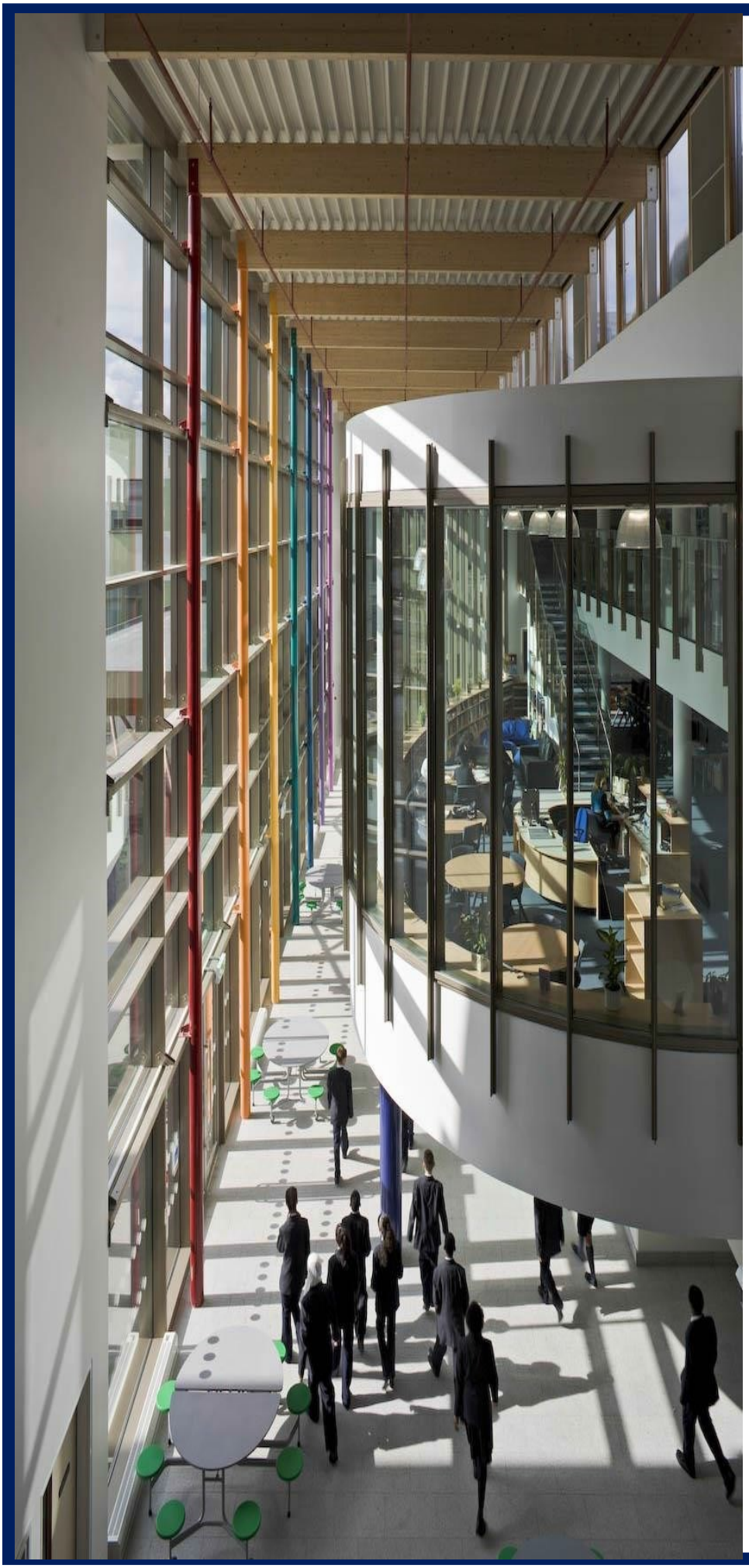




Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Road, Walthamstow, London E17 4EY

Headteacher: Ms Jenny Smith

Website: www.bremer.org.uk

Information Pack

RS Teacher

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

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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

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. We also promote inclusivity at the heart of our work, and have active LGBTQ groups, equality groups and provide space for issues led teaching. This is a school where we want pupils to be 'who they want to be', and we provide a space for that.

