



Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Road, Walthamstow, London E17 4EY

Headteacher: Ms Jenny Smith

Website: www.bremer.org.uk

Information Pack

Teaching Assistant



Ofsted
GRADED
GOOD

December
2015

"This is a GOOD School"

Leadership and Management **GOOD**
Teaching, Learning and Assessment **GOOD**
Personal development, behaviour and welfare **GOOD**
Outcomes for pupils **GOOD**



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Headteacher's Welcome

Welcome to Frederick Bremer School and thank you for taking the time to apply for a position at our vibrant community school. This information pack will provide you with key information to support your application and your understanding of what makes Frederick Bremer School so unique

Frederick Bremer School is a creative and nurturing school where all staff and pupils are inspired to be 'the very best they can be'. We are judged as a good school across all areas and our SEN provision is outstanding. Our vision and values are central to our practice, and you will need to share our commitment to ensure every pupil is not only academically successful but is also equipped with the skills, qualities and attributes to be a successful 21st century citizen.



Equality and diversity are at heart of Frederick Bremer's ethos and values. This is embodied in our curriculum, behaviour policy, pastoral provision and across all areas of the school. Our pupils and staff represent a diverse community and we value and respect everyone's identity. We also promote inclusivity at the heart of our work, and have active LGBTQ groups, equality groups and provide space for issues led teaching. This is a school where we want pupils to be 'who they want to be', and we provide a space for that.

The well-being of staff and pupils has been central to our school development plan over recent years. All pupils study a bespoke well-being curriculum, as well as a curriculum which breadth as well as depth. Our quality professional development programme caters for staff through every stage of their career and a significant number of our staff have successfully developed into middle and senior leadership roles. We are proud of our high rates of staff retention and the consistently positive feedback we receive from staff feedback.

The last year has been a challenging one for everyone, but it has brought our community closer together in so many ways and demonstrates the depth of our school culture. We have embraced digital technologies, and we use g-suite at the heart of our teaching and learning strategy. We are excited as to how we can continue to innovate our practice moving forward.

Our pupils are a pleasure to work with; they are ambitious for themselves and their community and we are on an exciting journey of continuous improvement towards outstanding. This is an excellent opportunity for a committed and ambitious individual to make a significant contribution to this journey. We have a very supportive staff and Governing Body and great parents. If you are looking to join a successful school with a clear moral purpose, while also developing your skills as an outstanding professional, then this will be a rewarding opportunity for you.

We look forward to receiving your application.

Jenny Smith

Headteacher

Michelle Hegarty

Chair of Governors

Role: Teaching Assistant



START DATE: As soon as possible

Ofsted 26th February 2019

Position: Teaching Assistant

"There is a strong inclusion ethos, which accompanies the school's robust moral purpose."

Salary: SC4 £20,111.40—£21,596.50 (pro-rata OLW))

"This continues to be a good school., and since the previous inspection, you and your team have focused consistently on improving the opportunities provided for pupils and raising their achievement."

Pupil Age range: 11-16 yrs.

Co - Educational

Do you want to make a difference? Do you love working with children? Are you creative, enthusiastic, energetic and committed team player? If so, we have the position for you! At Frederick Bremer we are looking for just that. Our SEN Department, noted as an Area of Excellence by Challenge Partners, is built around supporting the needs of children with both Autistic Spectrum Condition (ASC) and children with Special Educational Needs (SEN) as well as children with physical difficulties both within our Resourced Provision for children and across the school. The support provided by our SEN team ensure that pupils can achieve their best, irrespective of any barriers they face.

This is a strongly good school, as evidenced by our recent Ofsted visit and we are on a trajectory of continuous improvement. We are committed to high quality learning and teaching for all pupils, ensuring all pupils make rapid progress regardless of their starting point. The successful candidate will join an experienced and successful school committed to collaborative working. Frederick Bremer is a popular and over-subscribed school which enjoys excellent state of the art facilities in a new building. At Frederick Bremer staff have access to comprehensive CPD programme and structured career progression routes. Teaching Assistants are often inspired to train for their teaching qualification, see recent quote "The students of FB have inspired me to go for the teaching qualification. The staff have been extremely supportive".

The school is currently looking for Teaching Assistants to assist the teacher within the classroom. They need someone to build strong relationships with the students and colleagues, bring new ideas to the table and to track the progress of the children within the class. Working alongside our pupils is both exciting and rewarding; this role would suit those who are committed to ensuring a high quality education for all pupils and would be an ideal opportunity a candidate who has a long- term interest in pursuing a career in teaching.

The post holders will work under the guidance of our SENCO, ASC Managers and HLTAs within an agreed system of supervision, to implement agreed work programmes with individuals/groups in or out of the classroom. This will include liaising with teaching staff about the needs of the pupils, supporting in the classroom. Ensuring pupils are able to access the schemes of learning and will include the management or preparation of resources or delivery of specific programmes. The successful candidates will have relevant qualifications and/or experience of working with children with ASC/SEN, the ability to work constructively as part of a team, understanding classroom roles and responsibilities, resilience and flexibility to respond to the varying demands of the school day and the pupils' needs. A commitment to CPD and training is also essential.

