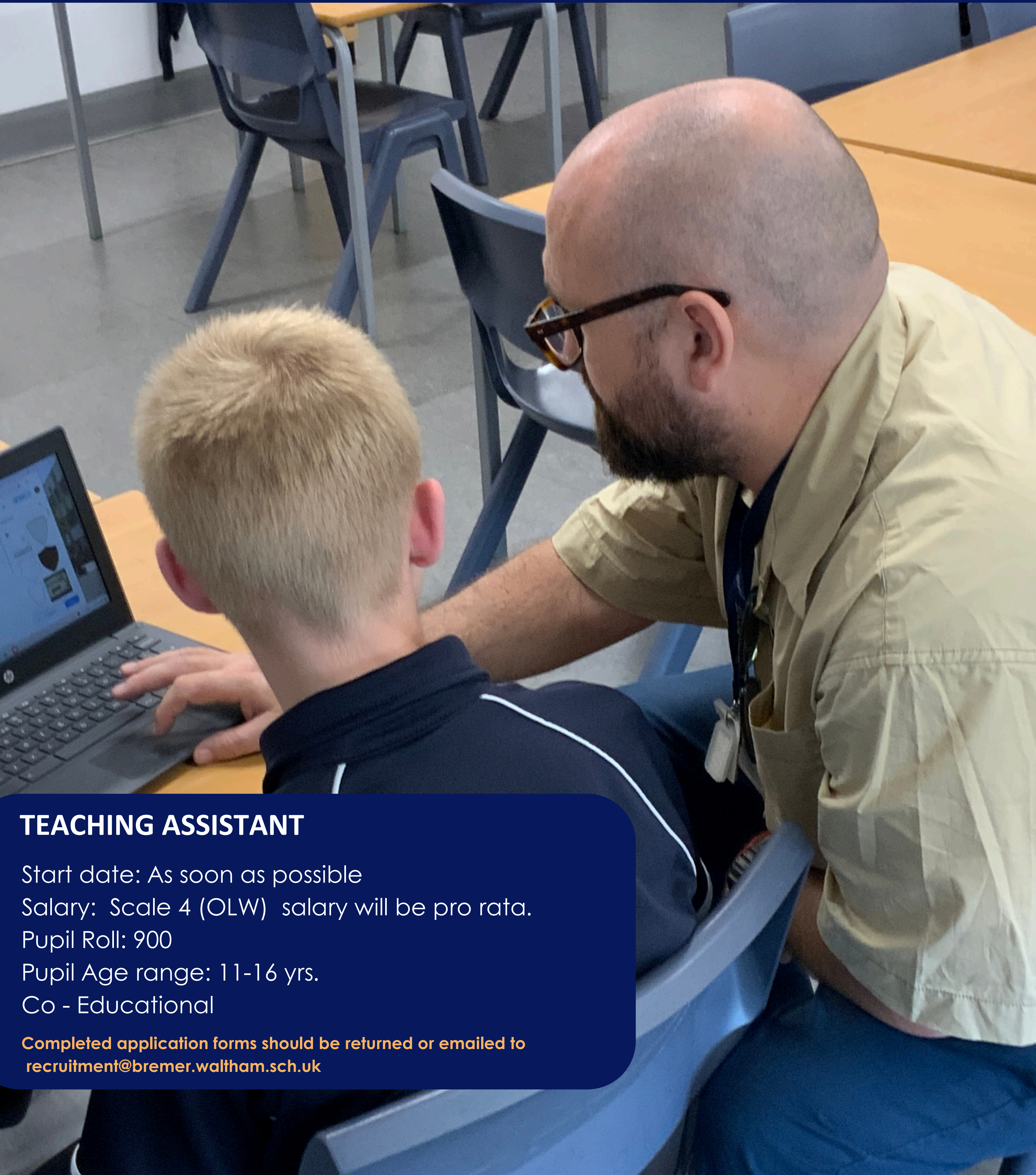




Frederick Bremer School

Inclusive | Ambitious | Innovative



TEACHING ASSISTANT

Start date: As soon as possible

Salary: Scale 4 (OLW) salary will be pro rata.