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, as well as a curriculum which breadth as well as depth. 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.

The last year has been a challenging one for everyone, but it has brought our community closer together in so many ways and demonstrates the depth of our school culture. We have embraced digital technologies, and we use g-suite at the heart of our teaching and learning strategy. We are excited as to how we can continue to innovate our practice moving forward.

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 successful school with a clear moral purpose, while also developing your skills as an outstanding professional, then this will be a rewarding opportunity for you.

We look forward to receiving your application.

Jenny Smith

Headteacher

Rachel Lampard

Chair of Governors

Role: RS Teacher

Start Date: September 2022 (Summer start date possible for ECTs)

Position: Religious Studies Teacher

Salary: MPS

Pupil Roll: 900

Pupil Age range: 11-16 yrs.

Ofsted 26th February 2019

"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 believe every child deserves the very best education? Are you creative, enthusiastic, energetic and a committed team player? If so, we have the position for you! We are looking to appoint a Religious Studies Teacher to join our Humanities faculty. This role represents an incredible opportunity for any candidate wishing to be challenged and developed further in their teaching career. This is an exciting opportunity for both aspiring and existing leaders. The successful candidate will be an outstanding teacher with an unwavering commitment to promoting an inclusive approach to religious education and ethics. You should consistently deliver high quality lessons and be a team player.

This is a strongly good school, as evidenced by our Ofsted visit in 2019, and we are on a trajectory of continuous improvement. We are committed to high quality learning and teaching for all pupils, ensuring all pupils make rapid progress regardless of their starting point. The successful candidate will join an experienced and successful school committed to collaborative working. Frederick Bremer is a popular and oversubscribed school which enjoys excellent state of the art facilities in a modern building. At Frederick Bremer, staff have access to comprehensive CPD programme and structured career progression routes. We model the mantra 'Humans first, professionals second' and we take the support and wellbeing of our staff very seriously.

You should have experience of teaching across the 11 to16 range. This post is suitable for experienced or Early Carer Teachers. You should also share the vision and values of the school, and be passionate that every child deserves the very best teaching.

Frederick Bremer School is proud to be a community school, and we are representative of our local community. We believe that our role as practitioners is to support our young people to become the very best versions of themselves, and place a strong emphasis on holistic education and not just academic achievement. We offer all staff a rewarding, supportive and happy environment to work in. Relationships are a strength of the school, and we want all staff to enjoy their place of work. We offer bespoke CPD programmes to all staff with a great emphasis on well-being. 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. This position is subject to receiving satisfactory references and an Enhanced DBS Clearance.

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 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.

For more information and an application pack please see our website www.bremer.org. uk or contact HR on 020 8498 3340 or email **recruitment@bremer.waltham.sch.uk**

Completed application forms should be returned or emailed to recruitment@bremer.waltham.sch.uk by 12.00pm (midday) on Monday 6th December. Interviews will take place that week.

About the Faculty

The Humanities Faculty

The Frederick Bremer Humanities Faculty adheres to the school ethos of 'Being the Best You Can Be':

- We believe that pupils can and should be able to reach their full potential
- We inspire pupils to be curious about the world around them and show them how to be successful in this rapidly changing world
- We want to inspire pupils to be intrinsically motivated, to set high standards for themselves and appreciate the learning journey

Frederick Bremer's Humanities Faculty contains six subject areas: Geography, History, CPSHE, Religious Studies (Ethics), Citizenship and Sociology.

The study of Humanities focuses on the development of student knowledge, skills and values associated with human society and its progression, in the past, present and into the future. Humanities teach pupils to be curious about the world and to develop into well-rounded global citizens. We believe all pupils at any level can enjoy Humanities. It is an inclusive curriculum that aims to support student understanding of different cultures and perspectives.

