

# Information Pack

Teacher of Maths



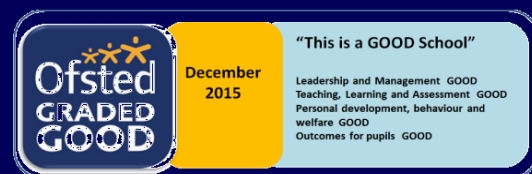
**Frederick Bremer School**

**Respect, Responsibility, Integrity**

**Siddeley Rd, Walthamstow, London, E17 4EY**

**Headteacher– Ms Jenny Smith**

**[www.bremer.org.uk](http://www.bremer.org.uk)**





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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 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 SEND 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 few years have been 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.

We look forward to receiving your application.

Jenny Smith

Headteacher

We look forward to receiving your application.

Rachel Lampard

Chair of Governors



# Role: Teacher of Maths



**Position: Teacher of Maths**

**Start date: Start April / May 2024**

***A post of responsibility may be available for experienced candidates***

**Salary: MPS / UPS (OLW)**

**Pupil Roll: 900 Pupil Age range: 11-16 yrs.**

**Co - Educational**

***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 seeking a Teacher of Maths to inspire and engage our pupils to ‘be the best they can be’. This post is suitable for ECTs as well as experienced teachers. A TLR would be considered for a suitably experienced candidate.

Our Maths Department is an enthusiastic, highly motivated and dedicated team. Our curriculum is designed to ensure children are happy, confident learners who are not only successful in examinations but learn the skills to become ready for the new world that awaits them.

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

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 wellbeing. 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.

*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](http://www.bremer.org.uk) or contact HR on 020 8498 3340 or email [recruitment@bremer.waltham.sch.uk](mailto: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](mailto:recruitment@bremer.waltham.sch.uk) by Friday 26th April at 9am, interviews will take place shortly after.**

***Please note that we hold the right to carry out online checks on applicants selected for interview.***

***Please note that you must complete the schools application form, CV’s will not be considered.***



## Frederick Bremer

### An Inclusive Community School

where we live and breathe our values of

'Respect, Responsibility and Integrity' and are always 'the best we can be'



## Frederick Bremer School Expectations

1. **Respect** - Show respect to everyone and everything around you.
2. **Responsibility** - Ensure you take responsibility for your own learning, readiness for learning, attendance, punctuality and behaviour.
3. **Integrity** - Treat everyone with kindness and compassion.

# 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 mainstream 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.

# JOB DESCRIPTION - Teacher of Maths

<b>Job Title:</b> Teacher of Maths	Main scale Salary
Line managing:	Reporting to:  Head of Department

**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'
<b>PROFESSIONAL PRACTICE</b>		<b>M1 M2 M3</b>	<b>M4 M5 M6</b>	<b>U1 U2 U3</b>
	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) Preamble	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
<b>PROFESSIONAL OUTCOMES</b>	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
<b>PROFESSIONAL RELATIONSHIPS</b>	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
<b>PROFESSIONAL DEVELOPMENT</b>	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
<b>PROFESSIONAL CONDUCT</b>	1.1(3) 1.7(1) 1.8(1) 2.1(all)	Meets the standards for professional	Meets the standards for professional	Meets the standards for professional conduct set out in the Teachers' Stand-

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

<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Taking their professional development very seriously.</li> <li>• Ensuring that there is a climate of continual pedagogical development.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Planning is highly effective and rigorous and meets the needs of all learners.</li> <li>• Teaching of the subject is perceptive with deep subject knowledge.</li> <li>• 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.</li> <li>• Pupils think more deeply and rise to challenges in creative ways</li> <li>• Literacy, numeracy and oracy are accurately and fluently demonstrated by pupils use of formal language and subject terminology verbally and in writing</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>
<b>Behaviour, Ethos and Safety</b>	<ul style="list-style-type: none"> <li>• Pupils in lessons demonstrate excellent attitudes to learning</li> <li>• The teacher is highly visible, proactive and clear. Boundaries are in place and respected</li> <li>• Pupils are actively engaged in learning at all times</li> <li>• Following and act on the appropriate protocols for registers, lateness and non-attenders.</li> <li>• As a result of excellent understanding of systems and management pupils are safe and feel safe at all times. Pupils are explicitly taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe.</li> <li>• Following and acting on the appropriate protocols for registers, lateness and non-attenders.</li> <li>• As a result of excellent understanding systems (including safeguarding) and management pupils are safe and feel safe at all times.</li> <li>• Pupils are explicit taught strategies for keeping themselves safe (including online), and know what to do when they (or others) feel unsafe.</li> </ul>
<b>Progress and Outcomes</b>	<ul style="list-style-type: none"> <li>• Lessons are effectively planning using data to ensure the needs of every pupil are met</li> <li>• Clear seating plans are in place which are reviewed regularly</li> <li>• Challenging homework is set as appropriate for the age and stage of pupils</li> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>Other</b>	carrying out other duties which the Headteacher may request

*This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.*



# PERSON SPECIFICATION — Teacher of Maths

<b>Qualifications</b>		
Qualified Teacher Status in relevant subject/level	<b>Essential</b>	<b>A</b>
A degree in a relevant subject	<b>Essential</b>	<b>A</b>
Evidence of recent and relevant training	<b>Essential</b>	<b>A</b>
<b>Experience</b>		
Evidence of excellent teaching ability and successful impact on student progress	<b>Essential</b>	<b>A/I/T</b>
<b>Skills, knowledge and Understanding</b>		
A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3 and KS4	<b>Essential</b>	<b>A/I/T</b>
A sound understanding of planning and assessment for learning	<b>Essential</b>	<b>A/I/T</b>
Proven administrative and organisational skills	<b>Essential</b>	<b>A/I/T</b>
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	<b>Essential</b>	<b>A/I/T</b>
An awareness of the range of strategies to address the differing needs which exist in the classroom and which include second language learners	<b>Essential</b>	<b>A/I/T</b>
An understanding and appreciation of the value of interesting and stimulating display and other motivational materials	<b>Essential</b>	<b>A/I/T</b>
A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	<b>Essential</b>	<b>A/I/T</b>
A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this	<b>Essential</b>	<b>A/I/T</b>
An understanding of target setting and action plans	<b>Essential</b>	<b>A/I</b>
<b>Personal qualities</b>		
An understanding of the principals involved in being a successful team member	<b>Essential</b>	<b>A/I</b>
An understanding of the importance of emotional intelligence in managing oneself and others	<b>Essential</b>	<b>A/I</b>
An ability to maintain professional integrity even when under Pressure	<b>Essential</b>	<b>A/I</b>
A commitment to on-going personal development and willingness to undertake appropriate training.	<b>Essential</b>	<b>A/I</b>
Appointment to the post is subject to a satisfactory enhanced DBS Check	<b>Essential</b>	<b>A</b>
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.	<b>Essential</b>	<b>A</b>