



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

Application Pack

Post: Assistant Headteacher

(Teacher Development & Curriculum Primary Phase)

Start date: 26th August 2025

Contents

Message from the Nishkam School Trust.....	3
1. About Nishkam School West London.....	5
2. Context and Background	6
3. What would pupils learn	7
4. Working at the School.....	8
5. Meeting pupil needs	10
6. Intended outcomes from the School.....	12
7. Job Description	13
8. Appointment and Remuneration.....	16
9. Person specification	17
10. How to apply.....	19

A warm welcome from Nishkam School Trust

Thank you very much for requesting the details for the post of **Assistant Headteacher (Teacher Development & Curriculum Primary Phase)** at Nishkam School West London (NSWL). This is a truly exciting project for West London and represents an excellent opportunity for a dynamic and creative teacher and leader.

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 our current standard models of education and encompass a holistic approach. We believe that faith-based organisations have a significant role to play as part of the wider community; the heritage they draw upon illuminates some of the deeper quests for meaning and value in human life, going onto inspire a new vision and greater responsibility in our endeavours. We believe that our faith-inspired virtues define the character of education and that they should be intrinsic to a positive outlook on life. Virtues are awakened and strengthened in us when they are practised in front of us every day. At NSWL, we all work to ensure both our educators and learners are instinctively exercising virtues in every thought, decision and action.



Why are we different?

We believe faith schools can play a key role in not just nurturing a single faith, but also nurturing and encouraging the personal faith of each and every pupil, as well as building interfaith understanding. Worshiping collectively and within specific faith groups will be a unique and innovative feature of the School. The Sikh *dharam* (faith or religion) is emphatic in respecting all faiths and not seeking converts, maximising our contribution towards a cohesive society. The Sikh *dharam* has a unique multi-faith ethos and the School will reflect this by positively nurturing children of all faiths and 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 involves learning experiences and interactions across generational boundaries and also recognises 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 develops 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 are 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 further development of the School, we look forward to receiving your application.

¹ *Hansard*. 5 Jul 1996 : Column 1691

1. About Nishkam School West London

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

The Primary phase teaches from Reception to Year 6 pupils (4-11yrs) and the Secondary phase from Year 7, through to GCSE (11 – 16yrs) and also provides a Sixth Form education (16-18yrs).

The School has a unique multi-faith ethos to positively nurture the faiths and beliefs of all children. It works within the national guidelines for admissions, our over subscription criteria limits selection by faith criteria to 50% of the intake. The Nishkam School Trust promotes working within a framework of clear virtues, morals and ethics.

Our aspirations are challenging and include providing the following:

1. Raising hopes and aspirations for all, irrespective of background
 2. Academic excellence within a strong faith inspired virtues-led ethos
 3. Multi-faith approach
 4. Excellence in teaching
 5. Creation of a calm positive school atmosphere
 6. Strong yet sympathetic discipline
 7. Parental and community collaboration
 8. Large voluntary parental and community collaboration
 9. Non-selective; open to all academic abilities and backgrounds
-
- “Pupils are proud to attend this aspirational school. Pupils feel valued as individuals within the school community. The behaviour of pupils is exemplary. Pupils enjoy attending the extensive range of clubs and the well-thought-out experiences, trips, and visits. Leaders ensure that all pupils can fully participate in these activities.”
 - “Leaders are relentless in their desire to improve the school. Staff feel that leaders are considerate of their workload and well-being. They are proud to work at this school.”
 - “The school has extremely high expectations for pupils’ behaviour. These expectations are modelled by all staff consistently. Disruption to pupils’ learning across the school is rare because the curriculum and teaching are thoroughly engaging. As a result, pupils consistently strive to succeed.”
 - “Pupils are taught to be good citizens through exceptional personal development programmes. Pupils learn the value of making a positive contribution to society. They have very positive attitudes towards people with different backgrounds.”
 -

Ofsted-January 2024

Nishkam School West London will be a learning community at the heart of Hounslow, bringing together education and children’s services, 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 achieves high standards - we expect to consistently be significantly above the national and local averages. The School has 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 not only consists 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 be grounded with humility and strong moral and ethical virtues.