The successful candidates will be required to work term time plus additional days during the school holidays and/or (on occasion) at after school events. The number of days is dependent on length of continuous service. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Offer of a position is subject to receiving satisfactory references and an Enhanced DBS Clearance.

For more information and an application pack please see our website www.bremer.org.uk or email recruitment@bremer.waltham.sch.uk Completed application forms should be returned or emailed to recruitment@bremer.waltham.sch.uk by 12.00pm (midday) on Thursday 24 June 2021 Interviews date TBC.

Equal opportunities are at the heart of how we operate at Frederick Bremer. We have a diverse staff body whose identities are respected and valued. We are always seeking to add to the diversity of our staff and we actively welcome applicants who identify as BAME or other minority groups. We also welcome applicants who identify with one or more of the protected characteristics of the 2010 Equalities Act. We have range of strategies to promote staff well-being including a new bespoke well-being curriculum for all pupils. Diversity and equality are central to our values at Frederick Bremer. We also offer opportunities for flexible and part time work arrangements.

About the Department



Thank you for showing an interest in this post at Frederick Bremer School. We appreciate that applying for a new position is not taken lightly, and the decision about this post is as much about it being right for you as well as for us. You will find information regarding this post in this pack, and more general information about the school on our website. You are also encouraged to visit the school prior to interview, and you can also request a phone conversation with the Headteacher beforehand.

Frederick Bremer School is an exciting school to join. We have amazing pupils, who are hugely ambitious for themselves and curious about the world around them. We are a committed and dedicated staff body, who are very supportive. We are all committed to community education, and to ensuring that the young people of our community have the best possible educational opportunities. As a result, the school is a dynamic community to be part of.

The Post – All staff are fully committed to our pupils experiencing a fully inclusive secondary school experience that prepares them for their next steps into further education, employment or training; as such the vast majority of the support we provide is within mainstream lessons providing academic support for teaching and learning. In addition to this you will contribute to providing a range of clubs, enrichments opportunities and academic interventions that allow all our pupils to be supported at all unstructured times; before school, during breaks, lunch and after school

The Department – You will work in a dynamic and supportive environment with positive and creative colleagues who are committed to ensuring our students make excellent progress. There is a culture of personal development and colleagues actively engage in their own continuing professional development. There is a clear structure for progression and various opportunities to progress to HLTA where you could lead on specific areas of need such as Autism, ADHD and Dyslexia. In addition to this there is also a clearly defined route into teaching where appropriate. All members of the department work widely across the school in subject areas and colleagues are supportive and appreciate of the work of the SEND department

About Frederick Bremer School



Community School

We are local, maintained state school. Our school is truly representative of our local community Walthamstow community. We are incredibly diverse, and no ethnic group is more than 18% of the school population. Over 50% of pupils are eligible for Pupil Premium, and we have all socio-economic groups of the local area represented. We have two thirds boys to girls (the impact of 3 girls' schools in the Authority), but girls thrive academically and socially at our school.



Pupil Progress

Our pupil population is very diverse—we have a significant number of pupils with ECHP (including 30 who are part of our Autism SRP) and many EAL pupils. In any class, there will be a significant range of need, and our teachers and TAs know our pupils very well so they can meet their individual needs. Pupils at Frederick Bremer make progress above the national average and we have many alumni pupils who attend top Russell Group universities.

Creativity

We have a unique creative curriculum encompassing our MISST Music School, creativity skills, drama and fine art. Every Y7 and Y8 pupil is provided with an instrument



Teaching & Learning

Our pupils are taught by subject specialists in mixed ability teaching groups (apart from maths). Lessons are planned collaboratively in departments to ensure stretch and challenge for all pupils. Our SEN and Autism provision provides outstanding support and facilities for pupils with a wide range of learning, emotional and behavioural needs. We have a state of the art library and six computer classrooms. We embrace technology as a platform to promote learning for the 21st Century.

Pupil Leadership

We offer several distinctive pupil leadership pathways: Head Students, Prefects, Pupil Parliament, Youth Health Champions, Sports Leaders, Duke of Edinburgh, LGBT Pride Youth Network and Peer Mentors. This varied leadership offer enables a diverse range of pupils to become pupil leaders and make positive contributions to the school and the community.

Behaviour & Pastoral

At Frederick Bremer every pupil is individually known and nurtured. Our behaviour system is consistent, transparent, firm and fair. We encourage pupils to take ownership for their own behaviour and to be reflective when they fall short of our expectations. Our pastoral curriculum is highly innovative and is delivered through weekly well-being workshops, PSHE lessons, tutor time and assemblies.





Frederick Bremer School - An Outstanding Community

where we all **share** and model our values of '**Respect, Responsibility and Integrity**' and are always '**the best we can be**'

Together we all



Together we all

Frederick Bremer School Expectations Because we challenge, care and commit:

1. **Learning** comes first
2. **Respect** yourself and respect each other, and use only positive language
3. **Follow instructions** of all staff at once, and at all times
4. **Be on time:** learning starts within **90 seconds** of the bell
5. Move around the school **purposefully, safely** and **quietly**: keep hands, feet, and objects to yourself

Reasons to work for us



What makes Frederick Bremer a unique place to work?

