



Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Road, Walthamstow,
London E17 4EY

Headteacher: Ms Jenny Smith

Website: www.bremer.org.uk

Information Pack

Deputy Headteacher



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

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.



The Senior Leadership Team at Frederick Bremer

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 have a broad, balanced and bespoke curriculum to meet the needs of every learner. Central to our philosophy is the belief that we serve to enable our young people to become informed, confident and engaged citizens. Therefore, our curriculum has a strong emphasis on skills, competencies and academic rigour and central to this is our focus on creativity and creative arts.

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 and school ends at 2.10pm on Friday to promote staff and pupil well-being. 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 within the school. 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 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 school on a rapid trajectory of improvement, 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

Michelle Hegarty



Information about the post: Deputy Headteacher

The role of Deputy Headteacher is a crucial post in the school, and the successful candidate will be a key player in continuing to provide outstanding community education to the young people, and their families, in Walthamstow. You will be expected to live the school vision and values, as well as being able to truly deputise for the Headteacher. You should be aspirational for Headship, and be able to understand the full responsibilities of leading a school.

The Post

We are looking for a candidate with the experience and/or understanding of how to move a school to become an outstanding provider of community education. We are looking for an individual to complement our team, and exact responsibilities will be agreed on appointment. As Deputy Headteacher, you will be working closely with the Headteacher and one other Deputy Headteacher on leading the strategic direction of the school. You will need to have an understanding of effective strategic leadership, and an appreciation of the multi-faceted nature of leading a school. In particular, we expect an absolute commitment to our school ethos and the principles of community education as well as an unwavering belief in the importance of strong relationships which underpin emotionally healthy organisations. You should be an excellent teacher, who can role model high standards and lead others to be 'the very best they can be'.

As Deputy Headteacher, you will be responsible for school standards in one of these areas:

- Learning and Teaching, Curriculum and Professional Standards
- Behaviour, Safeguarding, Assessment and Outcomes

You will be line managing 2 or 3 Assistant Headteachers, who all have a strategic role within your area of responsibility, as well as at least 1 curriculum or pastoral leader.

We require an absolute commitment to the values of community education, and ethical leadership. Our staff are our strength, we follow the 'humans first, professionals second' mantra. A strong track record of high quality teaching is also a given. We expect every teacher to be at least a consistently good practitioner, and our leadership team to have a strong track record in the classroom.

Role: Deputy Headteacher



Ofsted 26th February 2019

Required for September 2020

Position: Deputy Headteacher

Salary: Leadership Spine Point L24-28 (OLW) (non negotiable)

Pupil Roll: 900

Pupil Age range: 11-16 yrs

Co-educational

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

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"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? Do you have the potential to become a Headteacher? Are you committed to the vision and values of community education? If so, we have the position for you! We are looking for an outstanding Senior Leader to help the school, our pupils and our staff become 'the very best they can be'.

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 well-being of our staff very seriously.

You should have had several years of senior leadership experience across 11-16 range, and a strong track record as a middle leader. You should be an excellent practitioner, who able to model the highest professional standards and lead others to being the 'very best they can be'. You should also share the vision and values of the school, and be passionate that every child deserves the very best teaching.

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, and we would be particularly interested in applications from individuals who are ambitious for senior leadership opportunities in the future.

Visits to the school are warmly welcomed and strongly encouraged.

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 Nosheen Niazi 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 3pm Wednesday 26th February 2020. Interviews to be held on Tuesday 3rd March and Wednesday 4th March (Day 2 for shortlisted candidates only.)

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.



Our Ethos and Values

We are values driven school and all our staff and pupils are expected to embody these values in every aspect of school life



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'



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. School closes at 2.10pm on a Friday, which gives our staff and pupil an early start to their weekend. 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.

Head of Creative Curriculum



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'!

Head of Year 11 and MFL Teacher

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 Business 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

Second Year Teach First Teacher



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!

Admin Team Leader



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.

Well-Being Curriculum Leader/English Teacher



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.

