



Frederick Bremer School

Respect. Responsibility. Integrity

Siddeley Road, Walthamstow,
London E17 4EY

Headteacher: Ms Jenny Smith

Website: www.bremer.org.uk

Information Pack

Lead Practitioner of Science



Ofsted
GRADED
GOOD

December
2015

"This is a GOOD School"

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

Headteacher's Welcome



Welcome to Frederick Bremer School and thank you for taking the time to apply for a position at our vibrant community school. This information pack will provide you with key information to support your application and your understanding of what makes Frederick Bremer School so unique.

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



The Senior Leadership Team at Frederick Bremer

Equality and diversity are at heart of Frederick Bremer's ethos and values. This is embodied in our curriculum, behaviour policy, and pastoral provision as well as 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 as a community school. 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: Teacher of Science Advertisement



Required for April 2019/Sept 2019

Position: Teacher of Science
Salary: Lead Practitioner Scale 3-8 (OLW) (£45,380-£50,923)
Pupil Roll: 900
Pupil Age range: 11-16 yrs
Co-educational

Ofsted December 2015

"The quality of teaching is increasingly strong and pupils are making rapid progress."

"Outcomes in 2015 were the best achieved over the last four years. This placed the school in the top 25% of all schools nationally."

"Pupils enjoy being a part of the strong inclusive school community and have confidence in each other."

We are seeking to appoint a skilled science teacher to the role of Science Lead Practitioner. This is a key leadership role within the school and it involves substantial leadership responsibility within our Learning and Teaching Team. The successful will develop best practice in science learning and teaching cross the department, lead staff training, inspire scientific curiosity among pupils, be a team player and teach consistently high performing lessons. The school was rated good in all areas by Ofsted in 2015 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 science team 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. We also offer a personalised professional development programme for all teachers, to enable them to continually enhance their practice.

Equal opportunities are at the heart of how we operate at Frederick Bremer. We have a diverse staff body whose identities are respected and valued. We are always seeking to add to the diversity of our staff and we actively welcome applicants who identify as BAME or other minority groups. We also welcome applicants who identify with one or more of the protected characteristics of the 2010 Equalities Act. We have a range of strategies to promote staff well-being including a new bespoke well-being curriculum for all pupils. Diversity and equality are central to our values at Frederick Bremer. We also offer opportunities for flexible and part time work arrangements.

The Science Department is at an exciting point of development. We have a team of committed individuals, and a collegiate department. You will be supported by an experienced Head of Department, a Deputy Head of Department, in addition to a science specialist on the Senior Leadership Team. We have six dedicated science laboratories, all equipped with Interactive White Boards. At GCSE, we currently offer GCSE Double Science, as well as Triple Science.

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 3312 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 12pm on Friday 25th January 2019. Interviews to be held during the week commencing Monday 28th January 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



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 time and assemblies.



Our Ethos and Values

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



Frederick Bremer School - An Outstanding Community

where we all **share** and model our values of 'Respect, Responsibility and Integrity' and are always 'the best we can be'



Frederick Bremer School Expectations Because we challenge, care and commit:

1. **Learning** comes first
2. **Respect** yourself and respect each other, and use only positive language
3. **Follow instructions** of all staff at once, and at all times
4. **Be on time:** learning starts within **90 seconds** of the bell
5. Move around the school **purposefully, safely** and **quietly:** keep hands, feet, and objects to yourself

Reasons to work for us

What makes Frederick Bremer a unique place to work?



Diversity and Equality

Our staff body reflects the religious and ethnic diversity of our community. We employ staff with diverse skills and backgrounds and this ensures that our policies and system are always inclusive of all our stakeholders. We value and respect everyone's identity and our equalities statement confirming our commitment to the 2010 Equalities Act. We have a fully accessible school building. 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 department and Autism Provision have 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/carers. 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



As someone who believes in inclusion it is fantastic working in a school that teaches students about the subject and allows students to feel safe to express themselves. The school has an LGBT+ club, a BAME club and I work within our fantastic SEN department. I'm proud to work in an establishment that recognises: 'It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.' We ensure all can be proud of their differences

Teaching Assistant



I have been able to develop professionally because of the support and trust placed in me. Career and professional development is a key area at this school. Whether you want to develop within the area you are currently working or move into a new area everyone is given an opportunity to progress. I wouldn't be where I am today without Bremer. Working here has provided me with that key commodity that working parents lack; time with their child[ren].

School Business Manager



I love working at Frederick Bremer because this is a school that really helps teachers to develop. I love teaching pupils who love to learn, try their best, and are extremely personable and positive. I love working in a richly diverse school who care and place an emphasis on teacher well-being and who are hugely supportive with my career

Second Year Teach First Teacher



I started here as a temporary receptionist nearly 7 years ago and am now an admin team leader, line managing reception. I love working at Frederick Bremer because I feel valued and have had great career development over the years, having learnt so much. Working with a brilliant group of people has always been a bonus too!

