



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

1400 pupils

**Application Pack**  
Post: KS2 Class Teacher  
Start date: November 2024 or January 2025

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*A warm welcome from Nishkam School Trust*

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Thank you very much for requesting the details for the post of **Class Teacher** 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.

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.



Nishkam Values Guide

## **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*'.<sup>1</sup>

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.

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

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## *1. About Nishkam School West London*

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

The Primary phase teaches from Reception to Year 6 pupils (4-11yrs) and the Secondary phase from Year 7, through to GCSE (11 – 16yrs) and will also provide 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.”
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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. 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 2022*



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## 2. Context and Background

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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.

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### *3. What would pupils learn?*

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#### Extended and enriched National Curriculum

Nishkam School West London, as a Free School, follows the National Curriculum for Maths, English, Science and ICT, but has greater freedom than other schools to enhance the curriculum beyond this. We intend to use this flexibility to develop a curriculum that enables all pupils to be stretched and to achieve their full potential.

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

The key guiding principles and characteristics of the curriculum are:

#### **Academic Excellence**

- Primacy of self-discovery
- Proficiency in academic subjects
- Having wonderful ideas
- Habit of lifelong learning
- Experience of success, challenge 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

#### **Strengthen 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



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## 4. Working at the School

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

Nishkam School supports staff to develop appropriate skills, knowledge and dispositions to fulfill the aims of the curriculum and the ethos of the School. They 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; and
- assess pupils' work regularly and thoroughly, and use information from those assessments to plan teaching for effective progress of pupils.

The principles guiding all members of the school community are:

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

- an evidence based improvement culture

For staff in particular there 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
- 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 are 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 will be dependent upon achieving this aim and we will therefore, expect all staff to recognise and value the professional opportunities the School offers and to work tirelessly with us towards these objectives.

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## 5. Meeting pupil needs

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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*

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## *6. Intended outcomes from the School*

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A successful organisation is judged by its outcomes.

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 average contextualised value added.
- Achieving high standards - we expect to be significantly above the national and local averages within our first 2 years, and in the top 25% nationally within 3 years.
- Achieving ambitious targets year on year for the improvements in literacy and numeracy.
- Being an employer of choice in the city and beyond, with considerable competition for vacancies.
- Achieving good or above in Ofsted inspections with regard to overall effectiveness and in most categories, including attainment
- Achieving an inclusive approach to learning by recognising the right of every child and young person (irrespective of age, gender, ethnicity or disability) to be included as a valued, respected and equal member of the learning community.
- Well developed partnerships and relationships with local schools

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## 7. Job Description

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### Class Teacher

#### Overview

This is a unique and exciting opportunity to shape a school from its foundation (opened in September 2013), as it develops into an all-through school on its brand new state-of-the-art site. Opportunities like these will be few and far between and will interest those with creative, visionary minds, seeking to inspire a new generation of children by embedding core virtues in every aspect of learning. The journey will have its challenges yet the rewards will be immensely satisfying. Your role will evolve as the school grows. The primary school will be part of an all-through school from 4-19 whereby pupils can make the transition to our secondary school. In September 2018, we had our first intake of Year Seven students.

<b>Job Title:</b>	Class Teacher – KS2
<b>Hours of Work:</b>	Full Time / Permanent
<b>School:</b>	Nishkam School West London
<b>Responsible to:</b>	Primary Headteacher

#### Areas of Responsibility and Key Tasks

##### 1. Curriculum and Assessment Development

- Have a secure knowledge of the relevant curriculum content, foster and maintain pupils' interest in a range of subjects, and address misunderstandings
- Demonstrate a critical understanding of developments in the curriculum, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- In reading, demonstrate a clear understanding of systematic synthetic phonics
- In mathematics, demonstrate a clear understanding of appropriate teaching strategies
- Know and understand how to assess the relevant curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

##### 2. Leadership and Partnership

- Provide effective modeling to staff and children of the school's ethos and virtues;
- Provide leadership in an agreed subject or age group, working with colleagues to improve planning, resourcing and delivery of that area; and to
- Work with children, parents and families to develop an in-depth understanding of each child and to jointly plan future learning and development

### 3. Planning, Teaching and Classroom Management

To maximise the progress of each allocated class by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of motivation and interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN and more able pupils;
- Providing clear structures for lessons, maintaining pace, motivation and challenge;
- Ensuring effective teaching and best use of available time;
- Monitoring and intervening to ensure sound learning and discipline;
- Using a variety of teaching methods to:
  - i) match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii) select appropriate learning resources and develop study skills through library, ICT and other sources:
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught: and to
- Evaluate own teaching critically to improve effectiveness