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

Head of Department

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.

Subject Leader



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: 3pm Weds 26th February 2020

Interviews: Tuesday 3rd March and Weds 4th March (shortlisted candidates only).

Completed application forms should be returned in electronic format to:
recruitment@bremer.waltham.sch.uk

If you would prefer to submit a paper application form, please return to:

Nosheen Niazi

Recruitment Co-ordinator,

Frederick Bremer School, Siddeley Road,

Walthamstow,

London E17 4EY

Job Description: Deputy Headteacher



Job Title: Deputy Headteacher	Salary range: L24-28 (OLW)	Hours: Full Time
Line managing (direct): 2 or 3 AHTs 1 or 2 pastoral/curriculum middle leaders	Reporting to: Headteacher	
Job Purpose: The core purpose of the post is to assist the Headteacher in leading the school to achieve its strategic plans and implement the vision. They are responsible for the health and safety of all stakeholders whilst in the schools care, and ensuring that the conditions are in place to ensure every pupil is enabled to achieve to their potential.		
This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. The specific roles of the Deputy Headteachers may be rotated.		
<u>Core responsibilities (exact responsibilities to be agreed on appointment)</u>		
<ul style="list-style-type: none">• Support and assist the Headteacher in leading and managing the school• Deputise for the Headteacher in her absence• Be responsible for implementing the health and safety policies of the school• Role model the school vision and values on a daily basis• Work with staff, Governors and pupils to create and maintain the ethos, vision and aims of the school• Report to Governors as required, and service a Governors sub-committee• Provide clear strategic direction for the school that achieves the highest quality educational provision• Deliver good provision for the area of the Ofsted framework you are responsible for• Ensure that the school benefits from a rigorous self-evaluation framework that substantially contributes to raising standards• Be an outstanding teacher• Role model and coach others (staff and pupils) into effective models of leadership• Play a lead role in the development of other teachers• Have high expectations and lead by example• Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment• Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels• Consult with staff, parents, pupils and Governors to contribute to the development, leadership and implementation of our Strategic Plan• Ensure key policies are up to date, relevant and compliant, and policies are regularly reviewed and consulted upon to ensure they are live documents• Line manage your school improvement team of Assistant Head(s), middle leaders and support manager (s) and ensure they work effectively to achieving the schools aims• Ensure that guidance and support is provided to all students• Ensure that appropriate educational initiatives are incorporated effectively within the whole-school drive for improvement• Ensure that staff work within the schools policies, and lead on personnel issues where directed by the HT• Attend and contribute to meetings relative to the curricular, administrative, organisational, pastoral and managerial arrangements for the school• Perform supervisory duties around school		
All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description		
<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>		

Performance Criteria for the Senior Leadership Team



<u>Headteacher Standards (Performance Criteria for SLT): Level 1 AHT (emerging), Level 2 Experienced AHT (developing), Level 3 DHT (securing), Level 4 – Headteacher (high performing)</u>
Domain 1: Excellent Headteachers: qualities and knowledge
1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
Domain 2: Excellent Headteachers: pupils and staff
1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
Domain 3: Excellent Headteachers: systems and process
1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
Domain 4: Excellent Headteachers: the self improving system
1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Person Specification: Deputy Headteacher