Admin Team Leader



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

Senior Assistant Headteacher



Having trained to teach at Bremer, I have continued to work and develop here for the past 4 years. Bremer's diversity and inclusion are two aspects of our community I like the most. Our students have creativity, character and drive, which makes my job enjoyable. The school has provided me with opportunities to develop my own practice, and as a result I run our new whole school Wellbeing Curriculum. No other local school addresses student wellbeing in this way, and it's exciting to be at the forefront of delivering this new initiative.

Well-Being Curriculum Leader/English Teacher



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.

Senior Assistant Headteacher



I have worked at Frederick Bremer for 7 years now, including 6 years as Head of MFL. The main reason I have stayed here so long is because of the amazing students and the cohesion of the staff. I love working in such a diverse community. Everyone gets on and supports each other. You only have to spend 5 minutes in the building to sense what a community feel it has to it. Students from different backgrounds and year groups all play happily side by side every day. Without the support of senior management and friendly colleagues, this job can be tough. As a working mum, I have been fully supported and even after taking a year of maternity leave off, management have been supportive in continuing to develop me professionally.

Head of Department



My job gives me the opportunity to have a positive impact on people's lives and make a difference every day. I go home and I know I made a real difference. I am proud to say I work at Frederick Bremer School and am honoured to still be a part of the family after 10 years. Being a part of Bremer keeps me smiling which is good for my soul and my psychological wellbeing. I love that I'm encouraged to try new things out and be innovative through professional development.

Subject Leader



How to Apply for this Position



We hope that you have enjoyed reading our recruitment pack and that you are now ready to apply for this post. To apply please complete the enclosed application form. Your completed application form should include a personal statement, which explains how you meet the criteria in the person specification.

Closing Date: Friday 25th January 2019

Interviews: Week Commencing – Monday 28th January 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: Lead Practitioner Science



Job Title: Lead Practitioner Science	Salary range: LP Scale 3-8	Hours: Full Time
Line managing (direct): <ul style="list-style-type: none"> No line management 	Reporting to: <ul style="list-style-type: none"> Post holder Science /Head of Year (Tutoring) 	

Job Purpose:

All teachers are expected to uphold and model the school vision 'be the very best you can be' and values (Respect, Responsibility and Integrity) on a daily basis through their professional practice and conduct.

Responsible for: The achievement and safety of pupils by providing high quality teaching and learning opportunities within the spirit of the school's vision, and for the coaching and development of staff to develop outstanding learning and teaching.

All staff will be responsible to their Heads of Department, the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter- related.

Specific responsibilities for Lead Practitioners

Expectations of Lead Practitioners				
	Lead Practitioner Level 1 Exemplary within subjects	Lead Practitioner Level 2 Exemplary across subjects	Lead Practitioner Level 3 Exemplary across the school	
Professional Practice	Majority of teaching over time are exemplary Demonstrating very well developed pedagogical subject knowledge	Majority of teaching over time are exemplary Enable others to plan and teach well-structured lessons	Majority of teaching over time are exemplary Enable others to access an extensive range of teaching and learning strategies. Modelling very high standards of school teaching and learning priorities in all professional activities	
Professional outcomes	Majority number of pupils exceeds expectations across the department	Majority number of pupils exceeds expectations taught by a range of staff.	Significant number of pupils exceeds expectations taught by a range of staff. Progress over time in a range of subject areas exceed national expectations	
Professional relationships	Collaborative working relationship within the department resulting in good progress over time	Collaborative working relationship through committed support within own department and other identified department's needs resulting in good progress over time	Collaborative working relationship creating frequent opportunities for all members of staff to share strategies across a range of subjects/ year groups resulting in significant progress over time	
Professional development	Lead whole school teaching and learning priorities with the department which have a significant impact on pupil progress for pupils	Lead whole school teaching and learning priorities within the department and other subjects which have a significant impact on pupil progress for pupils.	Lead whole school teaching and learning priorities across the school which have a significant impact on pupil progress and outcomes for pupils. Work with a range of colleagues to share best practice and/or develop pedagogical subject knowledge	

Specific Responsibilities (alongside teacher responsibilities as outlined on the next page)

- to ensure that teaching across the school becomes high performing by:

- Raising standards of learning and teaching across the science department by developing high level pedagogy
- To develop the More Able strategy, and lead colleagues in developing their practice to support higher level learning
- To lead the Science more able strategy
- To lead the Science Triple Science Curriculum, and ensure high level outcomes for the most able scientists
- Assisting the Deputy Headteacher and Assistant Headteacher: Teaching and Learning in the development of teaching and learning by contributing to the staff development, induction, NQT and ITT programmes across the school
- Support and coach staff in developing and extending their pedagogic repertoire.
- To model best practice in the effective use of student performance data, and student and staff target-setting so that this impacts on classroom practice and contributes to raising achievement.
- To contribute and lead CPD and training across the school
- To attend and contribute to the Learning and Teaching Team
- To develop practice to become a Level 2/SLE Lead Practitioner

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.

