

Information Pack

Assistant Headteacher (Behaviour & Safeguarding)



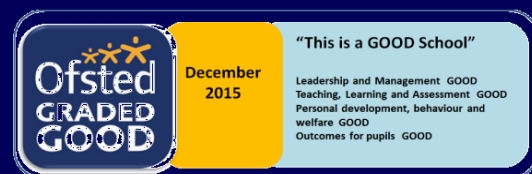
Frederick Bremer School

Respect, Responsibility, Integrity

Siddeley Rd, Walthamstow, London, E17 4EY

Headteacher– Ms Jenny Smith

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

Rachel Lampard

Chair of Governors

Role: Assistant Headteacher (Behaviour & Safeguarding)



Position: Assistant Headteacher (Behaviour & Safeguarding)

Ofsted 26th February 2019

Start date: September 2024

“There is a strong inclusion ethos, which accompanies the school’s robust moral purpose.”

Flexible working hours may be available for this post

“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.”

Salary: L14—18 (OLW)

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 an outstanding **Assistant Headteacher (Behaviour & Safeguarding)** to join our team to inspire and engage our pupils to ‘be the best they can be’.

About this post

We are seeking a leader who will help us drive forward our vision for behaviour and safeguarding. This post has been developed to build capacity to our leadership team, and we are seeking an experienced middle leader to can lead our behavioural culture to the next level.

Specific responsibilities

- To lead on behaviour systems and strategy in the school
- To further develop our trauma informed approach and restorative practice
- To enhance our safeguarding practice, and to be a proactive Deputy Safeguarding lead
- To lead on a high quality tutoring programme, and the quality assurance of tutors
- To further develop the professional practice of our pastoral team, especially the PSOs (Pastoral Support Officers)
- To advocate and monitor the support for Looked After Children, Young Carers and other key vulnerable groups
- Attend and participate in all SLT meetings, presenting reports and updates as required

You will be working closely with the Deputy Headteacher (Inclusion) to develop an outstanding behaviour and safeguarding culture system in school.

You will be line managing the Inclusion Manager, a HOY and a Curriculum Area.

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.

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 Thursday 25th April 2024 at 9am, interviews will take place on Tuesday 30th April 2024**

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

| | | |
|---|-------------------------------------|------------------|
| Job Title: Assistant Headteacher | Salary range: L14-18 (OLW) | Hours: Full Time |
| Line managing (direct): Inclusion Manager, Head Of Year, Head of Dept/Faculty | Reporting to: Deputy Headteacher | |
| Job Purpose: To ensure that our behaviour systems and strategies develop an outstanding behaviour culture, based on a trauma informed approach, which means our pupils feel safe and happy in the school. To work with the DHT (DSL) and safeguarding team to ensure a proactive approach towards safeguarding. This job description is not a comprehensive definition of the post. It will be reviewed on a regular basis and it may be subject to modification or amendment at any time. | | |
| <u>Core responsibilities (in addition to current responsibilities)</u> | | |
| <ul style="list-style-type: none">• To lead on behaviour systems and strategy in the school• To further develop our trauma informed approach and restorative practice• To enhance our safeguarding practice, and to be a proactive Deputy Safeguarding leader• To lead on a high quality tutoring programme, and the quality assurance of tutors• To further develop the professional practice of our pastoral team, especially the PSOs (Pastoral Support Officers)• To advocate and monitor the support for Looked After Children, Young Carers and other key vulnerable groups• Attend and participate in all SLT meetings, presenting reports and updates as required | | |
| <u>Responsibilities of all members of the Leadership Team</u> | | |
| <ul style="list-style-type: none">• Be an outstanding teacher• Role model and coach others (staff and pupils) into effective models of leadership• Play a lead role in the development of other teachers• Have high expectations and lead by example• Maintain a secure, caring, welcoming, happy, stimulating and challenging learning environment• Keep under review the work and organisation of the school and monitor and evaluate the effectiveness of it, challenging leadership at all levels• Consult with staff, parents, pupils and Governors to contribute to the development, leadership and implementation of our Strategic Plan• Ensure key policies are up to date, relevant and compliant, and policies are regularly reviewed and consulted upon to ensure they are live documents• Line manage your school improvement team of Assistant Head(s), middle leaders and support manager (s) and ensure they work effectively to achieving the schools aims• Ensure that guidance and support is provided to all students• Ensure that appropriate educational initiatives are incorporated effectively within the whole-school drive for improvement• Ensure that staff work within the schools policies, and lead on personnel issues where directed by the HT• Attend and contribute to meetings relative to the curricular, administrative, organisational, pastoral and managerial arrangements for the school• Perform supervisory duties around school | | |
| All SLT members will be expected to comply with any reasonable requests from the Headteacher or Governors to undertake work that is not specified within this job description | | |
| <i>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.</i> | | |