Pupil Roll: 900

Pupil Age range: 11-16 yrs.

Co - Educational

Completed application forms should be returned or emailed to recruitment@bremer.waltham.sch.uk

WELCOME TO FREDERICK BREMER

Dear Colleague,

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.

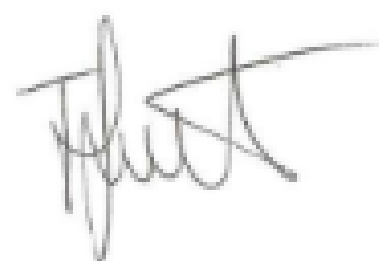
The well-being of staff and pupils has been central to our school development plan over recent years. All pupils study a bespoke well-being curriculum, as well as a curriculum which breadth as well as depth. Our quality professional development programme caters for staff through every stage of their 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



@frederickbremersch
www.bremer.org.uk

WORKING AT FREDERICK BREMER

DIVERSITY AND EQUALITY

Our diverse staff reflects the religious and ethnic variety of our community, ensuring inclusive policies for all stakeholders. We value and respect everyone's identity, in line with our commitment to the 2010 Equalities Act. We offer gender-neutral toilets and uniforms, and we're proud recipients of the Stonewall Bronze award for our work in LGBTQ+ equality and combating school based homophobia and transphobia.

PROFESSIONAL DEVELOPMENT

Our tailored professional development supports staff at every career stage, with bespoke in-house programs in coaching, leadership development, and NQT/Teach First/School's Direct. We also benefit from high-quality training within the Seven Kings Teaching School's Alliance. Known for excellent support and development, many of our trainees and early-career teachers have advanced to middle and senior leadership positions.

OUTSTANDING SEN AND AUTISM PROVISION

Our SEN and Autism Provision, acclaimed in Waltham Forest, has been rated outstanding by external reviews. We cater to pupils with visual impairments and significant mobility restrictions. Supported by skilled Teaching Assistants, SEN pupils are fully included in mainstream lessons. The SEN provision is a vibrant, nurturing hub during lunch, breaks, and before and after school.

WELL-BEING

At Frederick Bremer, staff and pupil well-being is a top priority. We recognize and reward the hard work and dedication of our staff. All pupils participate in a weekly well-being curriculum, delivered by all staff members.

CURIOUS AND TALENTED PUPILS

We cultivate critical thinking in our pupils, encouraging them to challenge stereotypes and misconceptions. Our students have a strong sense of social justice and have been finalists in the Jack Petchey Speak Out Challenge. We boast some of the borough's most talented musicians, who regularly perform at prestigious London venues. Our annual school production celebrates student talent and fosters strong connections to our school values

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



@frederickbremersch
www.bremer.org.uk

ABOUT FREDERICK BREMER SCHOOL

Ofsted June 2024



"Pupils feel they really can be themselves at school. Social inclusion is at the heart of this community. Leaders and staff expect every pupil, including those with special educational needs and/or disabilities (SEND) and those who are neurodivergent, to engage fully with school life."

"This is a happy school. Pupils, parents and carers recommend it unreservedly. They value its creative ethos and enrichment opportunities. In line with the school motto, pupils strive to be 'the best they can be'."

"The school is well led and managed. Staff enjoy working here. They feel trusted and supported, and they benefit from fulfilling professional development. Leaders constantly check on staff well-being and make appropriate adjustments to reduce workload."

Frederick Bremer School is a vibrant and diverse community school located in Walthamstow. Our commitment to excellence is demonstrated by our recent 2024 Ofsted visit, where we received a good rating, highlighting our continuous improvement and dedication to high-quality education.

Frederick Bremer School is a creative and nurturing environment where all staff and pupils are inspired to be 'the very best they can be.' Our vision and values are central to our practice, focusing on equipping every pupil with the skills, qualities, and attributes needed to be successful 21st-century citizens.