Specific Responsibilities for all teachers - to ensure professional practice becomes high performing across all strands by	
Leadership and Management	<ul style="list-style-type: none"> • taking their professional development very seriously. • there is a climate of continual pedagogical development. • being confident, vigilant and competent to challenge pupils views and encourage debate.
Teaching and Learning	<ul style="list-style-type: none"> • Planning is highly effective and rigorous and meets the needs of all learners. • Teaching of the subject is perceptive with deep subject knowledge. • Resources are imaginative, stimulate high level thinking and enable pupils to make connections in their learning. Forensic knowledge of pupils means that no pupil falls behind, and their needs are proactively planned for. Homework is effectively used, suitably challenging and embedded. • Pupils think more deeply and rise to challenges in creative ways • Literacy, numeracy and oracy are accurately and fluently demonstrated by pupils use of formal language and subject terminology verbally and in writing • Questioning is highly effective which promote higher level thinking. Pupil's misconceptions are identified and acted on to ensure they are corrected. Pupils are able to make connections in their learning • Marking and feedback is highly effective which promote higher level thinking. Pupil's misconceptions are identified and acted on to ensure they are corrected. Pupils are able to make connections in their learning • Behaviour for learning is highly visible, sustained active engagement enables all pupils to have the confidence to ask complex questions. All learning time is effectively used, and pupils are fully engaged and self-managing. They listen with respect to the views of others, and contribute thoughtfully and appropriately. • Because of the teaching, pupils are committed to learning and persevere even when learning does not come easily.
Behaviour, Ethos and Safety	<ul style="list-style-type: none"> • Pupils in lessons demonstrate excellent attitudes to learning • The teacher is highly visible, proactive and clear. Boundaries are in place and respected • Pupils are actively engaged in learning at all times • Following and act on the appropriate protocols for registers, lateness and non-attenders. • As a result of excellent understanding of systems and management pupils are safe and feel safe at all times. Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe. • Following and acting on the appropriate protocols for registers, lateness and non-attenders. • As a result of excellent understanding systems (including safeguarding) and management pupils are safe and feel safe at all times. • Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe.
Progress and Outcomes	<ul style="list-style-type: none"> • Lessons are effectively planning using data to ensure the needs of every pupil are met • Clear seating plans are in place which are reviewed regularly • Challenging homework is set as appropriate for the age and stage of pupils • As a result of the planning, current pupils make substantial and sustained progress and levels of outcome/progress is in line or above similar pupils nationally. • All pupils are engaged in lessons, and the teacher ensures all pupils have equal opportunities to participate. There are skilful strategies in place to ensure all pupils are engaged all of the time • Pupils' work is regularly monitored and questioning, marking and feedback are used to identify changes in progress or gaps appearing for individuals or key groups. Teaching is restless and hence adaptations are made to the learning process when and where necessary. • Marking and feedback is diagnostic and leads to improvements in learning.
Other	<ul style="list-style-type: none"> • carrying out other duties which the Headteacher may request • successful completion of NQT probation (if relevant)
<p><i>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.</i></p>	

Person Specification: Lead Practitioner Science



(in addition the the person specification for a MPS/UPS teacher)

Job Requirements	Essential	Desirable	Method of Assessment
Qualifications			
Evidence of professional development relevant to the role and linked to the Lead Practitioner standards	✓		A
Skills, knowledge and understanding			
Excellent knowledge of the National Curriculum at KS3 and of the requirements of GCSE syllabuses at KS4	✓		A
Excellent knowledge of the requirements of other KS4 courses.	✓		A
Excellent understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student achievement	✓		A/I
Excellent knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.	✓		A/I
Excellent understanding of what constitutes effective teaching for learning	✓		A/I
Excellent knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques	✓		I
Excellent knowledge of a wide range of software for use with interactive technologies and the application of these to engage and interest students.		✓	A
Excellent knowledge and understanding of how literacy skills are developed in students and the teaching and learning approaches that best support the development of these skills.	✓		A
Excellent communication skills orally and written, including confident presentation to groups of adult learners.	✓		I
Experience			
At least three years' experience as a classroom teacher in a mainstream secondary school.	✓		A
Experience of leadership roles within a team including designing and developing resources to support learning.		✓	A
Experience of working with other teachers and support professionals to extend their understanding of educational issues.	✓		A/I
Experience of robust self-evaluation and development planning linked to this.		✓	A/I
Experience of coaching other staff so that their classroom practice develops.	✓		A
Experience of preparing and leading training sessions.		✓	A/I
Personal Qualities			
The capacity to consistently perform to a high level of success and act as a role model for other professionals.	✓		A/I
The capacity to form positive learning-centred relationships with other professionals at different stages in their careers.	✓		A/I
An understanding of the principles involved in being a successful team member			
A commitment to the school's ethos and values			
A commitment to diversity, inclusion and equality			
An understanding of the importance of emotional intelligence in managing oneself and others			
An ability to maintain professional integrity even when under pressure			
A commitment to on-going personal development and willingness to undertake appropriate training			

