

Information Pack

Second i/c English



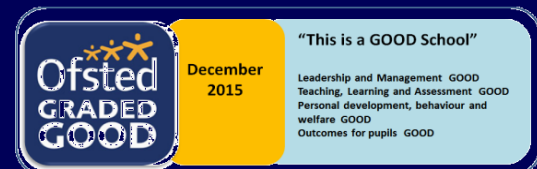
Frederick Bremer School

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: Second i/c English



Position: Second i/c English

Start date: September 2024

Flexible working hours may be available for this post

Salary: MPS (OLW) + TLR 2c

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 **Second i/c English** to complement our English department, and to foster a love of language and literature across the school community.

Our English department is an enthusiastic, highly motivated and dedicated team that believes all students can succeed in and enjoy English. 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. Our success rates in GCSE are strong.

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.

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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 Monday 22nd April 2024 at 9am, interviews will take place that week.**

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 - Second i/c English

Job Title: Second in English	Salary: MPS/ UPS +TLR 2c
Line managing:	Reporting to:

Job Purpose: to support the HOF in ensuring the Faculty is:

- consistently high performing across all 4 school criteria (leadership & management, behaviour, safety & ethos, teaching & learning, outcomes & progress)
- compliant with all the school's policies and systems

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'		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	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		
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 the faculty becomes high performing across all strands by:

<p>Leadership and Management</p>	<ul style="list-style-type: none"> • line managing identified English teachers • Responsibility leading the Key Stage 3 or 4 curriculum • Developing links with post 16 providers and building in curriculum opportunities linked to A level or with primary schools • ensuring statutory requirements are met across the department • contributing to whole school training and coaching of others • being an effective mentor for early stage teachers (TFT, Schools Direct, NQTs) • implementing the Schools Vision and Improvement Plan across the faculty • ensuring all teachers within department participate in the appraisal process, and be responsible for the appraisal process in the department/faculty • ensure that all teachers within the faculty effectively implement school policies and procedures • supporting an effective quality assurance process across key stage three or four • contributing to an annual report to the Headteacher and Governors which includes (i) exam and end of Key Stage Analysis (ii) Departmental Self Evaluation Report (iii) Department Improvement Plans • ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum at KS4, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher • in charge of producing cover work bank and providing cover work in case of absence within department • in charge of after school enrichment provision- debating/creative writing • leading the department in the absence of the HOF
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • supporting the development of the literacy and numeracy strategy, and embed a consistent approach to literacy/numeracy within the department • supporting, developing and enhancing the teaching practice of all others working within the department (including non-specialists where relevant) • ensuring that planning documentation (Short, medium and long term) is up to date, easily accessible and consistently applied across the department
<p>Behaviour, Ethos and Safety</p>	<ul style="list-style-type: none"> • supporting behaviour monitoring and implementation of strategies across the department • being responsible for Health and Safety within the department area
<p>Progress and Outcomes</p>	<ul style="list-style-type: none"> • being responsible for progress and outcomes across KS3 or 4 • raising standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress. •
<p>Other</p>	<ul style="list-style-type: none"> • carrying out other duties which the Headteacher may request • Being an effective and proactive form tutor

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 — Second i/c English

Qualified Teacher Status in relevant subject	Essential
Good honours degree in related subject	Essential
Further professional qualifications	Desirable
Evidence of recent professional development	Essential
Relevant, recent experience of teaching in an 11-16 or 11-18 school	Essential
Successful track record in implementing strategies to raise achievement beyond the classroom	Desirable
Proven record as a teacher whose students reach high standards	Essential
Proven record as a good/outstanding teacher	Essential
Proven record of leading effective professional development	Desirable
Capacity and enthusiasm for hard work	Essential
Able to work as part of a team whilst also being self-motivated	Essential
Emotional intelligence and ability to use appropriate leadership style	Essential
Ability to work calmly under pressure and maintain a positive and optimistic attitude	Essential
Ability to manage and resolve underperformance	Desirable
High organisational skills including the ability to prioritise and manage time effectively	Desirable
Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems	Desirable
High level of communication, presentation and literacy skills	Essential
Ability to take firm decisions, and take responsibility for decisions	Essential
An absolute commitment to the belief that every child deserves the very best education	Essential
Ability to inspire, challenge, influence and motivate others	Desirable
A passion for the values of community education	Desirable
Reliability, honesty and trustworthiness, demonstrating the highest professional standards	Essential
A caring, considerate and respectful leader	Essential
An understanding of child protection and safeguarding	Essential
An understanding of e-safety, and strategies to encourage safe practice for pupils	Essential
An understanding of the strategies for ensuring inclusion, diversity and access	Desirable
Experience of effective school evaluation	Desirable
An understanding of current national agenda developments	Desirable
A knowledge and understanding of the current OFSTED framework	Desirable
A thorough understanding of leading the curriculum and exam specifications at all key stages in English Language/	Essential
Strong understanding of the Key Stage Two English Curriculum	Essential