Faculty aims:

- For pupils to be inspired and enjoy learning Geography, History, CPSHE, Citizenship, Sociology and Ethics
- For students to be well informed global citizens
- For teachers to deliver accessible, challenging and engaging lessons and a welcoming and disciplined e environment
- For students to make excellent progress in KS3 and KS4
- To create resilient students who are prepared for their education beyond Frederick Bremer
- For students to be active citizens in the school, local and wider communities

The faculty works collaboratively to implement our combined Humanities curriculum in year 7 and 8. Humanities teachers are expected to teach all subjects and contribute to the curriculum at year 7 and 8. From year 9 subjects are taught separately to help students transition into their GCSE Humanities options.

About Frederick Bremer School

Community School

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



Pupil Progress

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

Creativity

We have a unique creative curriculum encompassing our MISST Music School, creativity skills, drama and fine art. Every Y7 and Y8 pupil is provided with an instrument









Teaching & Learning

Our pupils are taught by subject specialists in mixed ability teaching groups (apart from maths). Lessons are planned collaboratively in departments to ensure stretch and challenge for all pupils. Our SEN and Autism provision provides outstanding support and facilities for pupils with a wide range of learning, emotional and behavioural needs. We have a state of the art library and six computer classrooms. We embrace technology as a platform to promote learning for the 21st Century.

Pupil Leadership

We offer several distinctive pupil leadership pathways: Head Students, Prefects, Pupil Parliament, Youth Health Champions, Sports Leaders, Duke of Edinburgh, LGBT Pride Youth Network and Peer Mentors. This varied leadership offer enables a diverse range of pupils to become pupil leaders and make positive contributions to the school and the community.

Behaviour & Pastoral

At Frederick Bremer every pupil is individually known and nurtured. Our behaviour system is consistent, transparent, firm and fair. We encourage pupils to take ownership for their own behaviour and to be reflective when they fall short of our expectations. Our pastoral curriculum is highly innovative and is delivered through weekly well-being workshops, PSHE lessons, tutor time and assemblies.



Frederick Bremer School - An Outstanding Community

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



Frederick Bremer School Expectations

Because we challenge, care and commit:

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

Reasons to work for us

What makes Frederick Bremer a unique place to work?

Diversity and Equality

Our staff body reflects the religious and ethnic diversity of our community. We employ staff with diverse skills and backgrounds and this ensures that our policies and system are always inclusive of all our stakeholders. We value and respect everyone's identity and our equalities statement confirming our commitment to the 2010 Equalities Act. We have gender neutral toilets for staff and pupils, alongside a gender neutral school uniform. We are proud to have been awarded the Stonewall Bronze award in recognition of our work and impact in LGBTQ+ equalities and tackling school based homophobia and transphobia.

Curious and talented pupils

We actively work to develop pupils' ability to think critically and to challenge stereotypes and misconceptions. Our pupils have a strong sense of social justice and have been finalists in the Jack Petchey Speak Out Challenge. We have some of the most talented musicians in the borough at our school. Our pupils regularly perform in prestigious London venues and every year we have a school production that not only celebrates the talent of our pupils, but also fosters vertical friendships and strong sense of relatedness to our school values.

Outstanding SEN and Autism Provision

Our SEN and Autism Provision has acclaimed status in Waltham Forest. It has been rated as outstanding by external reviews. We are able to meet the needs of pupils with visual impairments and significant mobility restrictions. Pupils who are supported in our SEN provision are fully included in all mainstreams lessons with the support of skilled Teaching Assistants. The SEN provision is a vibrant and nurturing hub for SEN pupil at lunch and break times and before and after school.

Well-being

Staff and pupil well-being is high on the agenda at Frederick Bremer. We value the hard work and dedication of all our staff and have several staff recognition and reward opportunities. 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.

