



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

1400 pupils when full in 2024

From September 2021, 459 pupils in the secondary phase; 4 form entry

Primary school phase of 594 pupils

Application Pack

Post: Deputy Science Curriculum Leader

Start date: Autumn Term 2021

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A warm welcome from Nishkam School Trust

Thank you very much for requesting the details for the post of Deputy Science Curriculum Leader at Nishkam School West London (NSWL). This is a truly exciting project and represents an excellent opportunity for a dynamic and creative practitioner.

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 practised in front of us every day. At NSWL, we all work to ensure both our educators and learners are instinctively exercising virtues in every thought, decision and action.



Overview

An exciting opportunity has arisen for a passionate and talented leader of Science to play a key role in shaping the curriculum of our outstanding, multi-faith school as we further the secondary phase of its development into Key Stage 4.

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

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

- 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 virtues 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 Deputy Science Curriculum Leader at Nishkam School West London, you will work in a pioneering group, Nishkam School Trust (NST). NST is one of the first multi-academy free school trusts in the UK. The Trust has opened two free schools in Birmingham (a primary in 2011 and a secondary in 2012), both of which are judged Ofsted Outstanding, and a third, a primary free school in Wolverhampton. We are looking for a highly committed and innovative teacher to work in close collaboration with the growing Science team .

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

The Role

The role will commence in Autumn Term, 2021. You will:

- build on the excellent start made to designing the inaugural curriculum for Science
- have the rare opportunity to work collaboratively with primary colleagues and co-construct your specialist area's curriculum from Year 13 down to Reception
- have a strong voice in shaping the everyday practice of the school as we continue to develop and embed our ethos and routines, especially in learning and teaching
- have the opportunity to share your expertise with other teachers and leaders across the Trust
- be part of a global community of charitable initiatives.

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

Your role and responsibilities will evolve as the team grows to full capacity in 2024.

The Environment

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



Why are we different?

We believe faith schools can play a key role in not just nurturing a single faith, but also nurturing and encouraging the personal faith of each and every pupil, as well as building interfaith understanding. Worshiping collectively and within specific faith groups is 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 reflects this by positively nurturing children of all faiths and beliefs. The philosophy of faith resonates 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. The significant involvement of parents in our schools has positively influenced children and their families alike. Our vision is for the community to work together to support families. This also involves learning experiences and interactions across generational boundaries and 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 create opportunities for the wider community to contribute important skills and attributes to school life. Valuing and strengthening the family and community ensures children are well nurtured in the home, school and local neighbourhood. The community provides support and guidance for all pupils and develop strategies to ensure that equal levels of support are given to pupils of all backgrounds. Support comes in many forms, from academic support to skills workshops, on subjects from parenting to support for adult learning. We strongly believe in creating partnerships with local schools as well as exemplar schools, to share best practice, resources, foster long-term collaboration and a wider community ethic and approach.

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

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



¹ *Hansard*. 5 Jul 1996: Column 1691

2. About Nishkam School West London

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

The Secondary phase of the all-through school will teach to GCSE (11 – 16) and a Sixth Form(16-18), due to reach capacity in September 2024.

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

Our aspirations are challenging and include provision of the following:

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

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

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

Our Pupils

We aim to transform 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 consists not only consist of achieving the very best possible for each and every pupil through the National Curriculum, but also has significant curriculum enrichment activities based on our ethos. Our pupils will emerge as self-confident young adults, having achieved their very best academically, and will be grounded with humility and with strong moral and ethical virtues.

3. Context and Background



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

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

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

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

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

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

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

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

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

4. What will pupils learn?

Extended and enriched National Curriculum

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

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

In order for pupils to discover their talents and strengths, a wide-ranging programme of enrichment activities is available to pupils. They are also strongly encouraged to enter local and national competitions.

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

The key guiding principles and characteristics of the curriculum are:

Academic Excellence

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

Spiritual Nurture

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

Strengthening Wellbeing

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

Love for Nature and Creation

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

- Being a global citizen
- Practical skills

Belonging and Contributing

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

The Nishkam Education curriculum will give pupils:

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

5. Working at the School

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

Nishkam School West London supports staff to develop appropriate skills, knowledge and dispositions to fulfil the aims of the curriculum and the ethos of the school. Staff 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, are brought together to:

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

The principles guiding all members of the school community are:

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

For staff in particular there is:

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

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

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

Staff are expected to show a strong emphasis and lead on the pastoral care of pupils, creating a calm, orderly learning environment where pupils feel safe and can learn. We 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 is also consistent with the requirements for all pupils to wear school uniform correctly/smartly at all times.