Our school is truly representative of the local Walthamstow community. With no ethnic group making up more than 18% of the school population and over 50% of pupils eligible for Pupil Premium, we celebrate and embrace our diversity. Although we have two-thirds boys to girls due to the impact of three girls' schools in the Authority, girls thrive both academically and socially at our school.

Frederick Bremer School is a values-driven community school. We believe that positive human relationships are the key driver for individual and collective success. Therefore, we are deliberately cultivating our school culture to create a climate of 'high challenge, low threat'—where great teaching can enable pupils to learn and improve in an atmosphere of safety and kindness, and with a belief that we all have potential to fulfill. We are building on our heritage and culture to unlock the potential for greatness for our Generation Alpha pupils.

Professional Development and Opportunities

We are always looking for ambitious individuals who share our vision and values. We offer various professional development routes for all staff, including teaching, SEND support, admin, finance, or HR. Many of our staff have secured promotions into more senior positions within the school.

We particularly welcome applications from black and minority candidates to better represent our community. Flexible working opportunities are also available, reflecting our commitment to diversity and inclusion.

Frederick Bremer School is a great place to work and develop as a professional within education. Join us in our mission to inspire every young person to become 'the very best they can be.'

OUR VALUES:

INCLUSIVE

WE ALL BELONG

INNOVATIVE

WE ARE ALL CURIOUS AND CREATIVE

AMBITIOUS

WE ALL CAN SUCCEED

ADDITIONAL DOCUMENTS TO CONSIDER

- [Senior Leadership Team – Roles & Responsibilities](#)
- [School Term Dates](#)
- [Reason's to work for us](#)
- [Safeguarding Summary](#)
- [Policies](#)
- [Equality Statement](#)
- [Newsletters](#)



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ABOUT THE POST

This opportunity is also open to recent Graduates and those with primary school experience.

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

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

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

The post holders will work under the guidance of our SENCO, ASC Managers and HLTAs within an agreed system of supervision, to implement agreed work programmes with individuals/groups in or out of the classroom. This will include liaising with teaching staff about the needs of the pupils, supporting in the classroom. Ensuring pupils are able to access the schemes of learning and will include the management or preparation of resources or delivery of specific programmes. The successful candidates will have relevant qualifications and/or experience of working with children with ASC/SEN, the ability to work constructively as part of a team, understanding classroom roles and responsibilities, resilience and flexibility to respond to the varying demands of the school day and the pupils' needs. A commitment to CPD and training is also essential.

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. 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 **5pm Friday 25th October 2024** Interviews will take place week commencing the 28th of October 2024.

Appointment to the post is subject to a satisfactory enhanced DBS check. 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.

THE APPLICATION PROCESS

We look forward to receiving your application by the deadline of 5pm Friday 25th October

This should include:

- a completed application form

Forms should be returned or emailed to recruitment@bremer.waltham.sch.uk

If you have been shortlisted by the interview panel, you will be contacted by email to attend an interview, together with information about the interview process and any other documents you will be required to bring.

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

If you would like to visit the school before submitting your application please contact us.

- **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 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.



[@frederickbremersch](https://www.instagram.com/frederickbremersch)
www.bremer.org.uk

JOB DESCRIPTION

Hours:

36 hours per week - Term time only + 10 additional days during school holidays

Job Purpose: To work under the guidance of the SENCO/HLTA/teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve regular communication with the teacher to ensure a clear understanding the learning needs of specific pupils as well as supporting the whole planning/assessment cycle and the management/preparation of resources. Staff may also work with groups occasionally during the short-term absence of teachers.

