An all-through multi-faith school for pupils aged 4-19 years

1400 pupils when full in 2024

From September 2018,100 pupils per year group; 4 form entry

Currently 500 pupils from Reception to Year 7

Application Pack

Post: Teacher of Girls' PE / Extended Curriculum Co-ordinator

Start date: 27th August 2019

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A warm welcome from Nishkam School Trust

Thank you very much for requesting the details for the post of teacher of PE / Extended Schools Co-ordinator at Nishkam School West London (NSWL). This is a truly exciting project and represents an excellent opportunity for a dynamic and creative teacher who is interested in making their mark from day one of taking on their new role.

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 the 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 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 on to 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 are 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 NSWL, we will all work to ensure both our educators and learners are instinctively exercising values in every thought, decision and action.



Overview

An exciting opportunity has arisen for a passionate and talented teacher of PE to play a key role in shaping the curriculum of our outstanding, multi-faith school as we move into year two of its secondary phase development.

Nishkam School West London will be 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 values-led, multi-faith curriculum. The journey will be one of leading your classes within this new institution to excellence as the school grows 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 secondary phase opened in September 2018, with a four form entry in Year 7 of 100 pupils. Visitors have already commented on how polite, articulate and welcoming our first cohort of secondary pupils are. The school is part of a highly 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 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 teacher of PE and Extended Curriculum Co-ordinator 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 PE teacher to work in close collaboration with other teachers in both the secondary and primary phases across the Trust.

NST has developed an inclusive, values-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 on 27th August 2019. You will:

- have the rare opportunity to work collaboratively with primary colleagues and play a key role in developing the PE curriculum from Years 1 to 8 so that pupils arrive in the secondary phase with a firm grounding in the subject
- have a strong voice in shaping the everyday practice of the school as we develop and embed our ethos and routines, especially in learning and teaching

- be in a position to have a tangible impact on our rapidly developing extended curriculum
- have the opportunity to share your expertise with other subject teachers 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.

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 its 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 all of our schools, the significant involvement of parents 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'.[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, 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 believe 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 (opened in September 2018) will teach to GCSE (11 – 16) and A-Level (16-18) (opening in September 2020).

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 values, 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 values-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.

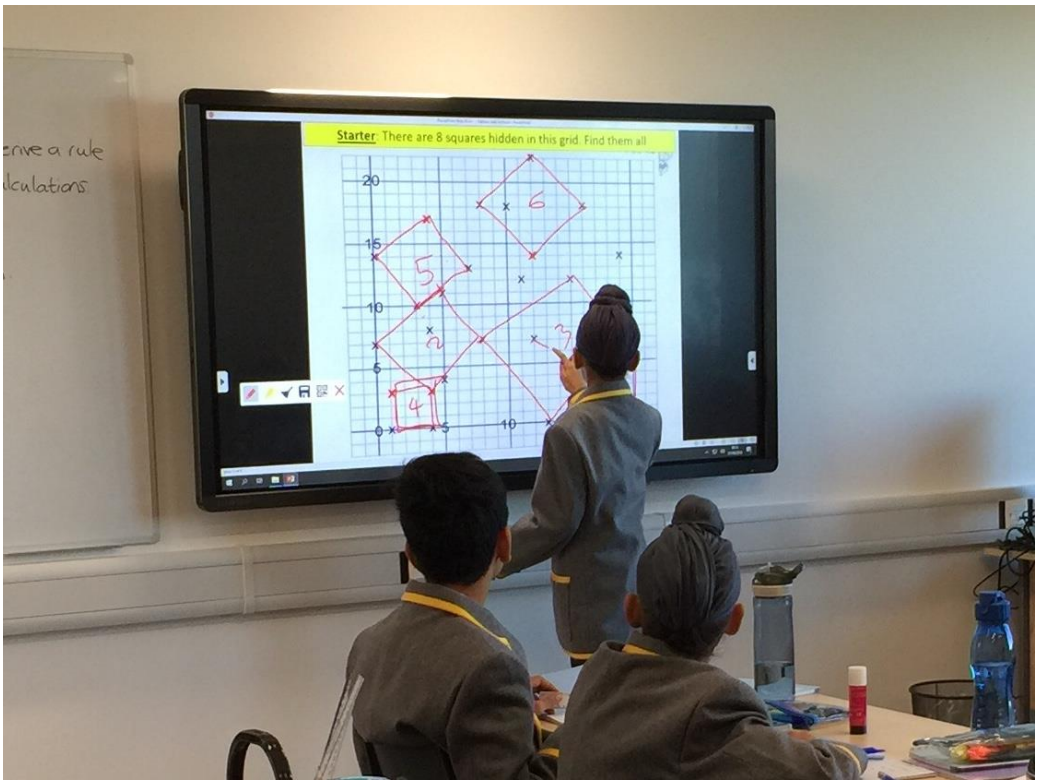
In striving for excellence, our school will achieve high standards - we expect to be significantly above the national and local averages within our first 3 years, and in the top 20% nationally within 4 years.