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

6. Meeting pupil needs

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

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

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

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

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

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

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

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

To achieve this, the school:

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

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

Nishkam Education is built on an approach which:

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



7. Intended outcomes for the school

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

Key performance objectives and outcomes include:

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

8. Job Description

Responsible to: The Senior Leadership Team, Nishkam School West London
Location: Osterley, Isleworth



Job Purpose:

The Deputy Science Curriculum Leader will ensure that there is consistency of teaching, continuity in context and skills, and high standards of learning throughout the school. The Deputy Science Curriculum Leader will be an essential member of the Middle Leadership Team and contribute towards the overall effectiveness of the school as directed by the Senior Leadership Team.

Duties:

The Deputy Curriculum Leader will:

- lead by example, through excellent classroom practice;
- contribute to and lead on agreed areas of a cohesive and effective long-term plan in their specialist subject area(s);
- ensure that medium-term planning across all Key Stages meets all National Curriculum requirements and any current initiatives;
- plan, review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the Senior Leadership Team;
- attend regular middle leadership meetings to address areas identified in the school improvement plan;
- work alongside the Senior Leadership Team in monitoring the subject area(s) through lesson observation, work analysis and data analysis;

- contribute to an annual School Improvement Plan for the subject area(s) to be submitted to the Senior Leadership Team;
- complete an annual subject audit and compile a detailed action plan;
- submit an annual bid for funding for the development of the subject area(s);
- prioritise resource needs as indicated in the School Improvement Plan;
- liaise with the Assistant Head Teacher (Teaching and Learning) to produce detailed question analysis of data on a termly basis and take appropriate action on findings;
- support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate;
- disseminate information to the staff, and provide INSET for the curriculum team to promote staff development and improve classroom practice;
- maintain an up-to-date subject knowledge as well as knowledge of local and national initiatives;
- keep up-to-date with current research and thinking in the subject(s) and share with staff;
- investigate opportunities for pupils to get involved in subject-related competitions both locally and nationally;
- provide opportunities for pupils to extend their experience of the subject(s) beyond the classroom:
- from Year 7 onwards, make clear to pupils how the subject area(s) link to careers;
- uphold the ethos and virtues of the school in all aspects of the role.

Evolution of the Role

The role of the Deputy Curriculum Leader will develop as the school grows to capacity in the secondary phase. Unique features of the post in the first instance will be the opportunity to explore best practice not only across phases, but also across the Trust, as well as developing an inspiring Key Stage 4 curriculum in collaboration with the other NSWL Curriculum Leaders and teachers. Subsequently, the demands of delivering exceptional examination outcomes will become more prominent.

This job description may be amended at any time following discussion between senior leaders and the member of staff, and will be reviewed annually.



9. Appointment and Remuneration

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

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



10. Person specification

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

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

Personal attributes required based on Job Description	Essential (E) Desirable (D)
Qualifications <ul style="list-style-type: none"> A good first degree in a relevant discipline A recognised teaching qualification/QTS 	E D
Experience <ul style="list-style-type: none"> Potential to be an outstanding classroom teacher Experience at teaching through to both GCSE, and A-level Ability to demonstrate clear value added in terms of student progress An excellent understanding of strategies to be used to improve standards of learning and teaching An excellent understanding of the role assessment plays in developing learning and teaching To be ICT literate, making appropriate use of ICT as a teaching and management tool To have excellent knowledge of current educational issues and initiatives 	D D E E E E E
Knowledge, skills, abilities <ul style="list-style-type: none"> Energy and commitment to achieving goals A positive attitude and the ability to motivate others Excellent communication skills Enthusiasm and empathy for the needs of young learners Strong leadership skills with the ability to praise achievement and manage underperformance Commitment to pupil-centred classroom delivery Commitment to one's professional development Ability to read data and take relevant subsequent action Proven experience on outstanding progress with high levels of EAL pupils 	E E E E E E E E E
Personal qualities <ul style="list-style-type: none"> To have an understanding and empathy of faith and faith-based education To be self-motivated, with the ability and desire to evaluate and improve own performances as well as others To have excellent communication and interpersonal skills To be able to gain the confidence of colleagues and pupils To be able to work effectively in a team To have an excellent record of personal attendance, punctuality and health To have high personal standards - dress, conduct and presentation The ability to work under pressure To be adaptable and possess a sense of humour and enthusiasm 	E E E E E E E E E

The following would be an advantage: <ul style="list-style-type: none"> • Ability to teach a subsidiary subject • To be able to participate in whole school faith education • Desire to become an examiner in a relevant subject 	D D D
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11. How to apply

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

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

Dates: Apply by **Friday 5th March 2021 Midday**
Start date Autumn Term 2021

Arrange a visit or informal conversation with the Principal by contacting:
Recruitment.NSWL@nishkamschools.org or 020 3141 8760.

Salary: Competitive dependent on track record

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

Contract type: Full-time

Contract term: Permanent





nishkamnurserybirmingham
nishkamprimaryschoolbirmingham
nishkamhighschoolbirmingham
nishkamnurserywolverhampton
nishkamprimaryschoolwolverhampton
nishkamschoolwestlondon