Diversity and Equality

Our staff body reflects the religious and ethnic diversity of our community. We employ staff with diverse skills and backgrounds and this ensures that our policies and system are always inclusive of all our stakeholders. We value and respect everyone's identity and our equalities statement confirming our commitment to the 2010 Equalities Act. We have gender neutral toilets for staff and pupils, alongside a gender neutral school uniform. We are proud to have been awarded the Stonewall Bronze award in recognition of our work and impact in LGBTQ+ equalities and tackling school based homophobia and transphobia.

Curious and talented pupils

We actively work to develop pupils' ability to think critically and to challenge stereotypes and misconceptions. Our pupils have a strong sense of social justice and have been finalists in the Jack Petchey Speak Out Challenge. We have some of the most talented musicians in the borough at our school. Our pupils regularly perform in prestigious London venues and every year we have a school production that not only celebrates the talent of our pupils, but also fosters vertical friendships and strong sense of relatedness to our school values.

Outstanding SEN and Autism Provision

Our SEN and Autism Provision has acclaimed status in Waltham Forest. It has been rated as outstanding by external reviews. We are able to meet the needs of pupils with visual impairments and significant mobility restrictions. Pupils who are supported in our SEN provision are fully included in all mainstreams lessons with the support of skilled Teaching Assistants. The SEN provision is a vibrant and nurturing hub for SEN pupil at lunch and break times and before and after school.

Well-being

Staff and pupil well-being is high on the agenda at Frederick Bremer. We value the hard work and dedication of all our staff and have several staff recognition and reward opportunities. All our pupils participate in a weekly well-being curriculum, which all staff participate in delivering.

Flexible and part-time work arrangements

We understand the challenges of being a working parent/carer. We are open to requests for part-time and flexible working arrangements and do our best to accommodate requests

Professional Development

Our professional development is tailored to meet the needs of staff at each stage of their career. We have bespoke in house programme which comprises of coaching, developing leadership and NQT/Teach First/School's Direct programme. We also are privileged to participate in high quality training programmes within the Seven Kings Teaching School's Alliance. We are known for our first class at support and development of trainee teachers and teachers in the early stages of their career. Many of our staff have secured middle and senior leaders positions because of training and development opportunities at Frederick Bremer.

What do our staff say about working at Frederick Bremer?



Frederick Bremer puts creativity and vision at the heart of everything it does as a school. As a member of staff here I have truly felt that this innovative way of working has allowed me to progress in my career rapidly and with full support. The curriculum is inventive and holistic and takes into account the wellbeing and needs of the pupils, the staff and the wider community.



Lead Practitioner/ Creativity

I love working at Frederick Bremer as the students, staff and wider community give it a unique family feel. Everyone is welcomed and accepted for who they are, and there is a strong community ethos and culture of trust and understanding which runs through our day to day life. Every student is known, catered for and is at the heart of everything we do. It truly embodies the motto of 'being the best you can be'! **MFL Teacher / HOY 7**

I have been able to develop professionally because of the support and trust placed in me. Career and professional development is a key area at this school. Whether you want to develop within the area you are currently working or move into a new area everyone is given an opportunity to progress. I wouldn't be where I am today without Bremer. Working here has provided me with that key commodity that working parents lack; time with their child[ren].

School Manager

I love working at Frederick Bremer because this is a school that really helps teachers to develop. I love teaching pupils who love to learn, try their best, and are extremely personable and positive. I love working in a richly diverse school who care and place an emphasis on teacher well-being and who are hugely supportive with my career. **Head of Year 9, Geography**

I started here as a temporary receptionist nearly 7 years ago and am now an admin team leader, line managing reception. I love working at Frederick Bremer because I feel valued and have had great career development over the years, having learnt so much. Working with a brilliant group of people has always been a bonus too!

Communication and Systems Manager

Working at Frederick Bremer is both inspiring and rewarding especially because I work as a TA in the SEN department and no two days are ever the same. The schools values and ethos represent what Bremer is about, each member of staff supports each and every student to 'be the very best they can be'. We are all part of a supportive network where SEN students are able to integrate into the wider school community. **Teaching Assistant**

Having trained to teach at Bremer, I have continued to work and develop here for the past 4 years. Bremer's diversity and inclusion are two aspects of our community I like the most. Our students have creativity, character and drive, which makes my job enjoyable. The school has provided me with opportunities to develop my own practice, and as a result I run our new whole school Wellbeing Curriculum. No other local school addresses student wellbeing in this way, and it's exciting to be at the forefront of delivering this new initiative. **English Teacher / Student Wellbeing Lead**