Lead Practitioner/ Creativity



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'! **MFL Teacher / HOY 7**



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 Manager

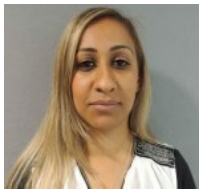


I love working at Frederick Bremer because this is a school that really helps teachers to develop. I love teaching pupils who love to learn, try their best, and are extremely personable and positive. I love working in a richly diverse school who care and place an emphasis on teacher well-being and who are hugely supportive with my career. ***Head of Year 9, Geography 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!

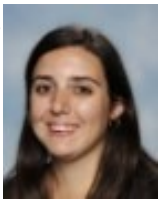
Communication and Systems Manager



Working at Frederick Bremer is both inspiring and rewarding especially because I work as a TA in the SEN department and no two days are ever the same. The schools values and ethos represent what Bremer is about, each member of staff supports each and every student to 'be the very best they can be'. We are all part of a supportive network where SEN students are able to integrate into the wider school community. ***Teaching Assistant***



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. ***Science Lead Practitioner***



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



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. ***ICT Teacher***

Senior Leadership Team

Jenny Smith (HT)	Fenella Hewitt (DHT) (LM JSM)	Steve Moore (Interim DHT) (LM JSM)	Angy Osman (Interim DHT) (LM JSM)
Leadership and management School vision and values School culture School Improvement Plan School standards Strategic & financial planning Self evaluation Governors Staffing, HR, appraisal and recruitment Timetabling *Fenella Hewitt* *Steve Moore* *Angy Osman* *Shermaine Lewis*	**Behaviour and Attitudes** **Personal development** Deputising for the HT Safeguarding/DSL/SCR Inclusion - best practice SEMH & Mental Health champion Pastoral systems & practice Relational behaviour lead Quality of tutoring/assembly programme Well being (staff) *Claire Binns* *Kelly Padley* *Associate SL (inclusion)/HOY 8* *Associate SL (Personal development)*	**Quality of education; intent and impact** Curriculum Enrichment strategy Cover Vocational learning Critical incident planning (inc fire safety) Physical well-being/healthy school School Operations/calendar Attendance/admissions GCSE progress and outcomes *HOY Y9* *Stephen Rowswell* *HOD Maths* *HOD English* *Cover supervisor*	**Quality of education (implementation)** Learning and teaching pedagogy & practice/ CPD Middle leaders & leadership development Challenge (HPA) Quality Assurance Deputy Safeguarding Lead KS4 Early Career Framework Marking & Feedback strategy Literacy & reading strategy E-technologies in the classroom (inc google classroom and learning resources)/CPD *HOY 10* *HOD Music/ CA* *Lead Practitioners (FPA, CZA, TKY)* *School Counsellor*
Shermaine Lewis (SBM) (LM JSM)	**Claire Binns (AHT) (LM FHE) (0.8)**	**Stephen Rowswell (AHT) (LM SMR)**	**Kelly Padley (AHT) (LM FHE)**
School budget PFI Outsourced contracts Administrative resources Admin team development Health and safety/School Trips/Medical Critical Incident Strategy GDPR compliance Environment strategy *Team managers of:* *Finance* *HR* *Communication and Systems* *Careers, Progression & H&S*	SEND/AND strategy Transition 5/6-7 Teaching for Additional Needs CPD Wellbeing Strategy (pupils) Equalities Strategy SMSC RSE *HOY 7* *SENCO* *Hums*	Exams and assessment Intervention strategy Reporting to parents Raising boys aspiration Unconscious bias in the classroom Parental engagement strategy *HOY 11* *HOD Science*	Pupil leadership projects 'Creating a collective whole school ethos' Drop Down Days & Deep Learning week Careers and P16 progression Simmons and Simmons Alumni Pupil leadership *Raising Aspiration Coach* *HOD PE*

