Application Pack

Post: Classroom Teacher

Start date: September 2018

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A warm welcome from Nishkam School Trust

Thank you very much for requesting the details for the post of **Classroom Teacher** at Nishkam High School. This is a truly exciting project for Handsworth and represents an excellent opportunity for a dynamic and creative leader 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 values define the character of education and that they should be intrinsic to a positive outlook on life. Values 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 values 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 that 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 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 first set of GCSE resulted in outstanding outcomes for children:

- Progress 8 = **+0.98 (top 1% of all schools nationally)**
- Attainment 8 = **55.1 (top 7% of all schools nationally)**
- Disadvantaged Progress 8 = **+0.96**
- English and Maths levels 9 – 4 = **80%**

The School is 11-18 with a Pupil Admission Number of 100. Currently in years 7 and 8 we have 125 pupils and in years 9 through to 11 we have 100 pupils in each. Our sixth form is comprised of 70 students, a number that we expect to see rise to over 100 as our own students continue to move through from year 11 into year 12.

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 be significantly above the national and local averages within our first 4 years.

The School will have a framework for evaluating pupil performance by reference either to the School's own aims or national norms.

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 academic, 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 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 Fetzer 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[2]. 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 ICT 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: English, maths, science, modern foreign languages, PE, faith and culture, humanities and technology and business.

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 a statement of 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 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.

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 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



6. Intended outcomes from the School

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 EBac 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, Class Room Teacher

Job Title: Class Room teacher

Responsible to: Subject Leader/Head of Faculty

Responsible for: Work with colleagues and, where appropriate, managing other staff to achieve effective practice in the classroom.

Purpose of the post

- To facilitate and encourage learning which enables pupils to achieve high standards, grow as individuals and nurture shared values.
- To share and support the corporate responsibility for the well-being, education and discipline of all pupils.
- To contribute to the provision of holistic education and the positive experiences which can help pupils to achieve their purpose in life, fulfil their potential and become good citizens. Contribute to the Religious, Spiritual, Moral, Social, Linguistic and Cultural development of children.

Professional Values and Practice

- All staff are a part of the Nishkam Education team and are required to support the ethos, mission and values and of the Trust. You will also be expected to work closely with colleagues at other Nishkam Schools to support strategic development and share good practice, working collaboratively to ensure that the Nishkam Schools are presented in a positive perspective.
- As well delivering the outcomes for teaching and learning, and raising their educational achievement, you will have high expectations of all pupils, promoting their religious, linguistic, social, cultural and emotional needs. We will also work collaboratively to meet the needs of colleagues, parents/carers, families and pupils.
- Work with others and pupils with respect and consideration, and demonstrate and promote positive values and attitudes.
- Work within the statutory frameworks and NST policies, participate in continuous professional development, take increasing responsibility for their own personal professional development and engage actively in the performance management process.
- Contribute to the wider activities of the school and your specific Faculty. Undertake reasonable work that is not specified in this job description.

Main Responsibilities:

Learning and Teaching

- Participate in the development of syllabuses, resources, schemes of work, policies and teaching strategies.
- Ensure effective teaching of whole classes, groups and individuals to achieve agreed outcomes. Ensure momentum and challenge are maintained, and best use is made of teaching time.
- Plan and teach well-organised lessons, informed by sound and secure subject knowledge to deliver teaching that is consistently good to outstanding.

- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response. Demonstrate clear presentation and good use of resources.

- Have appropriate and demanding expectations for students' learning and motivation. Ensure the needs of different pupils are met through effective differentiation, use of resources and positive liaison with other staff assigned to ensure effective provision e.g. co-teachers, associate support staff, trainee teachers.

- Use a range of appropriate monitoring and assessment strategies to evaluate pupils' progress towards planned learning outcomes and use information to improve own planning and teaching.

- Monitor and assess pupils' class and homework providing constructive, oral and written feedback to support pupil's progress.

- Liaise effectively with pupils' parents/carers and family through informative oral and written reports on pupils' progress and achievements, discussing appropriate progression targets, and encouraging them to support their children's learning, behaviour and progress.

Standards, Outcomes and Achievements

- Ensure teaching and learning outcomes are challenging, relevant and based on knowledge of pupils, their achievements and expected standards, using NHS guidelines and local and national data.

- Set clear targets for pupil progress and monitor how pupil's move towards making greater progress.

- Maintain pupil records, moderated assessment information and other data to meet the requirements of the School's assessment procedures and to inform teaching.

Pupil Development and Well Being

- Establish a purposeful learning environment conducive to learning where pupils feel safe, secure and confident.

- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

- Deal with inappropriate behaviour in the context of the school's behaviour policy.

- Take responsibility for implementing school policies and practices.

Other duties

- As well as developing your pedagogical skills in your specialist area, we hope that you will play a key part in the wider life of the School. We would expect all staff to serve as tutors and mentors to groups of pupils, and play an active and leading role in the enrichment programme.

- It would be an advantage if you were able to teach and willing to teach another subject in addition to your specialism.

- Be a Form Tutor and Mentor to an assigned group of pupils.

- Promote the general progress and well-being of individual pupils and of the tutor group as a whole.

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.

Personal attributes required based on Job Description	Essential (E) Desirable (D)
Qualifications	
• A good first degree in a relevant discipline	E
• A recognised teaching qualification/QTS	D
Experience	
• Potential to be an outstanding classroom teacher	D
• Experience at teaching through to both GCSE, and A-level	D
• Ability to demonstrate clear value added in terms of student progress	E
• An excellent understanding of strategies to be used to improve standards of teaching and learning	E
• An excellent understanding of the role assessment plays in developing teaching and learning	E
• To be ICT literate, making appropriate use of ICT as a teaching and management tool	E
• To have excellent knowledge of current educational issues and initiatives	E
Knowledge, skills, abilities	
• Energy and commitment to achieving goals	E
• A positive attitude and the ability to motivate others	E
• Excellent communication skills	E
• Enthusiasm and empathy for the needs of young learners.	E
• Strong leadership skills with the ability to praise achievement and manage underperformance	D
• Commitment to student centered classroom delivery	E
• Commitment to one's professional development	E
• Ability to read data and act on it	E
• Proven experience on outstanding progress with high levels of EAL students	E
Personal qualities	
• To have an understanding and empathy of faith and faith based education	E E
• To be self-motivated, with the ability and desire to evaluate and improve own performances as well as others	E
• To have excellent communication and interpersonal skills	E
• To be able to gain the confidence of colleagues and students	E
• To be able to work effectively in a team	
• To have an excellent record of personal attendance, punctuality and health	E E
• To have high personal standards - dress, conduct and presentation	E
• The ability to work under pressure	E
• To be adaptable and possess a sense of humour and enthusiasm	
The following would be an advantage:	
• Ability to teach a subsidiary subject	D
• To be able to participate in whole school faith education	D
• Desire to become an examiner in a relevant subject	D

9. Appointment and Remuneration

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.

10. How to apply

1. We would be very happy for you to email or call for further information if required.
2. Please complete the separate application form – we do not accept CVs.
3. Please supply a copy of a recent 'lesson observation' (electronically if possible or alternatively a photocopy)
4. 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 (electronic applications are preferable)

Tel: 0121 348 7660