Other Requirements			
A commitment to on-going personal development and willingness to undertake appropriate training	✓		A/I
Appointment to the post is subject to a satisfactory enhanced CRB check	✓		A
This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes.	✓		A



Safeguarding and Legal Documentation



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
- 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.



Jenny Smith
Head Teacher



Ben Lyon
Designated Safeguarding
Lead- Strategic



Michele Phillips
Deputy Safeguarding
Lead -Operational



Deborah Davies
Deputy Lead for Child
Protection

Please see our website further information and for the full
Safeguarding Policy.

Please Read Carefully

Asylum and Immigration Act 1996 Section 8 Prevention of Illegal Working

Section 8 of the Asylum and Immigration Act 1996 requires all employers in the United Kingdom to make basic document checks on every person they intend to employ. By making these checks, employers can be sure they will not break the law by employing illegal workers.

On 1 May 2004, the Government introduced changes to the types of document that an employer will need to check to avoid employing illegal workers.

You will be required to provide one of the documents from List 1 or 2 documents in the combination as stated in List 2.

List 1	
•	A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom.
•	A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or national identity card.
•	A residence permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
•	A passport or other document issued by the Home Office which has an endorsement stating that the holder has a current right of residence in the United Kingdom as the family member of a national from a European Economic Area country or Switzerland who is resident in the United Kingdom.
•	A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom, or has not time limit on their stay.
•	A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
•	An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.
There is no need to provide documents from List 2 if you have provided a document in the list above.	

List 2	
First Combination	
A	A document giving your permanent National Insurance Number and name. This could be a: P45, P60, National Insurance card, or a letter from a Government agency.
Along with one of the following documents listed in sections B-H:	
B	A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
C	A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
D	A certificate of registration or naturalisation stating that the holder is a British Citizen; OR
E	A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
F	An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
G	A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work you are offering;
H	An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and this allows them to do the type of work you are offering.
Second Combination	
A	A work permit or other approval to take employment that has been issued by Work Permits UK.
Along with a document issued by Work Permits UK, you should also provide one of the following documents listed in Sections B-C:	
B	A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
C	A letter issued by the Home Office to the holder confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.
Please note: it is a requirement that we keep a photocopy of the original documents if you are successful in your application.	

Workers Registration Scheme			
If you are a national from one of the following countries who joined the European Union on the 1 May 2004, you will need to register with the Home Office when you commence employment and a copy of your Registration Certificate will be kept on your personal file.			
Czech Republic	Latvia	Slovakia	Hungary
Estonia	Lithuania	Slovenia	Poland
Nationals from Cyprus or Malta will not be required to register.			

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- operates with the Disclosure and Barring Service in respect of any compliance enquiries and related matters.



Equalities Statement

At Frederick Bremer School equal opportunities are central to our school ethos and values. We expect all pupils and staff to challenge and act upon racism, sexism, homophobia and all other forms of prejudice, discrimination, including bullying. We are pro-active in promoting inclusion, diversity and mutual respect through policy, assemblies, the curriculum and events throughout the year. We ensure that our school policy and practices reflect The Equality Act, which came into effect in October 2010. The act aims to promote a fair and more equal society and to protect individuals from unfair treatment. Nine characteristics are protected under the Act. These protected characteristics are: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation. We must consider how our activities affect the people who share the protected characteristics and publish information to show how our activities:

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

Our Equality Objectives 2018-2020:

- 1) To identify and then actively address gaps in pupils' academic achievement and participation in extra- curricular activities, in particular: disadvantaged pupils, pupils with special educational needs,, looked after pupils and pupils from different heritage groups
- 2) To ensure that our curriculum and teaching challenges racism, religious prejudice, homophobia, transphobia and sexism and promotes mutual respect and equality.
- 3) To actively ensure that we engage stakeholders in developing equalities best practice, policy and provision in the work place so that all staff and pupils feel represented and included in our school community.

Please refer to our Equalities Policy for further information