



Frederick Bremer School

Inclusive | Ambitious | Innovative



Teaching Assistant

(permanent or fixed term maternity Cover)

Salary: Scale 4 (Outer London Weighting)

Pupil Roll: 900

Pupil Age range: 11-16 yrs.

Co - Educational

Completed application forms should be returned or emailed to recruitment@bremer.waltham.sch.uk

‘BE THE BEST YOU CAN BE’

WELCOME TO

FREDERICK BREMER

Dear Colleague,

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 supportive school where all staff and pupils are inspired to be 'the very best they can be'. The school is truly a community school, we are a microcosm of the area and are representative of the diversity of our area. Everyone is welcome and included at Bremer. We are an SEN 'magnet' school - around 10% of our school population have EHCPs and these pupils are fully included in the mainstream of the school.

As a teacher at Frederick Bremer, you will be highly skilled in being able to adapt your teaching to meet the needs of a range of pupil needs. This is a school where teaching, and talking about teaching, is at the heart of our practice. We run an extensive training programme to develop all teachers, including opportunities for coaching and mentoring. All teachers (including all Senior Leaders) are expected to be outstanding teachers, and to be highly motivated in developing their pedagogy. To support teachers with this, we offer a lower than average teaching contact time - with no teacher having more than 0.8 contact time, and significantly lower for ECTs and those with leadership responsibilities. We recognise that teachers need time to be great.

We are judged as a good school across all areas and our SEND 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 become the individuals that 'they want to be'.

The well-being of staff and pupils has been central to our school's strategic planning. We recognise that we are 'humans first and professionals second'. Our pupils study an extensive well-being curriculum primarily taught through our tutoring programme and we follow a trauma informed approach to behaviour. This means we actively cultivate a climate where pupils feel safe so that they can achieve in their learning - a high challenge, low threat culture.

Our high 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.

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 excellence. 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



@frederickbremersch

www.bremer.org.uk

WORKING AT FREDERICK BREMER

DIVERSITY AND EQUALITY

Our diverse staff reflects the religious and ethnic variety of our community, ensuring inclusive policies for all stakeholders. We value and respect everyone's identity, in line with our commitment to the 2010 Equalities Act. We offer gender-neutral toilets and uniforms, and we're proud recipients of the Stonewall Bronze award for our work in LGBTQ+ equality and combating school based homophobia and transphobia.

PROFESSIONAL DEVELOPMENT

Our tailored professional development supports staff at every career stage, with bespoke in-house programmes in coaching, leadership development, and NQT/Teach First/School's Direct. We also benefit from high-quality training within the Haringey Education Partnership. Known for excellent support and development, many of our trainees and early-career teachers have advanced to middle and senior leadership positions.

OUTSTANDING SEN AND AUTISM PROVISION

Our SEN and Autism Provision, acclaimed in Waltham Forest, has been rated outstanding by external reviews. We cater to pupils with visual impairments and significant mobility restrictions. Supported by skilled Teaching Assistants, SEN pupils are fully included in mainstream lessons. The SEN provision is a vibrant, nurturing hub during lunch, breaks, and before and after school.

WELL-BEING

At Frederick Bremer, staff and pupil well-being is a top priority. We recognise and reward the hard work and dedication of our staff. All pupils participate in a weekly well-being curriculum, delivered by all staff members.

Staff benefit from a school culture which supports staff well being. We offer extensive well being support and access to proactive strategies to enable staff to stay well and happy in their work. This includes a maximum 80% teaching contact time.

CURIOUS AND TALENTED PUPILS

We cultivate critical thinking in our pupils, encouraging them to challenge stereotypes and misconceptions. Our students have a strong sense of social justice and have been finalists in the Jack Petchey Speak Out Challenge. We boast some of the borough's most talented musicians, who regularly perform at prestigious London venues. Our annual school production celebrates student talent and fosters strong connections to our school values

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

ABOUT FREDERICK BREMER SCHOOL

Ofsted June 2024



"Pupils feel they really can be themselves at school. Social inclusion is at the heart of this community. Leaders and staff expect every pupil, including those with special educational needs and/or disabilities (SEND) and those who are neurodivergent, to engage fully with school life."

"This is a happy school. Pupils, parents and carers recommend it unreservedly. They value its creative ethos and enrichment opportunities. In line with the school motto, pupils strive to be 'the best they can be'."

"The school is well led and managed. Staff enjoy working here. They feel trusted and supported, and they benefit from fulfilling professional development. Leaders constantly check on staff well-being and make appropriate adjustments to reduce workload."