Specific responsibilities for all teaching assistants:

Area	Relevant Standards	Band 1 Teaching Assistant (Induction Phase)	Band 2 Teaching Assistant (Post Induction)	Band 3 HLTA
		SC4: Point 18 - 19	SC4: Point 20 - 21	SO1: Point 29 - 31
PRO-FESSI ONAL PRACTICE	(1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6)	Many – but not all – aspects of teaching / support over time are good	All aspects of teaching / support over time are good	Many aspects of teaching / support over time are outstanding
PRO-FESSI ONAL OUT-COM ES	(1.5), (2.2), (2.4), (3.1), (3.4), (3.5), (4.1), (4.5)	With appropriate additional support, most pupils progress in line with school expectations	Most pupils engage with learning and make progress in line with school expectations without additional support	Significant numbers of pupils demonstrate an engagement with learning and achieve progress which exceeds school expectations
PRO-FESSI ONAL RELATION SHIPS	(1.2), (1.4), (1.5), (2.4), (4.1), (4.2), (4.3), (4.4), (4.5)	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
PRO-FESSI ONAL DE-VELO PMENT	(1.5), (2.1), (2.3), (4.3), (4.4), (4.5)	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
PRO-FESSI ONAL CON-DUCT	(1.1), (1.3), (1.4), (3.2), (3.6), (4.4)	Professional conduct meets the expectations set out within the Teaching Assistant Standards.	Professional conduct meets and often exceeds the expectations set out within the Teaching Assistant Standards.	Professional conduct meets the expectations set out within the Teaching Assistant Standards and positively influences others everyday practice.

JOB DESCRIPTION

Specific Responsibilities - to ensure positive outcomes for pupils across all areas of the school:	
Support for Pupils	<ul style="list-style-type: none"> Managing pupils' medical needs, administering medication and responding appropriately to seizures. Providing specialist knowledge and support to other staff members to ensure that the pupil receive a fully inclusive learning experience. Liaise with the SENCO/Assistant SENCO/HLTA to identify areas of need and assist in the development of strategies to support all areas of pupil's learning and development. Take an active role in the development and implementation of pupil profiles, EHC plans and PSPs. Develop and use specialist skills and experience to support pupils with specific needs. Support pupils consistently whilst recognising and responding to their individual needs Establish productive working relationships with pupils, acting as a role model and setting high expectations Promote the inclusion and acceptance of all pupils both within and outside the classroom Encourage pupils to interact and work co-operatively with others and engage all pupils in activities Promote independence and employ strategies to recognise and reward achievement of self-reliance Provide feedback to pupils in relation to progress and achievement Liaise with parents and relevant external agencies to ensure best practice for targeted pupils.
Support for Teaching	<ul style="list-style-type: none"> Work with the teacher to establish an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils. Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate, including meeting at least once per half-term to ensure best practice for targeted pupils. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Undertake marking of pupils' work and accurately record achievement/progress. Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents with, or as directed. Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests. Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc
Support for the Curriculum	<ul style="list-style-type: none"> Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills Support the use of IT in learning activities and develop pupils' competence and independence in its use Help pupils to access learning activities through specialist support and by running small group interventions before, during or after school Determine the need for, prepare and maintain general and specialist equipment and resources



Qualifications		
Minimum Grade C/4 at GCSE in Maths and English (or equivalent level 2 qualification)	Essential	A
Relevant qualifications or experience with pupils with special educational needs	Desirable	A
Relevant continued professional development	Desirable	A
Experience		
Relevant experience in a school in a similar position or a desire to develop a career in education	Essential	A/I
Experience delivering one to one or group work with pupils with social educational needs	Desirable	A/I
Skills, Knowledge and Understanding		
Ability to use ICT effectively	Essential	A/I/T
Specialist skills in curriculum or learning areas	Desirable	A/I
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A/I
Working knowledge and experience of implementing National Curriculum and other relevant learning programmes/strategies	Desirable	A/I
Understanding of principles of child development and learning processes	Essential	A/I
Ability to improve own practice and knowledge through self-evaluation	Essential	A/I/T
Understanding of inclusion and equal opportunities and how these relate to opportunities for stakeholders	Essential	A/I
Personal Qualities		
Ability to relate well to children and adults	Essential	A/I/T
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential	A/I
Resilience	Essential	A/I
Flexibility to respond to the varying demands of the school day and the pupils' needs	Essential	A/I
Other Requirements		
A commitment to on-going personal development and willingness to undertake appropriate training.	Essential	A/I
Appointment to the post is subject to a satisfactory enhanced DBS check	Essential	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.	Essential	A

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