

31st January 2025

SCHOOL VACANCY BULLETIN

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School Cleaner

Whole School Business Studies and Economics Subject Leader

Teacher of Health and Social Care **NEW!**

Physics Teacher **NEW!**

External Adverts Based In LBB

Lunchtime Assistants (mainstream, Nursery & SEND provision)

Location:	Thames View Infants, Bastable Avenue, Barking, IG11 0LG
Hours:	LLA 1 hour Term-time only, at lunchtime. 1 hour per day (minimum).
Contract:	Initially a fixed-term contract until 31/12/2026.
Required:	January 2025.
Website:	https://thamesviewinfants.org/about-us/about-tvi/vacancies/
Email:	Kelly.Ager@thamesviewinfants.org
Closing Date:	Friday 28 th February 2025 at Midday.

We have vacancies for Healthy Lunchtimes Assistants available in the school.

Lunchtimes are such an important part of the day. Being a Lunchtime Assistant is a very valued role at our School.

Through careful work, our Lunchtime Staff support children to try new foods within an exciting and varied dinner menu. Our staff help engender positive relationships amongst children, nurturing social skills, communication and play development.

We're looking for staff to work across the whole School, including Nursery and our SEND provision. The ability to work flexibly and undertake additional hours at short notice by mutual arrangement, would be very helpful.

If you're thinking of applying, we'd really recommend visiting our School first, to see lunchtimes in action.

Closing date: Noon Friday 28th February 2025.

Please note that to the expected high response to these vacancies, we reserve the right to close this campaign once we have a suitable pool of applicants, which could be prior to the published application closing date.

*To apply: please complete the (a) **Non-Teaching Application Form** and the (b) **Safer Recruitment Form** from <https://thamesviewinfants.org/about-us/about-tvi/vacancies/>. Return both electronically to Kelly.Ager@thamesviewinfants.org (including "LA" in the subject line). **Please note, CVs will not be considered. Only new applicants need apply.** Our website offers tips and guidance about applying for a position at our School – see the above link.*

Thames View Infants is an Outstanding School.

We comply fully with the ethos of safer recruitment and undertake all relevant checks, including enhanced DBS clearance.

KS2 Class Teacher

Location:	Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Hours:	Monday – Wednesday.
Salary:	Main scale (Salary range £38,766-£50,288).
Start:	April 2025.
Website:	www.eps.barking-dagenham.sch.uk .
Email:	office@eps.barking-dagenham.sch.uk
Closing Date:	Friday 7 th February 2025.

Eastbury Primary School is a four-form entry school in Barking and Dagenham. Our school is set in a beautiful, modern building with a newly developed Forest School and outdoor reading area. We are a fully inclusive school with our own Deaf ARP and believe the children in our community deserve the best educational experience possible.

We are seeking to appoint an inspirational teacher to join our existing, talented and hard-working team.

We offer:

- Professional training opportunities and leadership development
- An excellent working environment
- The opportunity to work alongside a supportive and friendly team
- Enthusiastic, motivated and polite pupils

We are looking for a classroom practitioner who:

- Has experience of teaching in KS2
- Is committed to providing the best educational opportunities for every child
- Is able to engage, motivate and challenge pupils
- Has high expectations of achievement and behaviour
- Has good interpersonal skills and enjoys being part of a team

Eastbury celebrates diversity and we would really value candidates from ethnic minorities in order to reflect the diversity within our school.

Please contact the school office to arrange a visit to meet the children and the team. Eastbury is only a 2-minute walk from Upney Station and has on-site parking.

Application forms are available on the school website vacancy page. Please send completed forms to:

georgina.coates@eps.barking-dagenham.sch.uk

Closing Date for applications: **Friday 7th February 2025**

The successful candidate will have due regard for safeguarding and promoting the welfare of children and young people as stipulated by the Child Protection Policy. Safer Recruitment procedures are in place and any appointment will be subject to statutory checks including a DBS.

Deaf Learning Support Assistant

Location:	Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Hours:	35 hours per week, term time only.
Salary:	Scale 4 (£29,346 - £30,630) pro rata.
Start:	ASAP.
Website:	www.eps.barking-dagenham.sch.uk .
Email:	office@eps.barking-dagenham.sch.uk
Closing Date:	Friday 7 th February 2025.

Eastbury Primary School is a four-form entry school in Barking and Dagenham. Our school is set in a beautiful, modern building with a newly developed Forest School and outdoor reading area. We are a fully inclusive school with our own Deaf ARP and believe the children in our community deserve the best educational experience possible.

We are seeking to appoint a Learning Support Assistant to support our deaf children in the ARP and mainstream classrooms.