Frederick Bremer School is a vibrant and diverse community school located in Walthamstow. Our commitment to excellence is demonstrated by our recent 2024 Ofsted visit, where we received a good rating, highlighting our continuous improvement and dedication to high-quality education.

Frederick Bremer School is a creative and nurturing environment where all staff and pupils are inspired to be 'the very best they can be.' Our vision and values are central to our practice, focusing on equipping every pupil with the skills, qualities, and attributes needed to be successful 21st-century citizens.

Our school is truly representative of the local Walthamstow community. With no ethnic group making up more than 18% of the school population and over 50% of pupils eligible for Pupil Premium, we celebrate and embrace our diversity. Although we have two-thirds boys to girls due to the impact of three girls' schools in the Authority, girls thrive both academically and socially at our school.

Frederick Bremer School is a values-driven community school. We believe that positive human relationships are the key driver for individual and collective success. Therefore, we are deliberately cultivating our school culture to create a climate of 'high challenge, low threat'—where great teaching can enable pupils to learn and improve in an atmosphere of safety and kindness, and with a belief that we all have potential to fulfill. We are building on our heritage and culture to unlock the potential for greatness for our Generation Alpha pupils.

Professional Development and Opportunities

We are always looking for ambitious individuals who share our vision and values. We offer various professional development routes for all staff, including teaching, SEND support, admin, finance, or HR. Many of our staff have secured promotions into more senior positions within the school.

We particularly welcome applications from black and minority candidates to better represent our community. Flexible working opportunities are also available, reflecting our commitment to diversity and inclusion.

Frederick Bremer School is a great place to work and develop as a professional within education. Join us in our mission to inspire every young person to become 'the very best they can be.'

OUR VALUES:

INCLUSIVE
WE ALL BELONG

INNOVATIVE
WE ARE ALL CURIOUS AND CREATIVE

AMBITIOUS
WE ALL CAN SUCCEED

ADDITIONAL DOCUMENTS TO CONSIDER

- [Senior Leadership Team – Roles & Responsibilities](#)
- [School Term Dates](#)
- [Reason's to work for us](#)
- [Safeguarding Summary](#)
- [Policies](#)
- [Equality Statement](#)
- [Newsletters](#)



@frederickbremersch
www.bremer.org.uk

ABOUT THE POST

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.

Our school is truly representative of the local Walthamstow community. With no ethnic group making up more than 18% of the school population and over 50% of pupils eligible for Pupil Premium, we celebrate and embrace our diversity. Although we have two-thirds boys to girls due to the impact of three girls' schools in the Authority, girls thrive both academically and socially at our school. Frederick Bremer School is a values-driven community school. We believe that positive human relationships are the key driver for individual and collective success. Therefore, we are deliberately cultivating our school culture to create a climate of 'high challenge, low threat'—where great teaching can enable pupils to learn and improve in an atmosphere of safety and kindness, and with a belief that we all have potential to fulfill. We are building on our heritage and culture to unlock the potential for greatness for our Generation Alpha pupils

THE APPLICATION PROCESS

We look forward to receiving your application by the deadline of **9am Friday 28th November 2025**. ***Interviews will be held week commencing the 1st of December 2025***. Please note that we reserve the right to interview before the closing date.

This should be:

- A completed application form which includes supporting statement of no more than 2 A4 sides outlining how you meet the person specification and your suitability for this role. CV's will not be considered.

Forms should be returned or emailed to **recruitment@bremer.waltham.sch.uk**

If you have been shortlisted by the interview panel, you will be contacted by email to attend an interview, together with information about the interview process and any other documents you will be required to bring.

For more information or if you would like to visit the school prior to interview, please contact the email above.

Please note that the school reserves the right to carryout online checks, such as; Social Media Accounts

THE SELECTION PROCESS

Please ensure that you have read the job description and person specification for this post before application.

Applicants will be shortlisted if they demonstrate that they have met the person specification and demonstrate through the application that they have the ability to meet the job description.

The selection process will include (but is not limited to):

- skill assessments
- a full panel interview

The panel reserve the right not to appoint. Please note that we don't negotiate on salary. The school supports flexible working, so please discuss with the Headteacher if you would like to consider a flexible working pattern or part-time employment.

Job Description

Job Title: Teaching Assistant	Salary range: OLW SCP 4	Hours: 36 Hours - Term time Only + 10 additional days during school holidays Contract: Perm or Fixed term Maternity Cover
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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.

Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase)	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
PROFESSIONAL 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
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 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
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 practice.

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

Support for Pupils	- 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.
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Support for Teaching	• 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	• 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	• 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	• 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
<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>	

PERSON SPECIFICATION

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