I have been working at Frederick Bremer School since April 2019. I have to say that it has been one of the best decisions I have made. The students are a pleasure to work with and all the staff at Frederick Bremer are friendly and supportive. Staff wellbeing and a good work-life balance is supported by the early closure on Fridays. The CPD at the school is genuinely challenging and inspires you to become a better teacher and leader. **Science Lead Practitioner**

I have worked at Frederick Bremer for 7 years now, including 6 years as Head of MFL. The main reason I have stayed here so long is because of the amazing students and the cohesion of the staff. I love working in such a diverse community. Everyone gets on and supports each other. You only have to spend 5 minutes in the building to sense what a community feel it has to it. Students from different backgrounds and year groups all play happily side by side every day. Without the support of senior management and friendly colleagues, this job can be tough. As a working mum, I have been fully supported and even after taking a year of maternity leave off, management have been supportive in continuing to develop me professionally. **Assistant Headteacher (Collective Ethos)**

My job gives me the opportunity to have a positive impact on people's lives and make a difference every day. I go home and I know I made a real difference. I am proud to say I work at Frederick Bremer School and am honoured to still be a part of the family after 10 years. Being a part of Bremer keeps me smiling which is good for my soul and my psychological wellbeing. I love that I'm encouraged to try new things out and be innovative through professional development. **ICT Teacher**

Senior Leadership Team



Jenny Smith (HT)	Ben Lyon (DHT) (LM JSM)	Steve Moore (Interim DHT) (LM JSM)	Angy Osman (Interim DHT)
<p>School vision and values</p> <p>School culture</p> <p>School Improvement Plan</p> <p>School standards</p> <p>Strategic & financial planning</p> <p>Self evaluation</p> <p>Governors & Staffing, HR, appraisal and recruitment</p> <p><i>Ben Lyon</i></p> <p><i>Steve Moore</i></p> <p><i>Angy Osman</i></p> <p><i>Shermaine Lewis</i></p>	<p>Deputising for the HT Safe-guarding/DSL/SCR</p> <p>Inclusion - best practice</p> <p>FAP (inc behaviour & exclusions)</p> <p>SEMH & Pupil Well being</p> <p>SEF data dashboard</p> <p>Critical incident planning (inc fire safety)</p> <p><i>Stephen Rowswell</i></p> <p><i>Claire Binns</i></p> <p><i>HOD Maths</i></p> <p><i>HOD Science</i></p> <p><i>HOY 10</i></p>	<p>Curriculum</p> <p>Timetabling</p> <p>Vocational learning</p> <p>Pastoral systems & practice</p> <p>Values lead behaviour/rewards</p> <p>Quality of tutoring/assembly programme</p> <p>Physical well-being/healthy school</p> <p>School Operations/calendar/ (cover from term 2)</p> <p>Attendance/admissions</p> <p><i>HOY Y8</i></p> <p><i>PE</i></p> <p><i>Acting AHT</i></p> <p><i>Behaviour Coach</i></p>	<p>Learning and teaching pedagogy & practice</p> <p>CPD</p> <p>Middle leaders & leadership development</p> <p>Y9 Options</p> <p>Challenge (HPA)</p> <p>Quality Assurance</p> <p>Deputy Safeguarding Lead</p> <p>Parental engagement strategy</p> <p>Well being (staff)</p> <p><i>HOD MFL</i></p> <p><i>HOY 9</i></p> <p><i>HOF CA</i></p> <p><i>Lead Practitioners (FPA, CZA, AWO)</i></p> <p><i>School Counsellor</i></p>
Shermaine Lewis (SBM) (LM JSM)	Claire Binns (AHT) (LM BLY)	Stephen Rowswell (AHT) (LM BLY)	Kelly Padley Acting Assistant Head (secondment) (LM SMR)
<p>School budget</p> <p>PFI</p> <p>Outsourced contracts</p> <p>Administrative resources</p> <p>Admin team development</p> <p>Health and safety/School Trips/Medical</p> <p>Critical Incident Strategy</p> <p>GDPR compliance</p> <p>Environment strategy</p> <p><i>Team managers of:</i></p> <p><i>Finance</i></p> <p><i>HR</i></p> <p><i>Communication and Systems</i></p>	<p>SEND/AND strategy</p> <p>Marking & Feedback strategy</p> <p>Transition 5/6-7</p> <p>Teaching for Additional Needs CPD</p> <p>Pupil leadership</p> <p>Wellbeing Strategy (pupils)</p> <p>Equalities Strategy</p> <p>SMSC</p> <p>RSE</p> <p><i>HOY 7</i></p> <p><i>SENCO</i></p> <p><i>Hums</i></p> <p><i>Well being leader</i></p>	<p>Exams and assessment</p> <p>Intervention and enrichment</p> <p>Reporting to parents</p> <p>The book! Presentation strategy</p> <p>English & literacy strategy</p> <p>Raising boys aspiration</p> <p>Unconscious bias in the classroom E-technologies in the classroom (inc google classroom and learning resources)/ CPD development</p> <p><i>HOF English</i></p> <p><i>HOD Techs</i></p> <p><i>HOY 11 (</i></p>	<p>Pupil leadership projects 'Creating a collective whole school ethos'</p> <p>Careers and P16 progression</p> <p>Simmons and Simmons</p> <p>Alumni</p> <p><i>In addition to existing responsibilities</i></p> <p><i>Raising Aspiration Coach (es)</i></p>