COVID-19 Guidance

In school expectations

1. Ensure you have read and understood the school risk assessment
2. **Do not** come into school if you or someone in your household are displaying any symptoms of coronavirus. Follow the absence procedures and inform Shermaine Lewis immediately
3. If you are displaying symptoms organise a test immediately
4. If someone in your household has tested positive inform Shermaine Lewis immediately
5. If you wear a face masks on public transport you must remove and/or dispose/store safely (double bagged) in your own bag, before entering site.
6. Wash your hands **immediately** on arriving at school
7. wash your hands with soap and water for 20 seconds or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
8. Wash your hands with soap and water regularly throughout the day, especially after using the toilet, before you eat, and after sneezing or coughing
9. Ensure you sign in and out when entering/leaving the building. This will ensure we have an accurate record of who is in the building and the areas that have been used.
10. Maintain a 2 metre distance from others
11. If you do cough or sneeze, use a tissue or elbow and put any tissue in a lidded bin immediately and wash your hands
12. Staff should seat pupils at least 2 metres apart where possible
13. Carry your own water bottle from home. Refrain from using the water fountains where possible
14. There should be one designated person who uses the kettle, accesses the fridge in each area where these facilities are available.
15. Any shared equipment, such as sports or art equipment must be regularly cleaned. Anti bac wipes are available.
16. Only 1 member of staff in a staff room toilet at any one time
17. Up to 2 members of staff in a workroom where they are seated back to back at any time
18. Use only the designated rooms as these will be prioritised for cleaning.
19. Leave doors and windows open where possible for ventilation
20. Inform Bouygues by emailing wfs.helpdesk@bouygues-es.co.uk or calling 3365 if you notice that the hand wash, paper toilets or hand sanitiser level is low or finished
21. Inform Shermaine Lewis immediately if an area has not been cleaned
22. Inform a member of SLT if you have any comments or suggestions.

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 6th Dec 2021

Interviews will take place the following week

Completed application forms should be returned in electronic format to:

recruitment @bremer.waltham.sch.uk

Job Description: RS teacher

Job Title: RS Teacher	Salary range: Mainscale	Hours: Full Time
Line managing (direct): No line management	Reporting to: Post holder Humanities/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.

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 all teachers

Area	**Relevant Standards**	**Band 1** Early Years Teacher	**Band 2** Accomplished Teacher	**Band 3** Expert Teacher **'Significant and Sustained Contribution to school'**
PROFESSIONAL PRACTICE		**M1 M2 M3**	**M4 M5 M6**	**U1 U2 U3**
	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4 (1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Pre-amble	Many – but not all – aspects of teaching over time are good	All aspects of teaching over time are good	Many aspects of teaching over time are outstanding
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations	Most pupils progress in line with school expectations without additional support	Significant numbers of pupils exceed school expectations
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4 (5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues	Takes a proactive role in identifying areas for professional development and accessing advice	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards	Meets the standards for professional conduct set out in the Teachers' Standards

Specific Responsibilities - to ensure professional practice becomes high performing across all strands by	
Leadership and Management	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	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	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	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	carrying out other duties which the Headteacher may request Successful completion of ECT probation (if relevant)

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.

JOB REQUIREMENTS	Essential	Desirable	Method of Assessment I/T/A*
Qualifications			
Qualified Teacher Status (Religious studies or related)	✓		A
A degree in a relevant subject Religious studies or related)	✓		A
Evidence of recent and relevant training	✓		A
Experience			
Evidence of excellent teaching ability and successful impact on student progress	✓		A/I/T
Skills, knowledge and Understanding			
A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3 and KS4	✓		A/I/T
A sound understanding of planning and assessment for learning	✓		A/I/T
Proven administrative and organisational skills	✓		A/I/T
Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	✓		A/I/T
An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom and which include second language learners	✓		A/I/T
An understanding and appreciation of the value of interesting and stimulating display and other motivational materials	✓		A/I/T
A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	✓		A/I/T
A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this	✓		A/I/T
An understanding of target setting and action plans	✓		A/I
Personal qualities			
An understanding of the principles involved in being a successful team member	✓		A/I
An understanding of the importance of emotional intelligence in managing oneself and others	✓		A/I
An ability to maintain professional integrity even when under pressure	✓		A/I

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 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 Safe-keeping 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

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.

