



Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Road, Walthamstow, London E17 4EY Headteacher: Ms Jenny Smith Website: www.bremer.org.uk

Information Pack

Teaching Assistant





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

"This is a GOOD School"

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.

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. 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.

Michelle Hegarty Chair of Governors

Jenny Smith Headteacher

Role: Teaching Assistant



Ofsted 26th February 2019

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

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

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

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

The post holders will work under the guidance of our SENCO, ASC Managers and HLTAs within an agreed system of supervision, to implement agreed work programmes with individuals/groups in or out of the classroom. This will include liaising with teaching staff about the needs of the pupils, supporting in the classroom. Ensuring pupils are able to access the schemes of learning and will include the management or preparation of resources or delivery of specific programmes.

The successful candidates will have relevant qualifications and/or experience of working with children with ASC/SEN, the ability to work constructively as part of a team, understanding classroom roles and responsibilities, resilience and flexibility to respond to the varying demands of the school day and the pupils' needs. A commitment to CPD and training is also essential.

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

For more information and an application pack please see our website <u>www.b rem er .o r g. u k</u>or contact HR on 020 8498 3340 or email

<u>recruitment@bremer.waltham.sch.uk</u>. If you would like to visit the school before submitting your application please contact us.Completed application forms should be returned or emailed to <u>recruitment@bremer.waltham.sch.uk</u> by 3pm on Monday 31st August. Interviews will be held WC 7th September 2020

Required for September 2020

Position: Teaching Assistant

Salary: SC4 £19,570.92—£21,016.60 (pro rata) (OLW)

Pupil Roll: 900 Pupil Age range: 11-16 yrs Co-educational



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

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

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

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

About Frederick Bremer School



<u>Community School</u>

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

upil Progress

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

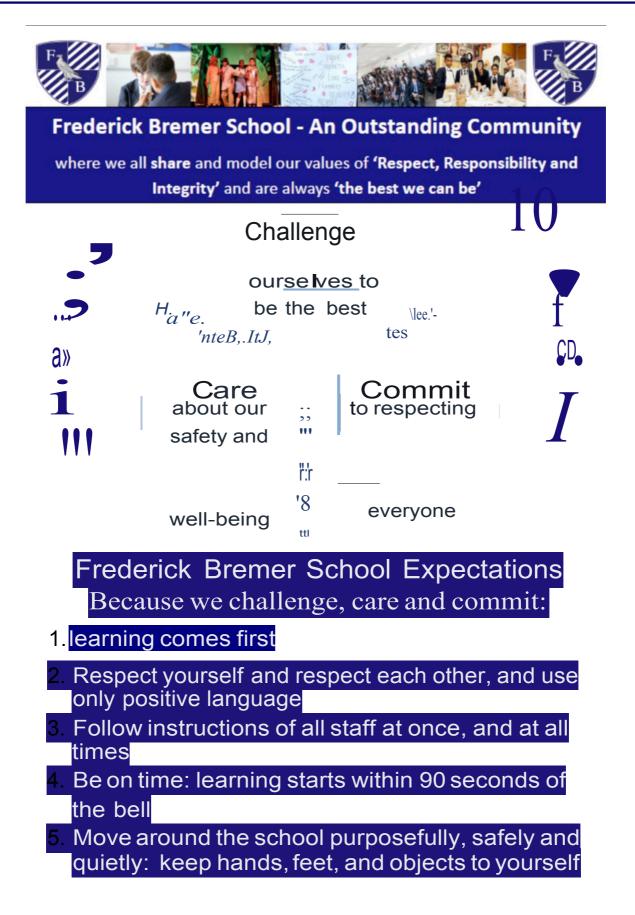
Bhaviour & Pastoral

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





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.

> 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 yo 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].

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

I started here as a temporary receptionist nearly 7 years ago and am now an admin team leader, line managing reception. I ove 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!

> 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.

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.

> 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.

I have worked at Frederick Bremer for 7 years now, including 6 years as Head of MFL. The main reason I have ryed here so long is because of the amazing students and the cohesion of the staff. I love working in such a diverse mmunity. Everyone gets on and supports each other. You only have to spend 5 minutes in the building to sense what a mmunity feel it has to it. Students from different backgrounds and year groups all play happily side by side every day. ithout the support of senior management and friendly colleagues, this job can be tough. As a working mum, I have been fully pported and even after taking a year of maternity leave off, management have been supportive in continuing to develop me ofessionally.

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.











Head of Creative Curriculum











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 Monday 31st August 2020

Interviews: Week Commencing—7th September 2020

Completed application forms should be returned in electronic format to: re cru itment @b rem e r .walth am.sch .u k

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

HR

Frederick Bremer School, Siddeley Road,

Walthamstow,

London E17 4EY

Job Description: Teaching Assistant



| Job Title:Teaching Assistant | | |
|------------------------------|---------------------------------|--|
| Line managing: | Reportingto: | |
| ï NotA.pplicable | i HLTA and/or A.ssista nt SENCO | |

Hours:

ï

36 hours perweek - erm timeonly

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 mary also work with groups occasionally during the short-term absence of teachers.

Specific re.s.ponsbities for all teaching assistants:

| | | 0 11 | | |
|------------------------|--|--|--|---------------------------------|
| Area | Relevant | 8and1 | Baoo2 | Band 3 |
| | Standards | Teaching Assistant | Teaching Assistant | HLTA |
| | | (Induction Phase) | (Post Induction) | |
| | | | | |
| c:t V | | SC4: PDint 07 - 018 | SC4:P10i11t09-n | S01: P,oint 23-25 |
| | 11.51,[2.1), [2.31, | Many – but not all – | All aspects of teaching / | Many aspects of teaching / |
| 9 | [241.!3.1),[321, | aspects oHeaching / | support over time are | support over time are |
| ť; | [33), [3.4), [351, | supportover time are | g <jod< td=""><td>outstanding</td></jod<> | outstanding |
| | [3.16), [4.5), [4.61 | g <jod< td=""><td></td><td>-</td></jod<> | | - |
| | | | | |
| c:t | [1.5),[2),[241, [3.1),[3.4),[3.51, | With appropriate additional | Most pupils engage with | Sign fic ant numbers of |
| ۲ ۰۰۰ E:: | [4.1), 14.5) | support,most pupils | leaning and make progress | pupils demonstrate an |
| | | progress in line with school | in line with "SChool | engagement with learning |
| : I a.o | | 1e:x pectations | expectationswithout | and achieve progress which |
| <i>a</i> .0 | | | additional support | exceedsschoolexpectation.s |
| | [L2),[1.4),[1.51, [2.4),[4.1),[421. | Positive worling | These working relationships | Working relationships with |
| z:z: | [4.3), 14.4), [4.51 | relationships established | re.51ult in g <jod by<="" progress="" td=""><td>colleagues are characteri51ed</td></jod> | colleagues are characteri51ed |
| a | [],, [| with pupils,colleagues and | all groups of pupils and | by an enthusiastic |
| ġz | | parents | productive shaning of | commitment to helping |
| Q';0 G: A. illl: | | | professional practioe with | themovercome |
| A. ill: | | | others. | professionalchallenges |
| | [1.5), 12.1), (2.31, | Developsprofessional | Takes a proactive role in | Proactively leads the |
| | [4.3), [4.4), [4.51 | præctice in line with | identifying ar⁄eas | professional |
| ctz. | | advice from mane | for professional | development of others in a |
| g::E | | 'experiencerd colleagL.les | 'development and | way which leads to |
| 0:≡:- | | | accessingadvice | improverd outcomes for |
| a.rC | | | | pupils |
| | [1.1), [13), [141, | | | |
| c:t Z | [32), [3.61. [4.41] | Professional conduct meets | Professional conduct merets | Professional conduct meets |
| | | he rexpectations set out | | he expectations set out |
| | | | expectations set out within | [withlin the Jeaching Assistant |
| 0 Z | | tandands. | he Teaching Assistant | tandards and positively |
| G: A. 8 | | | Standards. | influencesotherseveryday |
| | | | | |

Job Description: Teaching Assistant



| Specific R | esponsibilities - to ensure positive outcomes for pupils ac: ross all areas of the school: |
|--|---|
| | I!bise with the SENOO/As&tant SENOO/HLTA to iderntify area.s of rn eed and as:s'ist in the developmernt strategies to support all areas of pupil's learni111g and 'developmernt_ EHC plans and PSPs |
| | achievement of <i>se</i> lf-ne liarnee I!Jiaise with parents and relevante:xtemal,a:genc iesto 'ensure best practice for targeted pupils_ |
| Qg E .C IB ∵∵ O CL. CL. :III III' | ¹ Work with the teacherto establish an appropriate learning environment using speciali&t knowledge and strateges relating to targeted pupils |



| | · |
|-----------------------|---|
| Е <u>2</u> | tmplement reed learningactivities/teachirng programmes,adjustirng activities accondirngto pupil resport151es/llil eeds |
| 2 "" . a | Implement localarnd rnationalleaming strategies e.g.liter;acy,rnumeracy,KS3,and Support the µ51e of IT in leaming activities and 'develop pupils' completemoe and make effective us le of opportunites provide d by other learning activities to |
| .c | support the 'developmentof rnelevarnt.SkiHs |
| J2 | irnd e pendernoe irn its use |
| t:: · | Help pupils to access learning activities through specialist supportand by runnning |
| ICL ICL III | .small group interverrtions before during or afterschool Determine the rn ee'd for, prepcare and maintain eneraland specialist equipment amd new uroes |
| | Proactively support the implementation of school policies and procedures relating to .s:afeguarding health, safety and Siecurilty, cornfidentiality and data protection, |
| | ne portingall concerns to an appropriate perwrn. |
| 15 | Be aware of and SI!Ipport'difference and ensure all pupils have e qualaccess to opportunities to learn and develop to be the best they cam be. |
| 0 . <u>C</u> | Establio; h cornstmdive relatiorr ships and communicate with other agencies fprofession as, in liawn with the teacheto support the achievement |
| | Attech@rarnesspartelpate in nelevant meetings,training and performance appraisal proceSises as requine'd. ecogrnise owrn streingths and areas of expertise and UISiethe5ie to advise and support otlm ers. |
| | Provide a, ppropriate guidance and supervision arnd assi5t in kaining and |
| | developmentof staff as appropniate. Indertake planned superrvision of pupilo; 'duringout of:school hours learning |
| | Assist wiblit bhe delivery of .a11dl sl!!lpervise pupils on visits, brips.and out of Actively participate in a planned eye le of li'rne malillagement school activitues as reg111 ired. |
| .c 0 | ■ Effectivelycomplete all other duties which the tl_gQ.lgl:u;_cmay request. |
| moti!Ucation | s«ip.tion 1M1JI be reviewed ann 1 1 a.lfy and may be silbject: ito amendment or ot any time after I[OnsliJ!tation 'Mth the post holder. It its: not a I[Ompt,ehensil"e statement of |
| procedures a | and tas-ks but sets out the main expeasions of me_{s} "C!hoal lin relation ito the past halders" |

professional r'espons lib. Wtie-s and duties'.

Person Specification: Teaching Assistant



| Qualifications Essential Minimum Grade C/4 at GCSE in Maths and English (or eq.llivalent level Essential Relevant qualifications or experience with pupils with special Desirable educational needs Relevant continil led professional development Desirable Experience Relevant experience in a school in a similar position ora desire to develop a career in education Essential Experience delivering one to one or group work with pupils with social educational needs Desirable Essential Skitek(rnowledge and Unders) Intring Ability to use ICT effectively Essential | lethod of sess ment |
|--|------------------------|
| educational needs Desirable Relevant continil. led professional development Desirable Experience Relevant experience in a school in a similar position ora desire to develop a career in education Essential Experience delivering one to one or group work with pupils with social educational needs Desirable Essential Stills Knowledge and Underst Indring Ability to use ICT effectively Essential Desirable HT Specialist skills in el. Irriculum or learning areas Desirable Desirable Working knowledge of relevant policies codes of practice and awareness of relevant legislation Desirable Desirable Working knowledge and experience of implementing Nlat.lional Desirable Desirable Curriculum and other relevant learning programmes/strategies Understanding of principles of child development and learning1 Essential processes Ab lifty to improv e own pradice and knowledge tilrough self-ere aluation Essential Essential Ability to relate well to children and adults Essential Essential Ability to relate well to children and adults Essential Essential Ability to relate well to children and adults Essential Essential Ability to relate well to children and adults Essential <td>А</td> | А |
| Experience Relevant experience in a school in a similar position ora desire to develop a career in education Essential Experience delivering one to one or group work with pupils with social educational needs Desirable SkiteKrowedge and Underst indring Ability to use ICT effectively Essential -Ability to use ICT effectively Essential Desirable -Working knowledge of relevant policies codes of practice and awarenees of relevant policies codes of practice and Desirable Desirable -awarenees of relevant elevant policies codes of practice and the science of implementing NlatJional Desirable -Curriculum and other relevant learning programmes/strategies Understanding of principles of child development and learning1 Essential -processes -Ability to improv e own pradice and knowledge tilrough self-et aluation Essential Essential -Ability to improv e own pradice and knowledge tilrough self-et aluation Essential Essential -Ability to verse constructively as part of a team, understanding Essential -Ability to work constructively as part of a team, understanding Essential -Ability to verse ond responsibilities and your own position within these Essential -Ability to verse ond to the varying1 demands of the sciloolday and the essential Essential -Ability to verse ond to the varying1 demands of the | A |
| Relevant experience in a school in a similar position ora desire to develop a career in education Essential Experience deliveringtione to one or group work with pupils with social educational needs Desirable Stills Knowledge and Underst Indiring Ability to use ICT effectively Essential ### Essential Essential Specialist skills in el.trriculum or learning areas Desirable Working knowledge of relevant policies codes of practice and awarenees of relevant learning: programmes/strategies Desirable Curriculum and other relevant learning: programmes/strategies Understanding of principles of child development and learning1 Desirable Processes Essential Essential Essential Ability to rimprov e own practice and knowledge tilrough selfer aluation Essential Essential Understanding of indil.Ision and eql.Ial opportunities and how these Essential Essential Ability to relate well to children and adults Essential Essential Ability to vork constructively as part of a team, understanding Essential Essential Ability to relate well to children and adults Essential Essential Ability to vork constructively as part of a team, understanding Essential Essential Acommitme | A |
| educational needs Skills knowledge and Underst nor | Ail |
| Ability to use ICT effectively Essential <i>HT</i> Specialist skills in el.Irrieulum or learning areas Desirable Working knowledge of relevant policies codes of practice and awareness of relevant legislation Desirable Work ing knowledge and experience of implementing NlatJional Desirable Curriculum and other relevant learning' programmes/strategies Understanding of principles of child development and learning1 Essential processes Ability to improv e own practice and knowledge tilrough self-evaluation Essential elsential understanding of indll.Ision and eql.Ial opportunities and how these Essential relate to opportl.Inities for stakeholders Essential Ability to verse own practice and winderstanding Essential relate well to children and adults Eccential Ability to verse constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Eccential Resilience Eccential A commitment to onrgoing! personal development and willingness to Essential undertake appropriate training Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders | Ail |
| Iff Specialist skills in cl.!rriculum or learning areas Desirable Working knowledge of relevant policies codes of practice and awareness of relevant legislation Desirable Work ing knowledge and experience of implementing NlatJional Desirable Curnculum and other relevant learning) programmes/strategies Desirable Understanding of principles of child development and learning1 Essential processes Ab ility to improv e own pradice and knowledge tilrough self-evaluation essential Understanding of indl.lsion and eql.lal opportunities and how these Essential relate to opportl.lnities for stakeholders Essential Ability to relate well to children and adults Essential Ability to work constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Essential Resilience Essential A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | |
| Specialist skills in cl.!rriculum or learning areas Desirable Working knowledge of relevant policies codes of practice and Desirable awareness of relevant legislation Desirable Work ing knowledge and experience of implementing NlatJional Desirable Curriculum and other relevant learning' programmes/strategies Desirable Understanding of principles of child development and learning1 Essential processes Ab ility to improv e own practice and knowledge tilrough self-evaluation Essential Understanding of indl.Ision and eql.lal opportunities and how these Essential relate to opport!.Inities for stakeholders Essential Ability to vork constructively as part of a team understanding Essential dassroom roles and responsibilities and your own position within these Essential Resilience Essential Resilience Essential A commitment to onrgoing1 personal development and willingness to Essential undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ai |
| Working knowledge of relevant policies codes of practice and awareness of relevant legislation Desirable Work ing knowledge and experience of implementing NlatJional Desirable Curriculum and other relevant leaming: programmes/strategies Desirable Understanding of principles of child development and leaming: Essential processes Ab ility to improv e own practice and knowledge tilrough self-evaluation essential Understanding of indll.lsion and eql.lal opportunities and how these Essential relate to opport!.Inities for stakeholders Essential Ability to vork constructively as part of a team, understanding Essential dassroomroles and responsibilities and your own position within these Essential Resilience Essential A commitment to onrgoing: personal development and willingness to undertake appropriate training Appointment to the post is subjeoHo a satisfactory enhanced DBS check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ail |
| -awareness of relevant legislation Desir:able Work ing knowledge and experience of implementing NlatJional Desir:able Curriculum and other relevant leaming: programmes/strategies Essential Understanding of principles of child development and leaming: Essential processes Ab lifty to improv e own pradice and knowledge tilrough selfer aluation Essential Understanding of indli.lsion and eqi.lal opportunities and how these Essential relate to opporti.lnities for stakeholders Essential Ability to relate well to children and adults Eccential Ability to work constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Eccential Resibility to respond to the varrying1 demands of the scilool day and the Essential number appropriate training_ Appointment to onrgoing: personal development and willingness to Essential undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential dheck This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ail |
| Curriculum and other relevant learning: programmes/strategies Essential Understanding of principles of child development and learning1 Essential processes Ab ility to improv e own practice and knowledge tilrough self-et aluation Essential Understanding of indll.Ision and eql.Ial opportunities and how these Essential relate to opportl.Inities for stakeholders Essential Ability to relate well to children and adults Essential Ability to work constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Essential Resilience Essential A commitment to onrgoing1 personal development and willingness to Essential undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | |
| Understanding of principles of child development and learning1 Essential processes Ab ility to improv e own practice and knowledge tilrough self-et aluation Essential Understanding of indll.lsion and eql.lal opportunities and how these relate to opport.linities for stakeholders Essential Ab ility to relate well to children and adults Essential Ability to work constructively as part of a team, understanding Essential dassroomroles and responsibilities and your own position within these Essential Resilience Essential A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Essential Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ail |
| Ab ility to improve own practice and knowledge tilrough selfer aluation Essential aluation Essential Understanding of indll.lsion and eql.lal opportunities and how these Essential relate to opportl.Inities for stakeholders Essential Ability to relate well to children and adults Essential Ability to work constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Essential Resilience Essential Resilience Essential A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Essential Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders | /\/I |
| Understanding of indll.Ision and eql.Ial opportunities and how these relate to opportI.Inities for stakeholders Essential Ability to relate well to children and adults Essential Ability to vork constructively as part of a team, understanding dassroom roles and responsibilities and your own position within these Resilience Essential Resilience Essential Resilience Essential Resilience Essential A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Essential Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check Essential | NIFT |
| Ability to relate well to children and adults Essential Ability to vork constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Essential Resilience Essential Resilience Essential Resilience Essential Resilience Essential Resilience Essential Resilience Essential A commitment to the varrying1 demands of the scilool day and the understanding Essential A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Essential Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ail |
| Ability to work constructively as part of a team, understanding Essential dassroom roles and responsibilities and your own position within these Essential Resilience Essential Resibility to respond to the varry ing1 demands of the scilool day and the Essential numils' poods Essential A commitment to onrgoing1 personal development and willingness to Essential undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS dheck Essential This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | |
| dassroom roles and responsibilities and your own position within these Essential Resilience Essential Flexibility to respond to the varrying1 demands of the scilool day and the Essential ownerstand Essential | AllfT |
| Resilience Essential Flexibility to respond to the varrying1 demands of the scilool day and the sesential Essential Subject requirements A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Essential Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders | /\/I |
| A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ail |
| A commitment to onrgoing1 personal development and willingness to undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential check This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | Ail |
| undertake appropriate training_ Appointment to the post is subjeoHo a satisfactory enhanced DBS endbeck This post is exempt from section 4(2) of the Rehabilitation of Offenders Essential | |
| Appointment to the post is subjeoHo a satisfactory enhanced DBS Essential -dheck | Ail |
| This post is exempt from section 4(2) of the Rehabilitation of Offenders | А |
| age of 1 8_ Applicants are not entitled to with hold information abol!It _convictions_which would be regarded as spent for other purposes | A |

*A-Appl1cat1on Form 1-Interv1ew T-Test/Presentation

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

Safeguarding Summary



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

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

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

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

- number of the seeing a physical injury which you believe to be non-accidental
- bserving 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

³⁷ 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

- ³⁵ 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
- $rac{9}{7}$ Check that you have understood correctly what the child is trying to tell you
- $rac{st}{7}$ 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 vourself.



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
- Final 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, nonportable, 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 activates, 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