



Frederick Bremer School

Inclusive | Ambitious | Innovative



Teacher of Science

Start date: 2026

Salary: MPS/ UPS (Outer London Weighting)

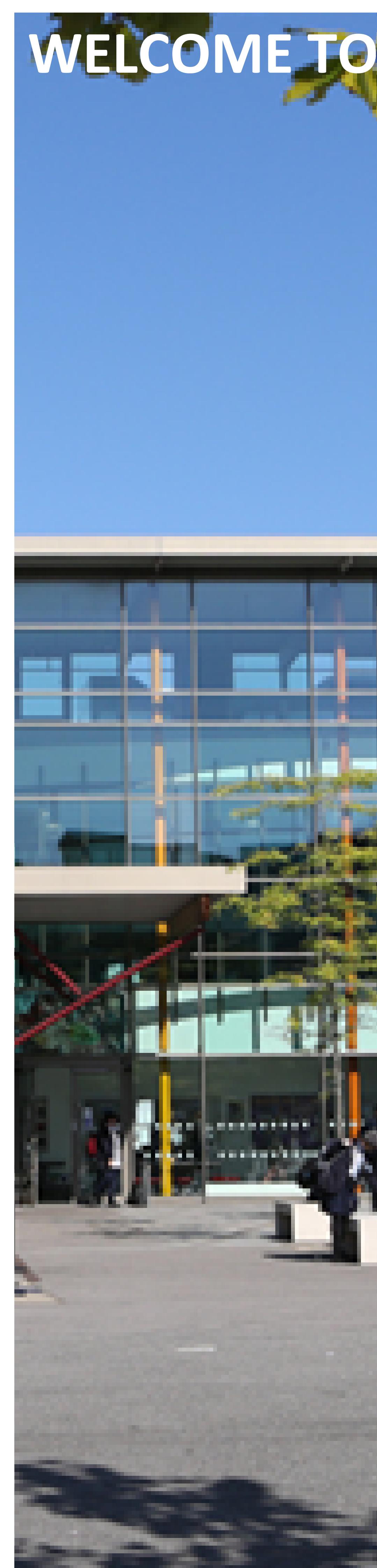
Pupil Roll: 900

Pupil Age range: 11-16 yrs.

Co - Educational

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

‘BE THE BEST YOU CAN BE’



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 supportive school where all staff and pupils are inspired to be 'the very best they can be'. The school is truly a community school, we are a microcosm of the area and are representative of the diversity of our area. Everyone is welcome and included at Bremer. We are an SEN 'magnet' school - around 10% of our school population have EHCPs and these pupils are fully included in the mainstream of the school.

As a teacher at Frederick Bremer, you will be highly skilled in being able to adapt your teaching to meet the needs of a range of pupil needs. This is a school where teaching, and talking about teaching, is at the heart of our practice. We run an extensive training programme to develop all teachers, including opportunities for coaching and mentoring. All teachers (including all Senior Leaders) are expected to be outstanding teachers, and to be highly motivated in developing their pedagogy. To support teachers with this, we offer a lower than average teaching contact time - with no teacher having more than 0.8 contact time, and significantly lower for ECTs and those with leadership responsibilities. We recognise that teachers need time to be great.

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 become the individuals that 'they want to be'.

The well-being of staff and pupils has been central to our school's strategic planning. We recognise that we are 'humans first and professionals second'. Our pupils study an extensive well-being curriculum primarily taught through our tutoring programme and we follow a trauma informed approach to behaviour. This means we actively cultivate a climate where pupils feel safe so that they can achieve in their learning - a high challenge, low threat culture.

Our high 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.

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 excellence. 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



@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 programmes in coaching, leadership development, and NQT/Teach First/School's Direct. We also benefit from high-quality training within the Haringey Education Partnership. 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 recognise and reward the hard work and dedication of our staff. All pupils participate in a weekly well-being curriculum, delivered by all staff members.

Staff benefit from a school culture which supports staff well being. We offer extensive well being support and access to proactive strategies to enable staff to stay well and happy in their work. This includes a maximum 80% teaching contact time.

CURIOS 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

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](#)



ABOUT THE POST

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 Teacher of Science to join our team to inspire and engage our pupils to '**be the best they can be**'.

We are looking for a passionate Science teacher, who can help lead our successful team to the next level. Science is popular and successful subject in the school, and you will be joining an experienced team of practitioners. Our Science department have enthusiastic, highly motivated and dedicated teams, that encourages all students to make progress in the subjects no matter their ability. Our curriculum is designed to ensure children are happy, confident learners who are not only successful in examinations but also learn the skills to become ready for the new world that awaits them.

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THE APPLICATION PROCESS

We look forward to receiving your application by the deadline of **9am Monday 23rd February 2026**. Please note that we reserve the right to interview before the closing date.

This should be:

- A completed application form which includes supporting statement of no more than 2 A4 sides outlining how you meet the person specification and your suitability for this role. CV's will not be considered.

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 or if you would like to visit the school prior to interview, please contact the email above. Please note that the school reserves the right to carryout online checks, such as; Social Media Accounts

THE SELECTION PROCESS

Please ensure that you have read the job description and person specification for this post before application.

Applicants will be shortlisted if they demonstrate that they have met the person specification and demonstrate through the application that they have the ability to meet the job description.

The selection process will include (but is not limited to):

- a teaching task
- a presentation to panel
- a full panel interview

The panel reserve the right not to appoint. Please note that we don't negotiate on salary. The school supports flexible working, so please discuss with the Headteacher if you would like to consider a flexible working pattern or part-time employment.

JOB DESCRIPTION

Job Title: Teacher of Science	Salary Range: MPS/UPS
Line managing: n/a	Reporting to: Head of Department
Job Purpose:	
<p>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.</p> <p>Responsible for: The achievement and safety of pupils by providing high quality teaching and learning opportunities within the spirit of the school's vision.</p> <p>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.</p>	
<p><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></p>	

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

Leadership and Management	<ul style="list-style-type: none"> • Taking their professional development very seriously. • Ensuring that there is a climate of continual pedagogical development.
Teaching and Learning	<ul style="list-style-type: none"> • 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 • Behavior 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
Behaviour, Ethos and Safety	<ul style="list-style-type: none"> • 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 explicitly 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	<ul style="list-style-type: none"> • 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 skillful 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.
Other	<ul style="list-style-type: none"> • Carrying out other duties which the Headteacher may request

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PERSON SPECIFICATION

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