Term Dates 2020-21



Frederick Bremer follows the term dates as set by the Local Authority, which for 2020-21 are as follows:

Autumn Term 1	First Day	Wednesday 2nd September 2020
	Last Day	Friday 23rd October 2020
	CPD Day (s)	Wednesday 2nd September 2020
Holiday	Half-Term	Monday 26th October—Friday 30th October 2020
Autumn Term 2	First Day	Monday 2nd November 2020
	Last Day	Friday 18th December 2020
	CPD Day (s)	Friday 27th November
Holiday	Christmas Holiday	Monday 21st December 2020—Friday 1st January 2021
Spring Term 1	First Day	Monday 4th January 2021
	Last Day	Friday 12th February 2021
	CPD Day (s)	Monday 25th January 2021
Holiday	Half-Term	Monday 15th February —Friday 19th February 2021
Spring Term 2	First Day	Monday 22nd February 2021
	Last Day	Thursday 1st April 2021
Holiday	Easter Holiday	Friday 2nd April—Friday 16th April 2021
Summer Term 1	First Day	Monday 19th April 2021
	Last Day	Friday 28th May 2021
	Bank Holiday	Monday 3rd May 2021
Holiday	Half-Term	Monday 31st May—Friday 4th June 2021
Summer Term 2	First Day	Monday 7th June 2021
	Last Day	Thursday 22nd July 2021
	CPD Day (s)	Monday 28th June 2021

COVID-19 Guidance



In school expectations

1. Ensure you have read and understood the school risk assessment
2. **Do not** come into school if you or someone in your household are displaying any symptoms of coronavirus. Follow the absence procedures and inform Shermaine Lewis immediately
3. If you are displaying symptoms organise a test immediately
4. If someone in your household has tested positive inform Shermaine Lewis immediately
5. If you wear a face masks on public transport you must remove and/or dispose/store safely (double bagged) in your own bag, before entering site.
6. Wash your hands **immediately** on arriving at school
7. wash your hands with soap and water for 20 seconds or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
8. Wash your hands with soap and water regularly throughout the day, especially after using the toilet, before you eat, and after sneezing or coughing
9. Ensure you sign in and out when entering/leaving the building. This will ensure we have an accurate record of who is in the building and the areas that have been used.
10. Maintain a 2 metre distance from others
11. If you do cough or sneeze, use a tissue or elbow and put any tissue in a lidded bin immediately and wash your hands
12. Staff should seat pupils at least 2 metres apart where possible
13. Carry your own water bottle from home. Refrain from using the water fountains where possible
14. There should be one designated person who uses the kettle, accesses the fridge in each area where these facilities are available.
15. Any shared equipment, such as sports or art equipment must be regularly cleaned. Anti bac wipes are available.
16. Only 1 member of staff in a staff room toilet at any one time
17. Up to 2 members of staff in a workroom where they are seated back to back at any time
18. Use only the designated rooms as these will be prioritised for cleaning.
19. Leave doors and windows open where possible for ventilation
20. Inform Bouygues by emailing wfs.helpdesk@bouygues-es.co.uk or calling 3365 if you notice that the hand wash, paper toilets or hand sanitiser level is low or finished
21. Inform Shermaine Lewis immediately if an area has not been cleaned
22. Inform a member of SLT if you have any comments or suggestions.

How to Apply for this Position



We hope that you have enjoyed reading our recruitment pack and that you are now ready to apply for this post. To apply please complete the enclosed application form. Your completed application form should include a personal statement, which explains how you meet the criteria in the person specification.

Closing Date: Thursday 24 June 2021 (Midday)

Interviews: tbc

Completed application forms should be returned in electronic format to:

recruitment@bremer.waltham.sch.uk

Job Description: Teaching Assistant

Job Title: Teaching Assistant	
Line managing: <ul style="list-style-type: none"> Not Applicable 	Reporting to: <ul style="list-style-type: none"> HLTA and/or Assistant SENCO

Hours:

- 36 hours per week – Term time only

Job Purpose: To work under the guidance of the SENCO/HLTA/teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve regular communication with the teacher to ensure a clear understanding the learning needs of specific pupils as well as supporting the whole planning/assessment cycle and the management/preparation of resources. Staff may also work with groups occasionally during the short-term absence of teachers.