	Essential or Desirable	Method of Assessment
Qualifications		
Qualified Teacher Status	Essential	A
Good honours degree	Essential	A
Further professional qualifications	Desirable	A
Evidence of recent professional development	Essential	A
NPQH, or willingness to undertake NPQH or equivalent	Essential	A/I
Experience		
Relevant, recent experience of teaching in an 11-16 or 11-18 school	Essential	A
Relevant, recent experience (at least 3 years) of senior leadership in a good or outstanding school	Desirable	A
A minimum of 3 years' successful experience as a member of a school Middle Leadership Team	Essential	A
Experience of working in more than one secondary school	Desirable	A
Experience of working successfully with the Governing Body	Desirable	A
Experience of Human Resources processes (e.g. capability, disciplinary, grievances)	Desirable	A
Experience of leading operational systems in the school	Desirable	A/I
Experience of effective quality assurance systems	Essential	A/I
Experience of leading safeguarding practices	Essential	A/I
Skills, knowledge, understanding		
Successful track record in using data to raise achievement	Essential	A/T
Proven record as a leader whose students reach high standards	Essential	A/T
Experience of leading successful improvements and managing change at a whole school level	Desirable	A
Proven record as a good/outstanding teacher	Essential	A/T
Proven record of leading effective professional development	Essential	A
Knowledge of the Ofsted framework	Essential	A
Knowledge and understanding of financial management in schools	Desirable	A/T
Knowledge and understanding of safeguarding best practice	Essential	A/T/I
Knowledge and understanding of health and safety best practice	Essential	A/T/I
Personal Qualities		
Capacity and enthusiasm for hard work	Essential	A/I
Able to work as part of a team whilst also being self-motivated	Essential	A/I
Emotional intelligence and ability to use appropriate leadership style	Essential	A/T/I
A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels	Essential	A/I
Ability to work calmly under pressure and maintain a positive and optimistic attitude	Essential	A/I/T
Ability to manage and resolve underperformance	Desirable	A/I
High levels of organisational skills including the ability to prioritise and manage time effectively	Desirable	A/I/T
Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems	Desirable	A/T
High level of communication, presentation and literacy skills	Essential	A/I/T
Ability to take firm decisions, and take responsibility for decisions	Essential	A/I/T
An absolute commitment to the belief that every child deserves the very best education	Essential	A/I/T
Ability to inspire, challenge, influence and motivate others	Essential	A/I/T
A passion for the values of community education	Essential	A/I.T
A strong understanding of the current issues facing community schools	Desirable	A/I/T
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	Essential	A/I/T
A caring, considerate and respectful leader	Essential	A/I/T
An excellent health, punctuality and attendance record	Desirable	A
An understanding of child protection and safeguarding	Essential	A/I/T
An understanding of the strategies for ensuring inclusion, diversity and access	Essential	A/I/T
Experience of effective whole school evaluation	Essential	A/I
An understanding of current national agenda developments	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 CRB 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.	.	A

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

CONFIRMATION OF JOB DESCRIPTION AND PERSON SPECIFICATION

POST:

NAME:

I confirm that I have read this job description and person specification

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Signatures:

The job description is current at the date below but may be reviewed, in consultation with you, and may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed..... (Staff Member)

Date

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.

Policy Statement on Recruiting Ex-Offenders And Safekeeping 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

1. 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.

2. 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.

3. 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.**

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.)*

9. 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).

10. 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.

11. 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.

12. 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 2018-2020

Equalities Statement

At Frederick Bremer School equal opportunities are central to our school ethos and values. We expect all pupils and staff to challenge and act upon racism, sexism, homophobia and all other forms of prejudice, discrimination, including bullying. We are pro-active in promoting inclusion, diversity and mutual respect through policy, assemblies, the curriculum and events throughout the year.

We ensure that our school policy and practices reflect The Equality Act, which came into effect in October 2010. The act aims to promote a fair and more equal society and to protect individuals from unfair treatment. Nine characteristics are protected under the Act. These protected characteristics are: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. We must consider how our activities affect the people who share the protected characteristics and publish information to show how our activities:

1. **Eliminate unlawful discrimination**, harassment and victimisation
2. **Improve equality of opportunity** between people with protected characteristics and those who do not
3. **Foster good relations** between people who share a protected characteristic and those who do not

Our Equality Objectives 2018-2020:

- 1) 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 different heritage groups
- 2) To ensure that our curriculum and teaching challenges racism, religious prejudice, homophobia, transphobia and sexism and promotes mutual respect and equality.
- 3) To actively ensure that we engage stakeholders in developing equalities best practice, policy and provision in the work place so that all staff and pupils feel represented and included in our school community.

Please refer to our Equalities Policy for further information