### 4. Additional Responsibilities

- Maintain a well organised, tidy classroom;
- Ensure that the classroom environment is stimulating and attractive through displays and use of resources;
- Ensure that there is key vocabulary for the curriculum areas, including a clear focus on Literacy and Numeracy;

- Ensure that agreed school policies are followed and understood;
- Ensure that the school's positive behaviour policy is consistently reinforced;
- Ensure that the school's Racial Equality and Equal Opportunity policies are adhered to at all times;
- Ensure that through planning and discussion effective use is made of any additional adult support in the class in order to promote children's learning;
- Liaise and meet with parents wherever appropriate, and attend parent consultation evenings;
- Provide regular written reports as part of the required professional role;
- Attend weekly staff meetings; and
- Ensure that the school's Health & Safety procedures are followed and adhered to at all times

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## *8. Appointment and Remuneration*

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

There will be a highly competitive remuneration package for the right person to be determined by the Nishkam School Trust, similar to, although higher, than the Main Pay Scale.



## 9. Person specification

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

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

<b>Qualifications</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have DfE Qualified Teacher Status;</li> <li><input type="checkbox"/> Possess recognised, relevant qualifications relating to the post for which they are applying or are appointed to;</li> </ul>
<b>Knowledge, Attributes and Skills</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have knowledge and experience of the curriculum and of good primary practice;</li> <li><input type="checkbox"/> Have understanding of and proven commitment to equality of opportunity; and</li> <li><input type="checkbox"/> Demonstrate the ability to meet the educational, spiritual, moral, emotional social and cultural development of every child in the group or class allocated to the professional at any time in the academic year</li> </ul>
<b>Experience and Abilities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate commitment to the involvement of parents in their children's learning;</li> <li><input type="checkbox"/> Demonstrate evidence of successful professional (teaching) practice;</li> <li><input type="checkbox"/> Demonstrate a sound understanding of assessment;</li> <li><input type="checkbox"/> Demonstrate an understanding of children's development and the ability to recognize and respond to the individuality of children in their care;</li> <li><input type="checkbox"/> Demonstrate knowledge and experience of curriculum planning, with particular regard to the phase being applied for/in which the employee is deployed at any time</li> <li><input type="checkbox"/> Demonstrate a willingness to work across the primary age range;</li> <li><input type="checkbox"/> Demonstrate an awareness of national trends and developments;</li> <li><input type="checkbox"/> Demonstrate an understanding of modern teaching techniques</li> <li><input type="checkbox"/> Demonstrate evidence of high expectations of pupils and staff;</li> <li><input type="checkbox"/> Demonstrate an understanding of working in an urban, culturally diverse school;</li> <li><input type="checkbox"/> Demonstrate clear and balanced views about pupil welfare and discipline;</li> <li><input type="checkbox"/> Demonstrate a commitment to the integration of children with special educational needs and disabilities in the mainstream school environment; and</li> <li><input type="checkbox"/> Demonstrate evidence of commitment to personal and professional development</li> </ul>
<b>Leadership skills</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an awareness of the process of inspection, monitoring and observation and how these processes contribute to the overall evaluation of a school;</li> <li><input type="checkbox"/> Demonstrate an understanding of the role of Governors;</li> <li><input type="checkbox"/> Demonstrate an understanding of how best to support and develop other adults</li> </ul>

**Personal  
Qualities**

- Demonstrate commitment to the job beyond the basic demands of the post;
- Through their actions demonstrate a support for the aims and ethos of the school;
- Demonstrate a commitment to work closely with families to meet the needs of all children;
- Demonstrate the ability and commitment to work closely with, and support the Principal and Head teacher both during and beyond the school day;
- Demonstrate a strong commitment to supporting the importance of the school as part of the community;
- Possess well developed interpersonal skills and the ability to develop and maintain good relationships with pupils, staff and parents;
- Demonstrate personal and professional integrity;
- Possess the ability to work under pressure whilst maintaining a cheerful disposition;
- Demonstrate evidence of excellent organizational skills;
- Demonstrate evidence of a flexible attitude towards responsibilities in school;
- Demonstrate evidence of contribution to all areas of school life;
- Demonstrate evidence of setting a good example to children in personal presentation and conduct;
- Possess a sense of balance with a life outside school; and
- Possess a sense of humor

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## *10. How to apply*

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We would be very happy for you to email or call for further information if required.

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

**To Apply:**

- You need to complete an application via Face-Ed, <https://nishkamschooltrust.face-ed.co.uk/vacancies> by **4th October 2024**.
- Please note, only shortlisted candidates will be contacted to attend an interview.
- Interview: TBC