- *The school environment is very calm and the behaviour of the pupils is good overall.*
- *The Leadership team works hard and is approachable and supportive if you need any help or guidance.*
- *Regular staff and department meetings ensure all teachers are updated regularly to ensure high quality teaching is being delivered. Additionally, professional development training is provided as a means to guide and support teachers in the classroom. This helps teachers to discuss and explore different teaching strategies they may want to implement into their own teaching.*
- *Leaders at Nishkam are empathetic, compassionate and encourage excellence in a way that corresponds to individual ambitions.*
- *I am proud to work at this school and feel that SLT, as a whole, is really supportive and help me reach my goals.*

Staff Survey Feedback- October 2024



2. Context and Background

Applicants need to understand the context within which the School operates. The following points highlight some of this context:

NSWL aims to improve educational attainment; broaden the curriculum to nurture spiritual and emotional wellbeing; promote family and faith virtues; and integrate families and community into education. The School also helps to alleviate the shortage of school places and increase 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, 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, since the mid-seventies with a large voluntary community in Birmingham, London and Leeds (in the UK) and larger international community within Kenya and India. Initially this service was through building a Sikh place of worship (Gurudwara), which is run on an entirely volunteer basis. The core service has been extended with large projects in health, education, infrastructure development and 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 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 virtues-led approach.

3. What would 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.

NSWL will deliver a broad range of subjects in the primary phase; English, Maths, Science, Religious Education, PSHE, Computing, Modern Foreign Languages (KS2), Geography, History, Music, Art and Design, Design Technology & Physical Education.

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 virtues
- 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



4. 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 teaching and learning, including teachers, resources and environment, will be brought together to:

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

The principles guiding all members of the school community are:

- all children can and will achieve
- a strong sense of service to others
- a positive ethos, characterised by integrity, respect and compassion for others
- a clear purpose, high expectations and culture of achievement and success
- 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/smarty 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 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, at all schools within the Trust, 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 behaviours of adults around them, hence adults must practice virtues and create positive relationships; to foster good habits and stimulate learning amongst children. Good nourishment and outdoor play are also 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 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.

The Nishkam 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 Hounslow 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 School, both religious education and religious nurture contributes 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.



6. *Intended outcomes from the School*

A successful organisation is judged by its outcomes. The Assistant Head Teacher of Nishkam School West London will 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.

7. Job Description

Responsible to: Headteacher (Primary Phase), Nishkam School West London

Responsible for: Teacher Development & Curriculum

Location: Osterley, Isleworth



Main Purpose:

- To maintain and develop the whole school strategy for Teacher Development.
- To develop the Core curriculum and middle leaders.
- To deliver ambitious pupil progress & statutory outcomes.

Main Generic Responsibilities:

- Support the Headteacher and Governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity skills.
- Play a contributory role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.

- Through liaison and guidance, work closely with Teachers & Curriculum Leaders to ensure the best learning opportunities for pupils.
- Contribute to the implementation of strategies for the efficient running of the school within the policies adopted by the Governing Body.
- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires.

Specific areas of responsibility:

Teaching Development & Curriculum

- Promote excellence, creativity and innovation in teacher development across the school.
- Monitor, evaluate and develop teaching and learning practices across the primary phase.
- Develop the core curriculum teams and further evaluate and improve the Core Curriculum.
- Share good practice with colleagues, leading by example and promoting high standards in the delivery of the curriculum.
- Be research led and be proactive in keeping the school up to date over the latest educational issues.
- Keep abreast of educational developments and possess a thorough and up-to-date working knowledge of the Ofsted inspection framework with a focus on Quality of Education.

Leadership

- Maintain a high profile as an example of best and leading practice within the classroom and foster the high expectations to which the school aspires.
- Assist the Senior Leadership Team in managing the school on a day-to-day basis.

Professional Development

- Working with the Senior Leadership Team to lead, motivate, and develop all staff to secure continual improvement, so that pupils make outstanding progress.
- Advise, support and mentor individual teachers to improve teaching.
- Deal promptly and effectively with any underperformance of staff, teams or pupils
- Under direction from the Headteacher assist in the interview and appointment of new members of staff.
- Work alongside the Senior Leadership Team to encourage improvement through performance management; take responsibility for the performance management of identified staff.
- Set high expectations for your own performance and engage in relevant professional development activity as necessary.