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.

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.**

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.

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.

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.

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.

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.)*

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).

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.

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.

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 2020—2022

Equalities Statement

1.1 Rationale

At Frederick Bremer School equal opportunities are central to our school ethos and values. Respect, responsibility and integrity are our school values and are at the heart of all of our work. We expect all pupils and staff to model these values on a daily basis, and ensure that every member of our community is equally valued.

We expect all pupils and staff to challenge and act upon racism, sexism, homophobia and all other forms of prejudice, discrimination, including bullying and harassment (see appendix 1). We are pro-active in promoting inclusion, diversity and mutual respect through policy, assemblies, the curriculum and events throughout the year.

1.2 Vision Statement and School Values

Frederick Bremer School is a strong community school where every child and colleague is known, grown and nurtured to be 'the very best they can be'. Our values and ethos are explicit and tangible from the moment you enter the school, and all members of the school community share our values of 'Respect, Responsibility and Integrity'.

Being part of the Frederick Bremer family is based on a shared understanding of equality, diversity and inclusion. We are a very diverse community and our diversity is our strength. Every member of our community is included, heard and valued.

Community education is very important to us. We believe that our school is here to serve and support the local community, and that the children of our community deserve the very best. We are committed to being a forward-thinking employer with established best practice in ethical recruitment, flexible working and gender equality. Our 21st Century curriculum celebrates religious and cultural diversity and embodies British Values. We are a reflective organisation and we are always reviewing our policies and process to ensure they reflect our school ethos and strong equalities focus.

1.3 Justification and Legal Requirements

The public sector equality duty is a duty on public authorities to consider how their policies or decisions affect people who are protected under the Equality Act 2010.

When public authorities carry out their functions, the Equality Act says they must have due regard or think about the need to:

Eliminate unlawful discrimination, harassment and victimisation

Improve equality of opportunity between people with protected characteristics and those who do not

Foster good relations between people who share a protected characteristic and those who do not

We ensure that our school policies and practices reflect The Equality Act 2010. The Act aims to promote a fair and more equal society and to protect our pupils and colleagues from unfair treatment. The Equality Act defines nine protected characteristics applicable to our pupils and colleagues.

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

See Appendix 1 for further explanation of each of the protected characteristics

The Equality Act states that discrimination of the above protected characteristics can manifest in the following form

direct discrimination

indirect discrimination

failure to make reasonable adjustments

discrimination arising from a protected characteristic

harassment

victimisation

See Appendix 2 for further explanation of each of these forms of discrimination

At Frederick Bremer we recognise that staff and pupils have multi-layered identities. This might mean that some staff and pupils may identify with more than one protected characteristics

1.4 Aims and Objectives

The governing body and school, through this Equal Opportunities Policy, aims to:

Carry out its legal duty in complying with the Equality Act 2010 and Public Sector Duties

Ensure that equality remains high on the school's strategic agenda;

Create a zero tolerance school culture to prejudice and discrimination, where staff and pupils actively challenge behaviours that do not promote equality in all its forms

Recognise that some historic inequalities exist which we aim to rebalance through our Equalities Policy

Establish good people management practices and create a school where equalities are embedded in the school's day to practice

Ensure that equality remains high on the school's strategic agenda

Achieve a staffing composition that reflects the wider community

1.5 Equalities Objectives

Every two years we will publish Equalities Objectives. We will review and monitor how we are working towards these objectives.

Our Equality Objectives 2020-22:

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 black and minority ethnic (BAME) backgrounds

To ensure that our curriculum and teaching celebrates mutual respect, and equality and challenges prejudice

To actively ensure that we engage stakeholders in developing equalities best practice, policy and provision in the workplace so that all staff and pupils feel represented and included in our school community.

Please refer to our Equalities Policy for further information