PERSON SPECIFICATION

| | Essential or Desirable | Method of Assessment |
|--|------------------------|----------------------|
| Qualifications | | |
| Qualified Teacher Status | Essential | A |
| Good honours degree | Essential | A |
| Further professional qualifications | Desirable | A |
| Evidence of recent professional development | Essential | A |
| NPQH, or willingness to undertake NPQH or equivalent | Essential | A/I |
| Experience | | |
| Relevant, recent experience of teaching in an 11-16 or 11-18 school | Essential | A |
| A minimum of 3 years' successful experience as a member of a school Middle Leadership Team | Essential | A |
| Experience of working in more than one secondary school | Desirable | A |
| Experience of leading whole school initiatives (esp. linked to behaviour/pastoral) | Essential | A |
| Experience of using technological solutions to whole school issues | Desirable | I |
| Experience of effective quality assurance systems | Essential | A/I |
| Experience of leading safeguarding practices | Essential | A/I |
| Skills, knowledge, understanding | | |
| Proven record as a leader whose students reach high standards | Essential | A/T |
| Experience of leading successful improvements and managing change at a whole school level | Desirable | A |
| Proven record as a good/outstanding teacher | Essential | A/T |
| Proven record of leading effective professional development | Essential | A |
| Knowledge of the Ofsted framework | Desirable | A |
| Knowledge and understanding of safeguarding best practice | Essential | A/T/I |
| Knowledge and understanding of health and safety best practice | Essential | A/T/I |
| Personal Qualities | | |
| Capacity and enthusiasm for hard work | Essential | A/I |
| Able to work as part of a team whilst also being self-motivated | Essential | A/I |
| Emotional intelligence and ability to use appropriate leadership style | Essential | A/T/I |
| A 'visible' leader, with a whole school presence, who has the ability to relate well to people at all levels | Essential | A/I |
| Ability to work calmly under pressure and maintain a positive and optimistic attitude | Essential | A/I/T |
| Ability to manage and resolve underperformance | Desirable | A/I |
| High levels of organisational skills including the ability to prioritise and manage time effectively | Desirable | A/I/T |
| Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems | Desirable | A/T |
| High level of communication, presentation and literacy skills | Essential | A/I/T |
| Ability to take firm decisions, and take responsibility for decisions | Essential | A/I/T |
| An absolute commitment to the belief that every child deserves the very best education | Essential | A/I/T |
| Ability to inspire, challenge, influence and motivate others | Essential | A/I/T |
| A passion for the values of community education | Essential | A/I.T |
| A strong understanding of the current issues facing community schools | Desirable | A/I/T |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential | A/I/T |
| A caring, considerate and respectful leader | Essential | A/I/T |
| An excellent health, punctuality and attendance record | Desirable | A |
| An understanding of child protection and safeguarding | Essential | A/I/T |
| An understanding of the strategies for ensuring inclusion, diversity and access | Essential | A/I/T |
| Experience of effective whole school evaluation | Desirable | A/I |
| An understanding of current national agenda developments | Essential | A/I |

Performance Criteria for Senior Leadership Team

| | | |
|--|---|--|
| | Headteacher Standards (Performance Criteria for SLT): Level 1 AHT (emerging), Level 2 Experienced AHT (developing), Level 3 DHT (securing), Level 4 – Headteacher (high performing) | |
| | Domain 1: Culture and ethos | |
| School Culture | Establish and sustain the school’s ethos and strategic direction in partnership with the governing board and through consultation with the school community | |
| | Create a culture where pupils experience a positive and enriching school life | |
| | Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life | |
| | Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment | |
| | Ensure a culture of high staff professionalism | |
| | Domain 2: Curriculum and Teaching | |
| Teaching | Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn | |
| | Ensure teaching is supported by high levels of subject expertise | |
| | Ensure effective formative assessment | |
| Curriculum and Assessment | Ensure a broad, structured and coherent curriculum which sets out the knowledge, skills and values that will be taught | |
| | Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities | |
| | Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading | |
| | Ensure valid, reliable and proportionate approaches are used when assessing pupils | |
| Behaviour | Have high expectations for pupils' behaviour, built upon relationships, rules and routines which are understood clearly by all staff and pupils | |
| | Ensure high standards of pupil behaviour and courteous conduct in accordance with the school’s behaviour policy | |
| | Manage behaviour consistently, fairly and respectfully | |
| | Ensure that adults within the school model and teach the behaviour of a good citizen | |
| Additional SEND Professional Development | Ensure the school holds ambitious expectations for all pupils | |
| | Create a culture and practices that enable pupils to access the curriculum and learn effectively | |
| | Ensure the school works effectively with parents, carers and professionals, to identify the additional needs of pupils, providing support and adaptation where appropriate | |
| | Ensure the school fulfils its statutory duties under the SEND code of practice | |
| | Ensure staff have access to high-quality, sustained professional development opportunities | |
| | Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the standard for teachers’ professional development | |
| | Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning | |
| | Domain 3: Organisational Effectiveness | |
| Organisational Management | Ensure the protection and safety of pupils and staff through effective approaches to safeguarding | |
| | Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds | |
| | Ensure staff are deployed and managed well with due attention paid to workload | |
| | Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently | |
| | Ensure rigorous approaches to identifying, managing and mitigating risk | |
| Continuous school improvement | Identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement | |
| | Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school’s context | |
| | Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time | |
| Working in partnership | Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community | |
| | Work successfully with other schools and organisations in a climate of mutual challenge and support | |
| | Create working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils | |
| Governance and Accountability | Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility | |
| | Create professional working relationships with those responsible for governance | |
| | Ensure that staff know and understand their professional responsibilities and are held to account | |
| | Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties | |