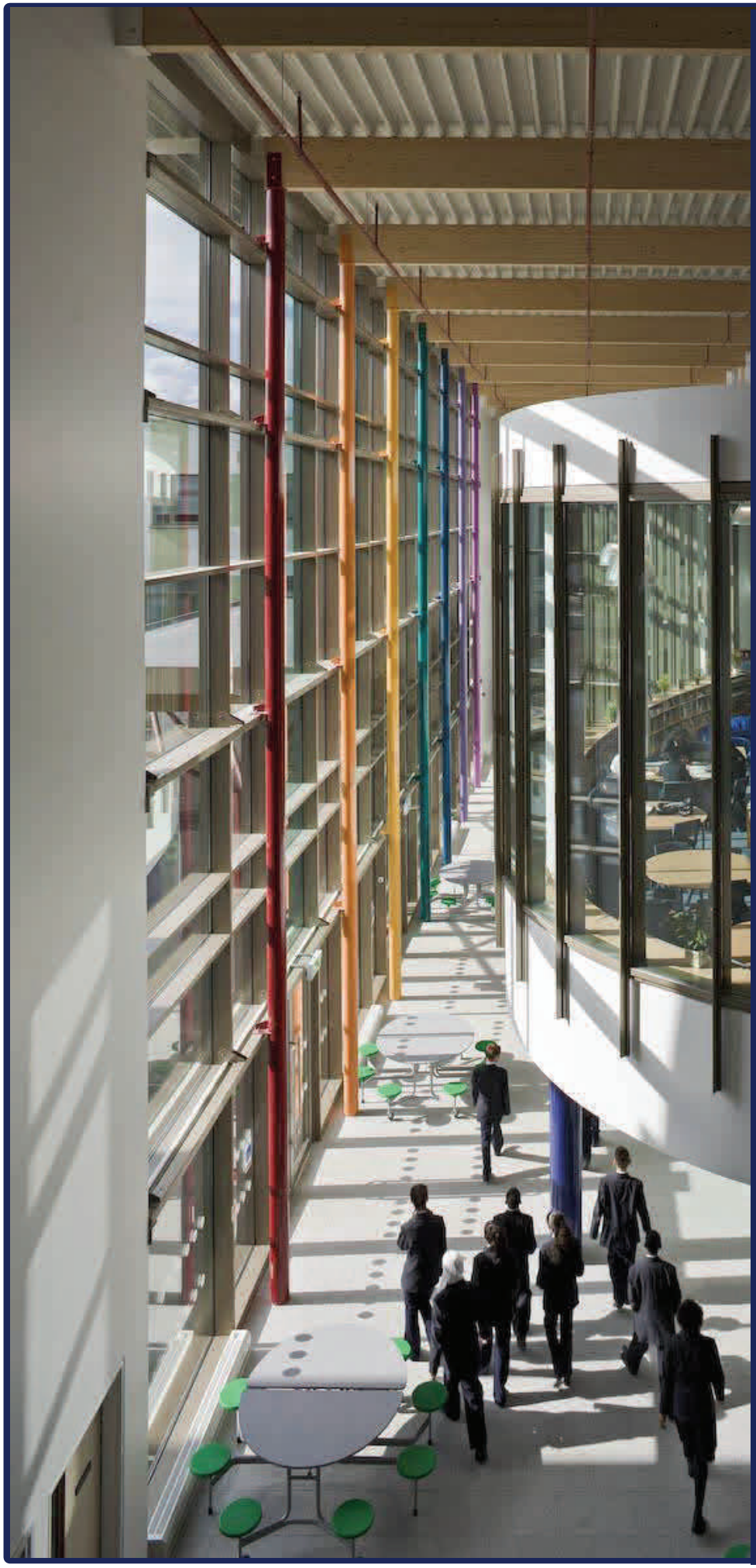




Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Road, Walthamstow,

London E17 4EY

Headteacher: Ms Jenny Smith

Website: www.bremer.org.uk

Information Pack

Data and Assessment Coordinator

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.



The Senior Leadership Team at Frederick Bremer

Frederick Bremer School is a creative and nurturing school where all staff and pupils are inspired to be 'the very best they can be'. We are judged as a good school across all areas and our SEN provision is outstanding. Our vision and values are central to our practice, and you will need to share our commitment to ensure every pupil is not only academically successful but is also equipped with the skills, qualities and attributes to be a successful 21st century citizen.

Equality and diversity are at heart of Frederick Bremer's ethos and values. This is embodied in our curriculum, behaviour policy, pastoral provision and across all areas of the school. Our pupils and staff represent a diverse community and we value and respect everyone's identity.

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. This year the school is celebrating 10 years of community education. 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

Headteacher

Michelle Hegarty

Chair of Governors

Role: Data and Assessment Coordinator

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."

Required for ASAP

Position: Data and Assessment Coordinator

Salary: SO1 (£27,403—£28,272) (OLW)

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

Are you interested in working in a school and have transferrable skills? Then we have an exciting opportunity for you! We are seeking to appoint a highly motivated and organised Data and Assessment Coordinator. This role will suit candidates with excellent organisation and communication skills. Experience of working with large volume of data is desirable. Previous school experience is not essential and training will be provided. An ideal candidate will have the ability to work accurately, with meticulous attention to detail and work well as part of a team.

This is a key role within the school and it involves data analysis from the school's management information system (SIMs) and 4Matrix and assisting in the coordination and management of school examinations. The successful candidate will liaise with the Additional Needs Department to ensure exam access arrangements are met for examinations and present relevant exam information and printouts to pupils and parents via assemblies and parents evening. The role resides in the dedicated examination team which includes members of reprographics and marketing and systems. Support for running and processing internal and external examinations will be available from team members. The examination team work closely with the wider Administrative team at Frederick Bremer.

Flexible and part time working arrangements will be considered.

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.

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 Monday 28th October 2019 at 8am. Interviews to be held during that W/C 28th October 2019.

About Frederick Bremer School

Community 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

Pupils at Frederick Bremer make progress above the national average and we have many alumni pupils who have attended top universities. We are responsive to our assessment data; intervention and bespoke support are a key strength of our school. Science, English, Sociology and Citizenship were some of our highest performing subjects in our 2018 GCSE results.

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 start 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, 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 tome 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 LTBTQ+ 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. We regularly conduct stay meetings to ensure that we are meeting the

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'!

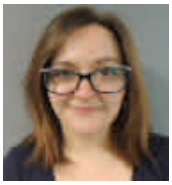
Head of Year 11 and MFL Teacher



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].



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



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!



I love working at Frederick Bremer because staff and students can be exactly who they are. Diversity and Equality are high on the agenda and pupils are seen as more than statistics on a league table



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.



Frederick Bremer has given me the skills to be a successful and impactful leader. All the staff here are optimistic, supportive and always ready to go the extra-mile. Each and every pupil is known individually by staff and this supports their development and progress in every way. I am proud to work in a school that has done so much positive work to promote LGBT+ equality and well -being and equality for all staff and pupils.



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.



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.

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: Monday 28th October 2019 at 8am

Interviews: Week Commencing – 28th October 2019

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: Data and Assessment Coordinator

Job Title: Data and Assessment Coordinator	**Salary range:** SO1 (£27,403 - £28,272)	**Working pattern:** 36 hours per week 48 weeks per year
Line managing (direct): TBC	**Reporting to:** TBC	

Job Purpose: This post is responsible for:

- Assisting in the coordination and management of school examinations.
- Driving the use of data to raise standards across the school by providing specialist expertise and data analysis using the school's management information systems (SIMS) and 4Matrix.

Specific Responsibilities - to ensure the School becomes high performing across all strands by

Exams Coordination

- Under the direction of the Exams Officer, assist with the management and coordination of the of examinations for the school
- Liaising with the Exams Officer and senior leaders regarding the organisation of examinations, pupils discipline during examinations and any issues related to pupil conduct relevant to examinations.
- Overseeing the receipt, checking and sorting of examination papers and organising resources as necessary
- Ensuring the security of exam and test papers, including the safe dispatch of completed scripts and other materials to the examination boards and QCA. To ensure that exam regulations are adhered to and that the school is compliant
- Providing and presenting relevant exam information and printouts to pupils and parents via assemblies, printouts and parents evening.
- Supporting Exams Officer with inputting information using SIMS Examinations
- Liaising with Additional Needs Department to ensure exam access arrangements are met for examinations
- Ensuring there is a full complement of trained exam invigilators and managing the work of other staff who are deployed during the exam season
- Distributing results to pupils on result publication day and the issuing of certificates

SIMS Management and Data Analysis	• Ensuring the accurate maintenance and management of pupil and school data. • Ensuring the regular and accurate updating of pupil attainment data. This also includes participating in the process for enrolling new pupil admissions and leavers. • Assisting with the collection, collation and distribution of statistical and statutory returns. This includes the termly census of pupil data and the weekly returns to the London Borough of Waltham Forest (LBWF). • Regular housekeeping of the SIMS data base • Managing the use of SIMS to record and track pupil progress and produce a range of statistical data and reports on pupils, providing analysis for Senior Leadership Team, Head of Years and Head of Departments as appropriate in order to raise standards. • Ensuring that the data and assessment calendar is adhered to by all staff and that data is processed to agreed timelines. • Assisting with the reporting process to parents ensuring all deadlines are met and reports are accurate. • Assisting with the preparation of reports and analysis on the examination results for the SLT, Governors, LBWF and teaching staff. • Assist with presenting relevant exam information and printouts to pupils and parents via lessons, assemblies, printouts and parents evenings and to assist with the distribution of results to pupils on result publication day. • Supporting staff with SIMS where appropriate and ensure "non-data specialists" can translate data results in the classroom to impact on student achievement.
Other	• Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Be aware of and support difference and ensure equal opportunities for all. • Contribute to the overall ethos/work/aims of the school. • Establish constructive relationships and communicate with other agencies/professionals. • Attend and participate in regular meetings. • Participate in training and other learning activities and performance development as required. • Recognise own strengths and areas of expertise and use these to advise and support others. • Carrying out other duties which the Headteacher may request
This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.	

Person Specification: Data and Assessment Coordinator

Experience of	
data and information systems in a school environment	D
school examinations and the procedures involved	D
line managing individuals in within a school environment	D
Qualification, training and skills	
GCSE English and Maths (A-C) or equivalent	E
High level of ICT skills	E
High level of planning and organisational skills	E
Confidence in school software programmes (e.g. SIMs, 4Matrix, etc.)	D
Evidence of recent professional development	E
Communication and personal skills	
Excellent written and interpersonal skills	E
Ability work well under pressure	E
Capacity for hard work	E
Ability to work well as part of a team as well as being self-motivated	E
Ability to analyse/interpret data	E
Ability to produce statistical data in a spreadsheet format	D
Ability to work accurately, with meticulous attention to detail	E
Knowledge of school examination regulations	D
Willing to challenge the work of self and others in a constructive manner	E
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	E
An excellent health, punctuality and attendance record	E
Committed to continuous improvement	E
An understanding of child protection and safeguarding	E

* 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:

- 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.

Important Note for All Applicants

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 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