The school 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 National Curriculum, but it will also have significant curriculum enrichment activities based on our ethos. Our pupils will emerge as self-confident young adults, having achieved their very best academically, and will be grounded with humility and with strong moral and ethical values.

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 values; 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 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.

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 PE, which is reflected in pupils' timetables.

NSWL will deliver a broad range of subjects from the outset in the secondary phase; English, Maths, PE, Religious Education, VFPD (Values, Faith and Personal Development) Computing, Modern Foreign Languages, English, History, Music, Art, 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 lessons will be timetabled. Pupils will also be 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 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, 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
- 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 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. Staff 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 learning and teaching, 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
- 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 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
- 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 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.

6. Meeting pupil needs

Nishkam School West London provides excellent personalised and targeted support to all pupils, recognising that all pupils 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 values, 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 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 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 will be a unique and innovative feature of the school.

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 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.



7. Intended outcomes for the school

A successful organisation is judged by its outcomes. Teachers and leaders at Nishkam School West London will play a key role in ensuring the success of the pupils, 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 pupils 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 all 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 pupils to the full limit of their capabilities and promotes enthusiasm for learning
- Well developed partnerships and relationships with local schools.

8. Job Description, Teacher of PE / Extended Curriculum Co-ordinator

Responsible to: **The Senior Leadership Team, Nishkam School West London**
Responsible for: **Pupils making excellent progress in all allocated classes and, where appropriate, managing other staff to achieve effective practice in the classroom**
Location: **Osterley, Isleworth**



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 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 light.
- As well as delivering the outcomes for learning and teaching, and raising their educational achievement, you will have high expectations of all pupils, promoting their

religious, linguistic, social, cultural and emotional needs. You will also work collaboratively to meet the needs of colleagues, parents/carers, families and pupils.
- Work with others and pupils with respect and consideration, demonstrate and promote positive values and attitudes.
- Work within the statutory frameworks and NST policies, participate in continuous professional development, take increasing responsibility for your own personal professional development and engage actively in the performance management process.
- Contribute to the wider activities of the school and your specific Curriculum Area. Undertake reasonable work that is not specified in this job description.

Main Responsibilities:

Learning and Teaching

- Participate in the development of curriculum overviews, resources, schemes of learning, 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 pupils' 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 pupils' progress.
- Liaise effectively with pupils' parents/carers and family through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

Standards, Outcomes and Achievements

- Ensure learning and teaching outcomes are challenging, relevant and based on knowledge of pupils, their achievements and expected standards, using NSWL guidelines as well as local and national data.
- Set clear targets for pupil progress and monitor how pupils 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 an excellent 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, using the language of values.
- Take responsibility for implementing school policies and practices.

Other duties

- 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.

Wider role in the School

- 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 and willing to teach another subject in addition to your specialism.

Extended Curriculum Co-ordinator Role (secondary phase)

- Development and co-ordination of the timetabled enrichment offer (2 periods per week in Years 7, 8 and 9)
- Ensuring that a wide range of lunchtime and after-school clubs are on offer for all secondary pupils;
    - personally offering at least one activity, leading by example
    - monitoring attendance at all activities, including that of Pupil Premium students
- Promotion and monitoring of competitions undertaken by each Curriculum Area
- Communication about events through the school newsletter and social media
- Maintaining designated display boards and other areas around the school relating to the extended curriculum
- Leadership and development of the House system, including these key tasks:
    - Record-keeping of points scored / current rankings
    - Leading on house assemblies
    - Leading staff training and update sessions on the new House system
    - Ensuring a varied and inclusive range of activities is in place

Evolution of the Role

The role of teacher of PE and Extended Curriculum Co-ordinator at NSWL will develop as the school grows from its initial single year group 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 3 curriculum in collaboration with the other NSWL 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 or middle 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	
• A good first degree in a relevant discipline	E
• A recognised teaching qualification/QTS	E
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 pupil progress	E
• An excellent understanding of strategies to be used to improve standards of learning and teaching	E
• An excellent understanding of the role assessment plays in developing learning and teaching	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	E E
• Commitment to pupil-centred classroom delivery	E
• Commitment to one's professional development	E
• Ability to read data and take relevant subsequent action	E
• Proven experience on outstanding progress with high levels of EAL pupils	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 pupils	E
• To be able to work effectively in a team	E
• To have an excellent record of personal attendance, punctuality and health	E E
• 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	
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

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 26th April 2019 Midday** Start date 27th August 2019 Please contact us at recruitment.NSWL@nishkamschools.org or 020 3141 8760 if you wish to arrange a visit
Salary:	Very competitive dependent on track record
Location:	152 Syon Lane, Isleworth, TW7 5PN
Contract type:	Full-time
Contract term:	Permanent

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nishkamnurserywolverhampton
nishkamprimaryschoolwolverhampton
nishkamschoolwestlondon