Specific responsibilities for all teaching assistants:

Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase)	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
PROFESSIONAL PRACTICE		SC4: Point 07 - 08	SC4: Point 09 - 11	SO1: Point 23 - 25
	(1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6)	Many – but not all – aspects of teaching / support over time are good	All aspects of teaching / support over time are good	Many aspects of teaching / support over time are outstanding
PROFESSIONAL OUTCOMES	(1.5), (2.2), (2.4), (3.1), (3.4), (3.5), (4.1), (4.5)	With appropriate additional support, most pupils progress in line with school expectations	Most pupils engage with learning and make progress in line with school expectations without additional support	Significant numbers of pupils demonstrate an engagement with learning and achieve progress which exceeds school expectations
PROFESSIONAL RELATIONSHIPS	(1.2), (1.4), (1.5), (2.4), (4.1), (4.2), (4.3), (4.4), (4.5)	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	(1.5), (2.1), (2.3), (4.3), (4.4), (4.5)	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development and accessing advice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	(1.1), (1.3), (1.4), (3.2), (3.6), (4.4)	Professional conduct meets the expectations set out within the Teaching Assistant Standards.	Professional conduct meets and often exceeds the expectations set out within the Teaching Assistant Standards.	Professional conduct meets the expectations set out within the Teaching Assistant Standards and positively influences others everyday

Specific Responsibilities - to ensure positive outcomes for pupils across all areas of the school:	
Support for Pupils	<ul style="list-style-type: none"> • Liaise with the SENCO/Assistant SENCO/HLTA to identify areas of need and assist in the development of strategies to support all areas of pupil's learning and development. • Take an active role in the development and implementation of pupil profiles, EHC plans and PSPs. • Develop and use specialist skills and experience to support pupils with specific needs. • Support pupils consistently whilst recognising and responding to their individual needs • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils both within and outside the classroom • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement • Liaise with parents and relevant external agencies to ensure best practice for targeted pupils.
Support for Teaching	<ul style="list-style-type: none"> • Work with the teacher to establish an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils. • Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate, including meeting at least once per half-term to ensure best practice for targeted pupils. • Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. • Undertake marking of pupils' work and accurately record achievement/progress. • Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher. • Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour • Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents with, or as directed. • Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests. • Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

Support for the Curriculum	<ul style="list-style-type: none"> • Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs • Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills • Support the use of IT in learning activities and develop pupils' competence and independence in its use • Help pupils to access learning activities through specialist support and by running small group interventions before, during or after school • Determine the need for, prepare and maintain general and specialist equipment and resources
Support for the School	<ul style="list-style-type: none"> • Proactively support the implementation of school policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop to be the best they can be. • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. • Attend and participate in relevant meetings, training and performance appraisal processes as required. • Recognise own strengths and areas of expertise and use these to advise and support others. • Provide appropriate guidance and supervision and assist in training and development of staff as appropriate. • Undertake planned supervision of pupils during out of school hours learning activities. • Assist with the delivery of and supervise pupils on visits, trips and out of school activities as required.
Other	<ul style="list-style-type: none"> • Actively participate in a planned cycle of line management • Effectively complete all other duties which the <u>Headteacher</u> may request.
<p><i>This job description will be reviewed annually and may be subject to amendment or <u>modification</u> at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.</i></p>	

	Evidence of Quality	Method of Assessment*
Qualifications		
Minimum Grade C/4 at GCSE in Maths and English (or equivalent level 2 qualification)	Essential	A
Relevant qualifications or experience with pupils with special educational needs	Desirable	A
Relevant continued professional development	Desirable	A
Experience		
Relevant experience in a school in a similar position or a desire to develop a career in education	Essential	A/I
Experience delivering one to one or group work with pupils with social educational needs	Desirable	A/I
Skills, Knowledge and Understanding		
Ability to use ICT effectively	Essential	A/I/T
Specialist skills in curriculum or learning areas	Desirable	A/I
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A/I
Working knowledge and experience of implementing National Curriculum and other relevant learning programmes/strategies	Desirable	A/I
Understanding of principles of child development and learning processes	Essential	A/I
Ability to improve own practice and knowledge through self-evaluation	Essential	A/I/T
Understanding of inclusion and equal opportunities and how these relate to opportunities for stakeholders	Essential	A/I
Personal Qualities		
Ability to relate well to children and adults	Essential	A/I/T
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential	A/I
Resilience	Essential	A/I
Flexibility to respond to the varying demands of the school day and the pupils' needs	Essential	A/I
Other Requirements		
A commitment to on-going personal development and willingness to undertake appropriate training.	Essential	A/I
Appointment to the post is subject to a satisfactory enhanced DBS check	Essential	A
This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.	Essential	A

* A - Application Form I - Interview T – Test/Presentation

* A - Application Form I - Interview T – Test/Presentation

Safeguarding Summary



This summary sheet is for all staff working, volunteering or officially visiting the school including those on supply or other short contracts (even if for only a day). Ensuring such staff read this sheet contributes to the school's commitment to safeguarding and promoting the welfare of pupils. All of us should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

We are committed to embedding a culture of vigilance in everything we do.

As an adult in this school you have a duty of care towards all pupils. This means you should act at all times in a way that is consistent with their safety and welfare. Be alert to signs and indicators of possible abuse (a checklist is available from Reception as part of the Safeguarding Policy and summarised below). If you have a concern about a child, particularly if you think s/he may be suffering or at risk of suffering harm, it is your responsibility to share the information promptly with the Designated Member of Staff for Child Protection (Ben Lyon) or the Deputy Lead (Deborah Davies). In the absence of a designated member of staff you should report to the Head teacher (Jenny Smith).

The following is not an exhaustive list but you might become concerned as a result of:

- seeing a physical injury which you believe to be non-accidental
- observing something in the appearance of a pupil which leads you to think his/her needs are being neglected
- witnessing behaviour which gives rise to concern
- a pupil telling you that s/he has been subjected to some form of abuse
- In any of these circumstances you should write down what you observed or heard, date and sign the account and give it to the designated teacher.
- If a pupil talks to you about (discloses) abuse you should:
 - Stay calm
 - Do not communicate shock, anger or embarrassment
 - Reassure the child. Tell him you are pleased that he is speaking to you
 - Never enter into a pact of secrecy with the child. Assure him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
 - Tell her/him that you believe them. Children very rarely lie about abuse; but he may have tried to tell others and not been heard or believed
 - Tell the child that it is not his fault.
 - Encourage the child to talk but do not ask "leading questions" or press for information
 - Listen and remember
 - Check that you have understood correctly what the child is trying to tell you
 - Praise the child for telling you. Communicate that s/he has a right to be safe and protected
 - Do not tell the child that what he experienced is dirty, naughty or bad
 - It is inappropriate to make any comments about the alleged offender
 - Be aware that the child may retract what s/he has told you. It is essential to record all you have heard

At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know. You are not expected to make a judgement about whether the child is telling the truth. If the behaviour of another adult in the school gives rise to concern you should report it to the Head teacher.

Remember: share any concerns, don't keep them to yourself.

Important Note for All Applicants

Policy Statement on Recruiting Ex Offenders And Safe-keeping of Disclosures

The policy objective of London Borough of Waltham Forest on disclosure information is:

To ensure that disclosure information is used fairly in the recruitment process to prevent discrimination against **staff, volunteers, service users, potential employees and ex-offenders** on the basis of conviction or other details.

To maximise the protection for children in Waltham Forest schools and other vulnerable people against those who might wish to harm them.

To achieve our policy objectives and to comply with the Disclosure and Barring Service (DBS) Code of Practice under Section 122 of the Police Act 1997, London Borough of Waltham Forest, as a Registered Umbrella Body for Disclosure, undertakes to implement the following general provisions.

General Provisions on Disclosure Policy

Recruitment Process

London Borough of Waltham Forest will carry out risk assessments for each position and encourage managers to adopt an open mind in recruitment decisions. In making recruitment decisions our managers will:

- Assess the nature and relevance of the offence, the potential risks involved in employing the offender, and how these could be sensibly and effectively managed.
- Focus on a person's abilities, skills, experience and qualifications.
- Consider the nature of the conviction and its relevance to the job in question.
- Identify the risks to our business, customers, clients and employees.
- Recognise that having a criminal record does not always mean a lack of skills,
- Note that high-quality training, leading to qualifications is available in prison
- State the level of Disclosure applicable to any posts that requires a Disclosure
- Discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Ensure that where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate, confidential cover, to a designated person within your school and we guarantee that this information will only be seen by those who need to see it as part of the recruitment process.

Only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974, unless the nature of the position allows London Borough of Waltham Forest to ask questions about your entire criminal record.

Include in application forms or accompanying materials a statement to the effect that a criminal record will not necessarily be a bar to obtaining a position. Where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Recruitment of Ex- Offenders

Unless the nature of the work demands it, ex-offenders will not be asked to disclose any convictions 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar an individual from employment. This will depend on the circumstances and background of the offence(s).

London Borough of Waltham Forest meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, therefore all applicants for positions of trust who are offered employment will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings, as well as convictions.

Declaration of Convictions

Applicants will be actively encouraged to declare any convictions, or any other information that may be relevant, at an early stage in the recruitment process. **Failure to declare a conviction, caution or bind-over may, however, disqualify an applicant from appointment, or result in summary dismissal if the discrepancy comes to light.**

Training

We ensure that all those in London Borough of Waltham Forest who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Storage & Access

Disclosure information is never kept on an applicant's personnel file and is always kept separately and securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

Documents are kept in lockable and non-portable storage containers. Keys or combinations for such storage units are **only** available to named individuals. Access to rooms containing storage containers are restricted to staff engaged in recruitment work.

No photocopy or other image of the Disclosure is retained, nor is any copy of the contents made or kept. However, records will be kept of the date of a Disclosure, the name of the applicant, the type of Disclosure, the post in question, the unique number issued by the Bureau and the recruitment decision taken, as well as a written record of the names to whom disclosure information has been revealed.

Handling

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and we recognise that it is a criminal offence to pass this information to anyone who is not entitled to receive it.

There may be circumstances where a recipient of Disclosure information is asked to reveal details of a Disclosure to a third party in connection with legal proceedings for example, in a case submitted to an Employment Tribunal. In such instances London Borough of Waltham Forest will inform the Bureau of any such request **immediately and prior** to the release of any information.

Usage

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

Retention

Once a recruitment (or other relevant) decision has been made, Disclosure information is kept for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.

