

Information Pack

Higher Level 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: Higher Level Teaching Assistant



Position: HLTA (1 year Fixed term contract)

Salary: SO1

Term Time Only

36 hours per week

Pupil Roll: 900

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."

Do you believe every child deserves the very best education? Are you creative, enthusiastic, energetic and a committed team player? If so, we have the position for you! We are seeking a **HLTA** to support in the provision of a high quality, efficient service for the school.

This is a strongly good school, as evidenced by our Ofsted visit in 2019, 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 modern building. At Frederick Bremer, staff have access to comprehensive CPD programme and structured career progression routes. We model the mantra 'Humans first, professionals second' and we take the support and wellbeing of our staff very seriously.

Frederick Bremer School is proud to be a community school, and we are representative of our local community. We believe that our role as practitioners is to support our young people to become the very best versions of themselves, and place a strong emphasis on holistic education and not just academic achievement. We offer all staff a rewarding, supportive and happy environment to work in. Relationships are a strength of the school, and we want all staff to enjoy their place of work. We offer bespoke CPD programmes to all staff with a great emphasis on wellbeing. 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. This position is subject to receiving satisfactory references and an Enhanced DBS Clearance.

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 Monday 4th of November 2023 at 9am, interviews will take place the following 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.



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 - HLTA

Job Title: HLTA	Salary range: SO1 - Point 29 - 31	Hours: Full Time
<u>Selection process:</u> All posts at Frederick Bremer School are selected through the following process using the criteria as outlined in the person specification: 1. Blind recruitment - supporting statement and application form are separated and scored by separate teams Interview process for this post: 2. Observed lesson task (teaching 20-minute micro lesson) 3. Panel interview questions and panel presentation		
Line managing (direct):	Reporting to: ● Assistant SENCo	
<u>Job Purpose:</u> To work under the guidance of the SENCO/teaching/senior staff to promote positive outcomes for pupils by taking responsibility for agreed learning activities and general management responsibilities within the department. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes as well as monitoring / assessing, recording and reporting on pupil's achievement, progress and development. This will also include responsibility for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training. Responsible for: Supporting all pupils under the direction of the Assistant SENCo,. Also supporting the development of the whole school. All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the aca-		

Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase)	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
Professional Practice	(1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6)	SC4: Point 18 - 19	SC4: Point 20 - 21	SO1: Point 29 - 31
		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

JOB DESCRIPTION — HLTA

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	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 practice.

Specific Responsibilities - to ensure professional practice becomes high performing across all strands by:

Support for Pupils	<ul style="list-style-type: none"> • Use specialist skills/knowledge/experience to assess areas of need and promote the development/ use of strategies to support pupil's learning and development. • Take a lead role in the development and implementation of pupil profiles, EHC plans and PSPs. • Develop and lead intervention strategies to improve specific skills for targeted pupils related to their needs as appropriate (e.g. Literacy, Numeracy, etc.). • 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.
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Support for Teaching	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils. • Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate. • Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies 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 on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Work within the school's established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence. • Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. • 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 • 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
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Support for the Curriculum	<ul style="list-style-type: none"> • Plan, prepare and deliver learning activities to individuals/groups or for whole classes as well as associated monitoring / assessment/recording processes. • Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds. • 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. • Ensure targeted pupils are able to access the schemes of learning across the range of curriculum areas and support other teaching assistant with preparing appropriately differentiated resources. • Advise on appropriate deployment and use of specialist aid/resources/equipment. • 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 as required.
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Support for School	<p>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.</p> <p>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.</p> <p>Contribute to the overall ethos/work/aims of the school.</p> <p>Establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement/progress of pupils.</p> <p>Attend and participate in relevant meetings, training and performance appraisal processes as required.</p> <p>Recognise own strengths and areas of expertise and use these to advise and support others.</p> <p>Provide appropriate guidance and supervision and assist in training and development of staff as appropriate.</p> <p>Plan, deliver and evaluate agreed extra-curricular activities for a range of pupils.</p> <p>Assist with the delivery of and supervise of pupils on visits, trips and other out of school activities as re-</p>
Other	<p>Actively participate in a planned cycle of line management including taking responsibility for line management of other teaching assistants.</p> <p>Effectively contribute to recruitment/induction/appraisal/training/mentoring for other teaching assistants.</p> <p>Effectively complete all other duties which the Headteacher may request.</p>

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.

PERSON SPECIFICATION — HLTA

JOB REQUIREMENTS:	Essential:	Desirable:	Method of Assessment: Application (A) Interview (I)
Qualifications:			
GCSE Grade C/4 or above in Maths and English (or equivalent level 2 qualification).	x		A
Met HLTA standards or equivalent qualification or experience.	x		A
Relevant qualifications and/or experience in the field of numeracy/literacy or specialist curriculum area.		x	A
Experience:			
Experience of working with children with SEN of relevant age in a learning environment.	x		A/I
Relevant training/experience in a range of learning strategies.	x		A/I
Skills, Knowledge and Understanding:			
Ability to build and maintain successful relationships with pupils in order to support their learning and development.	x		A/I/T
Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.	x		A / I
Ability to demonstrate positive values, attitudes and behaviour and promote these to pupils and colleagues.	x		A/I
Understanding of the SEN Code of Practice, inclusion / equal opportunities and how these promote opportunities for pupils.	x		A / I
Able to promote and support the inclusion of all pupils in the learning activities in which they are involved.	x		A / I
Knowledge of the curriculum, age-related expectations of pupils, the main teaching methods and the testing/exam frameworks in the subjects involved.	x		A / I
Ability to plan, deliver and evaluate learning activities for pupils demonstrating an understanding of key factors that can affect the way pupils learn.	x		A / I

Ability to evaluate pupils' responses to learning activities, assess their progress and modify approach accordingly.	x		A/I
Knowledge of behaviour management strategies which	x		A/I
Ability to organise, lead and motivate a team of staff, working collaboratively with colleagues to support them in completing their roles effectively.	x		A/I
Ability to improve own practice, including through observa-	x		A/I
Ability to use ICT to advance pupils' learning.		x	A/I/T
Personal qualities:			
High levels of organisation, self-management	x		A/I/T
Flexibility to respond to the varying demands of the school	x		A/I
Resilience.	x		A/I
Flexibility to respond to the varying demands	x		A/I

Other Requirements:

A commitment to on-going personal development and willingness to undertake appropriate training	x		A/I
A desire to develop a career in education including an interest in becoming a qualified teacher.		X	A/I
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.	x		A/I