensure they have updated child protection training every two years.
- Ensure the designated teacher for Looked After Children (LAC) has had appropriate training

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## 8. Appointment and Remuneration

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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.

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## 9. Person specification

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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:

	ESSENTIAL	DESIRABLE	MEASURED A – Application I – Interview R – References P – Presentation
<b>EXPERIENCE:</b>	Proven record of significant senior leadership achievement	Headship experience	A/I/R
	Proven track record of raising standards		A/I/R
	Proven leadership of curriculum and learning		A/I/R
		Experience of working within faith based organisations; successful establishment of links with the local community	A/I/R
	Excellent track record of improving the quality of teaching		A/I/R
	Experience of management of human/financial resources		A/I/R
<b>EDUCATION &amp; QUALIFICATIONS</b>	Degree or equivalent	Accredited post graduate study	A
	Sustained record of professional development	Evidence of continuing professional development	A/I
<b>LEADERSHIP &amp; MANAGEMENT</b>	Successful leadership/management of whole school improvement strategies		A/I
	Extensive experience of developing staff and building successful teams		A/I/R
	In-depth knowledge of current educational priorities	Experience of working with a range of agencies such as the Educational Endowment Foundation	

	Understanding the leadership requirements for Equality, diversity and inclusion	Experience of leading a high performing team or working in a high performing school	A/I
	Successful experience of promoting equality and diversity, inclusion and appropriate strategies for children with special educational needs	Experience of working with governors	A/I
	Wide experience of managing change, leading innovation and transformational learning and meeting challenges successfully		A/I
	Motivation to work with children and young people particularly relating to safeguarding; ability to form and maintain appropriate relationships and personal boundaries with children and young people		A/I/R
	Developing/leading student involvement in educational settings		I
		Successful risk management strategies; successful management of health and safety issues	I
<b>SKILLS</b>	Outstanding leadership skills	Experience of leading staff development	A/I/R/P
	Outstanding strategic management, resource management, personnel management and financial management skills	Experience of dealing With difficult employees	A/I
	Effective interpretation, analysis and use of data	Experience of interpreting and presenting data to key stakeholders	A/I/R/P
	Well-developed coaching and mentoring skills		I
	Excellent communication skills (including written, oral and presentation)		A/I/P
	Experience of managing change, leading innovations and meeting challenges successfully		A/I
<b>ATTRIBUTES</b>	Shared vision with NST, and ability to work in a team	Understanding of the Sikh heritage	I
	Passionate about securing the best outcomes for every child		A/I
	Strong entrepreneurial leader		I
	Resilient and empathetic		I
	Able to develop and maintain good relationships with staff, parents, students, Governors and the community		A/I
	Able to deal sensitively with people		A/I
	Good sense of humour		I



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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:
  - 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.**

Start date                      January 2022 (negotiable)

**Dates:**                              Apply by October 1<sup>st</sup>, 2021 (12pm)  
Informal Open day by appointment: 1.30-4pm Sept 21, 2021  
Interview Dates: October 11<sup>th</sup>-12<sup>th</sup> (TBC)

**Salary:**                              Very competitive, dependent on track record

**Location:**                          Wood Lane, Osterley, Hounslow

**Contract type:**                  Full-time

**Contract term:**                  Permanent



nishkamnurserybirmingham  
nishkamprimaryschoolbirmingham  
nishkamhighschoolbirmingham  
nishkamnurserywolverhampton  
nishkamprimaryschoolwolverhampton  
nishkamschoolwestlondon