If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than six months, we will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual subject before doing so.

London Borough of Waltham Forest will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, we will retain the top part of the Disclosure certificate as proof of having received the document once the six-month retention period has elapsed. This contains the details of the applicant along with a reference number known to the DBS, but does not contain details of any convictions. *(References in this section to Disclosures include relevant non-conviction information supplied by the police but not included on Disclosures.)*

Disposal

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, i.e. by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle (e.g. waste bin or confidential waste sack).

Lost Disclosures

If Disclosure information (or information contained within the Disclosure) is lost, the Bureau will be informed immediately. The Bureau will consider whether to issue a replacement, if this is requested.

Availability of Policy

A copy of London Borough of Waltham Forest's Policy on employing people with criminal records is included in recruitment material. We make every subject of disclosure aware of the existence of London Borough of Waltham Forest's full disclosure policy and handling of disclosures and the DBS code of practice. These will be made available to staff, potential employees and service users on request.

Assurance checks

London Borough of Waltham Forest will implement internal audit checks on the disclosure process and co-operate with the Disclosure and Barring Service in respect of any compliance enquiries and related matters.



Frederick Bremer School

Be the best you can be

Equalities Objectives 2020—2022

Equalities Statement

1.1 Rationale

At Frederick Bremer School equal opportunities are central to our school ethos and values. Respect, responsibility and integrity are our school values and are at the heart of all of our work. We expect all pupils and staff to model these values on a daily basis, and ensure that every member of our community is equally valued.

We expect all pupils and staff to challenge and act upon racism, sexism, homophobia and all other forms of prejudice, discrimination, including bullying and harassment (see appendix 1). We are pro-active in promoting inclusion, diversity and mutual respect through policy, assemblies, the curriculum and events throughout the year.

1.2 Vision Statement and School Values

Frederick Bremer School is a strong community school where every child and colleague is known, grown and nurtured to be 'the very best they can be'. Our values and ethos are explicit and tangible from the moment you enter the school, and all members of the school community share our values of 'Respect, Responsibility and Integrity'.

Being part of the Frederick Bremer family is based on a shared understanding of equality, diversity and inclusion. We are a very diverse community and our diversity is our strength. Every member of our community is included, heard and valued.

Community education is very important to us. We believe that our school is here to serve and support the local community, and that the children of our community deserve the very best. We are committed to being a forward-thinking employer with established best practice in ethical recruitment, flexible working and gender equality. Our 21st Century curriculum celebrates religious and cultural diversity and embodies British Values. We are a reflective organisation and we are always reviewing our policies and process to ensure they reflect our school ethos and strong equalities focus.

1.3 Justification and Legal Requirements

The public sector equality duty is a duty on public authorities to consider how their policies or decisions affect people who are protected under the Equality Act 2010.

When public authorities carry out their functions, the Equality Act says they must have due regard or think about the need to:

Eliminate unlawful discrimination, harassment and victimisation

Improve equality of opportunity between people with protected characteristics and those who do not

Foster good relations between people who share a protected characteristic and those who do not

We ensure that our school policies and practices reflect The Equality Act 2010. The Act aims to promote a fair and more equal society and to protect our pupils and colleagues from unfair treatment. The Equality Act defines nine protected characteristics applicable to our pupils and colleagues.

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

See Appendix 1 for further explanation of each of the protected characteristics

The Equality Act states that discrimination of the above protected characteristics can manifest in the following form

direct discrimination

indirect discrimination

failure to make reasonable adjustments

discrimination arising from a protected characteristic

harassment

victimisation

See Appendix 2 for further explanation of each of these forms of discrimination

At Frederick Bremer we recognise that staff and pupils have multi-layered identities. This might mean that some staff and pupils may identify with more than one protected characteristics

1.4 Aims and Objectives

The governing body and school, through this Equal Opportunities Policy, aims to:

Carry out its legal duty in complying with the Equality Act 2010 and Public Sector Duties

Ensure that equality remains high on the school's strategic agenda;

Create a zero tolerance school culture to prejudice and discrimination, where staff and pupils actively challenge behaviours that do not promote equality in all its forms

Recognise that some historic inequalities exist which we aim to rebalance through our Equalities Policy

Establish good people management practices and create a school where equalities are embedded in the school's day to practice

Ensure that equality remains high on the school's strategic agenda

Achieve a staffing composition that reflects the wider community

1.5 Equalities Objectives

Every two years we will publish Equalities Objectives. We will review and monitor how we are working towards these objectives.

Our Equality Objectives 2020-22:

To identify and then actively address gaps in pupils' academic achievement and participation in extra- curricular activities, in particular: disadvantaged pupils, pupils with special educational needs,, looked after pupils and pupils from black and minority ethnic (BAME) backgrounds

To ensure that our curriculum and teaching celebrates mutual respect, and equality and challenges prejudice

To actively ensure that we engage stakeholders in developing equalities best practice, policy and provision in the workplace so that all staff and pupils feel represented and included in our school community.

Please refer to our Equalities Policy for further information