Managing the organisation

- Develop action plans in specified areas of responsibility in order to bring about improvements and contribute to the whole school improvement plan.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.

- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the pupils and value for money.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.
- Contribute to the school's vision of education built on the foundation of 'virtues', alongside an effective operational base.
- Support the aims and ethos of the school and contribute to a clear vision for an effective school by initiating and managing change and improvement to develop the school and the staff.
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and promote safeguarding to ensure the welfare of children and young people is paramount.
- Ensure that equal opportunities for pupils and staff are effectively promoted.

Communication and Community Links

- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement, involving parents as true partners in the education of their children.
- Network and liaise across the range of external providers, schools, community and leadership networks, to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.
- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress, and are able to understand and contribute to targets for improvement.
- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice.

8. Appointment and Remuneration

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

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

9. 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:

ESSENTIAL	DESIRABLE
QUALIFICATIONS	
<ul style="list-style-type: none"> • Qualified Teacher status • First degree (hons) from recognised university 	<ul style="list-style-type: none"> • Working towards or has NPQML/SL or NPQH • Additional or higher educational qualifications e.g. MA
EXPERIENCE	
<ul style="list-style-type: none"> • Significant successful teaching experience in the primary age range with a track record of consistently enabling pupils to achieve high standards • Substantial knowledge and understanding of learning and teaching in the primary age range • Successful experience in curriculum leadership • Some experience in holding others to account where appropriate or necessary • Successful experience of working with children from a rich and diverse cultural background and within under-served communities 	<ul style="list-style-type: none"> • Experience in strategic planning or curriculum design development and evaluation • Experience in instructional coaching model. • Experience or knowledge of the 'deep dive' methodology • Experience of working with and developing links with the community
KNOWLEDGE & UNDERSTANDING	
<ul style="list-style-type: none"> • Knowledge and understanding of data analysis and the ability to use data to set targets for improvement • Confident in whole school self-evaluation • Up to date knowledge & understanding of the current national education agenda • Understanding of how children learn and effectively apply their learning • Understanding and track record of delivering to the cultural needs of pupils and parents 	<ul style="list-style-type: none"> • Awareness around Free Schools
LEADERSHIP SKILLS	
<ul style="list-style-type: none"> • Evidence of outstanding teaching in more than one year group • Can delegate effectively • Can monitor and evaluate effectively • Can initiate and manage change • Can motivate & inspire by setting and following high standards • Can seek advice and support when necessary • Can deal sensitively with a wide range of 	<ul style="list-style-type: none"> • Evidence of successful school improvement planning and delivery

<p>people: children, staff, parents, governors and wider stakeholders and resolve conflicts</p> <ul style="list-style-type: none"> • Is sensitive and approachable, adapting easily to a diverse and changing situations 	
DECISION MAKING SKILLS	
<ul style="list-style-type: none"> • Ability to investigate, resolve problems and make decisions • Can collect and weigh evidence, make judgements and take decisions in line with good educational practice • Can think creatively and imaginatively to solve problems and identify opportunities 	
COMMUNICATION SKILLS	
<ul style="list-style-type: none"> • The ability to communicate clearly and take into account, where appropriate, the views of others • Effectively communicate orally and in writing to a range of audiences • Can negotiate and consult effectively • Has a well-balanced sense of humour and a positive disposition to all 	
NISHKAM SCHOOL TRUST ETHOS	
<ul style="list-style-type: none"> • Capacity to influence others • An ability & commitment to develop and maintain the Sikh multi-faith ethos of the school in partnership with the Principal and governors • Fully supportive of the aims & ethos of the faith based free school • Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development • Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education 	Faith and religious practitioner

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 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 **Monday 12th May 2025 8am**

Start date Autumn 2025

Arrange a visit or informal conversation with the Headteacher by contacting: Enquiries.NSWL@nishkamschools.org or 0203 141 8760.

Interview: Week beginning 19th May 2025.

Salary: Very 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