

Information Pack

Teaching Assistant



Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Rd, Walthamstow, London, E17 4EY

Headteacher– Ms Jenny Smith

www.bremer.org.uk



**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.

We look forward to receiving your application.



Jenny Smith

Headteacher



Rachel Lampard

Chair of Governors

Role: Teaching Assistant



Position: Teaching Assistant

Salary: £25,629 FTE per annum OLW (salary will be pro rata)

Pupil Roll: 900

Pupil Age range: 11-16 yrs.

Ofsted 26th February 2019

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

"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."

This opportunity is also open to recent Graduates and those with primary school experience.

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! 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 contact HR on 020 8498 3340 or email recruitment@bremer.waltham.sch.uk . If you would like to visit the school before submitting your application please contact us. **Completed application forms should be returned or emailed to recruitment@bremer.waltham.sch.uk by 9:00 a.m Monday 4th December 2023. Interviews will take place in the same week.**

Please note that we hold the right to carry out online checks on applicants selected for interview.

Please note that you must complete the schools application form, CV's will not be considered.

Please note CV are not accepted, please complete the schools application form.



Frederick Bremer

An Inclusive Community School

where we **live and breathe** our values of

'Respect, Responsibility and Integrity' and are always **'the best we can be'**



Frederick Bremer School Expectations

1. **Respect** - Show respect to everyone and everything around you.
2. **Responsibility** - Ensure you take responsibility for your own learning, readiness for learning, attendance, punctuality and behaviour.
3. **Integrity** - Treat everyone with kindness and compassion.

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.

JOB DESCRIPTION—Teaching Assistant

Job Title: Teaching Assistant				
Line managing: Not Applicable		Reporting to: HLTA and/or Assistant SENCO		
Hours: 36 hours per week - Term time only + 10 additional days during school holidays				
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.				
<u>Specific responsibilities for all teaching assistants:</u>				
Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase)	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
PRO-FESSI ONAL PRACTICE		SC4: Point 18 - 19	SC4: Point 20 - 21	SO1: Point 29 - 31
	(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
PRO-FESSI ONAL OUT-COM ES	(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 leaning 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
PRO-FESSI ONAL RELATION SHIPS	(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
PRO-FESSI ONAL 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
PRO-FESSI ONAL 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 practice.

JOB DESCRIPTION—Teaching Assistant

Specific Responsibilities - to ensure positive outcomes for pupils across all areas of the school:

Support for Pupils	<ul style="list-style-type: none"> Managing pupils' medical needs, administering medication and responding appropriately to seizures. Providing specialist knowledge and support to other staff members to ensure that the pupil receive a fully inclusive learning experience. 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

JOB DESCRIPTION—Teaching Assistant

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 Headteacher may request.• You will have up to date first aid training, including specific training for epilepsy and seizure management
<p><i>This job description will be reviewed annually and may be subject to amendment or modification 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>	

PERSON SPECIFICATION — Teaching Assistant

	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