We offer:

- The opportunity to work alongside a supportive, friendly and dedicated team of professionals
- Opportunities for CPD
- An excellent working environment
- Enthusiastic, motivated and friendly pupils

We are looking for a practitioner with:

- GCSE qualification 'C' or above in maths and English
- Experience of supporting children with communication difficulties
- Excellent interpersonal skills and enjoys being part of a team
- Willingness to improve their own skills to support all children
- Commitment to providing the best educational opportunities for every child

Eastbury celebrates diversity and we would really value candidates from ethnic minorities in order to reflect the diversity within our school.

Please contact the school office to arrange a visit to meet the children and the team. Eastbury is only a 2-minute walk from Upney Station and has on-site parking.

You can also find an application form on our website vacancy page:

<http://www.eps.barking-dagenham.sch.uk/vacancies>

Please send completed forms to: georgina.coates@eps.barking-dagenham.sch.uk

Closing date: **Friday 7th February 2025**

The Governing Body are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, medical clearances and enhanced DBS checks.

Swimming Teacher

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Salary:	Scale 5, Point 12-15 (FTE £31,524 - £32,931).
Contract:	Permanent.
Hours	Term Time Only.
Required:	As soon as possible.
Website:	https://johnperryprimary.co.uk/ .
Email:	madien@johnperry.bardaglea.org.uk
Closing Date:	Monday 3 rd February 2025 at Midday.
Interviews:	Friday 7 th February 2025.

We are looking for a passionate and qualified swimming teacher to join our staff.

Responsibilities:

To teach whole class swimming in a private heated pool to primary school pupils aged 5-11 years.

Candidate requirements:

- ASA Level 2 swimming teacher qualification or equivalent
- Fulfils the professional responsibilities of a swimming teacher, as set out in the Code of Conduct contained in the Swim England Child Safeguarding Policy and Procedure
- Enthusiastic, patient and a strong communicator with a passion for teaching
- A confident and friendly team player who thrives in a positive environment
- Is self-reflective and has the desire to be the best they can be
- Has a professional attitude, is a great role model and really wants to make a difference for children and families.
- Can model exemplary practice and has a proven track record of impact on children's achievement and wellbeing

What we offer:

- A supportive, enthusiastic and inspiring team to grow and develop with
- A vibrant, professional environment in which to work, with a focus on the wellbeing of staff and children
- Confident children with great attitudes to learning
- Staff benefits such as high-quality professional development for all our staff, cycle to work scheme, childcare vouchers, partnership work with local schools and onsite parking facilities
- Our dedicated support staff, including Learning Support Assistants, ICT Technician, Business Manager, administration, premises and catering teams, ensure that you are able to fully concentrate on teaching
- A SLT who believes good staff wellbeing is essential for motivating staff and for promoting pupil wellbeing, progress and attainment.

We are looking for someone who is passionate about swimming and enjoys working with children. If you think you have the qualities, skill and ability to fulfil this role, we would love

to hear from you. Please use the link below to access the application form, job description and person specification.

Closing date for applications: Monday 3rd February 2025 by 12:00 (12 noon)
Shortlisting: Monday 3rd February 2025
Interview date: Friday 7th February 2025

To apply please view our 'Swimming Teacher's Application Pack' which can be found on our school website (<https://johnperryprimary.co.uk/>). We also recommend a visit to our welcoming school.

Should you have any queries or would like to arrange to visit our school, please email Mai-Anh Dien, School Business Manager, at madien@johnperry.bardaglea.org.uk.

Please note only short-listed applicants will be contacted.

This role will involve contact with, and responsibility for, children and will amount to 'regulated activity'.

The school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The school may carry out online searches on shortlisted applicants. Appointments are also subject to satisfactory references/medical clearance/DBS and social media checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including a Criminal Records Bureau Disclosure at Enhanced level, will be undertaken on all applicants. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age. The school is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview in order to assess their suitability to work with children."

John Perry Primary School is an equal opportunities employer.

School Caretaker

Location:	Manor Junior School, Sandringham Road, Barking, IG11 9AG
Start Date:	April 2025 (After Easter).
Contract:	Fixed Term for 1 year in the first instance.
Hours:	52 weeks a year, split shift (times to be agreed).
Salary:	Scale 5 Spinal Point 12-15 (£31,524 - £32,931) actual salary.
Website:	www.manorjunior.co.uk .
Email:	recruitment@manor-j.bardaglea.org.uk
Closing Date:	Thursday 13 th February 2025 at Midday.
Interviews:	Thursday 27 th February 2025.

Manor Junior School wish to appoint an efficient, highly organised and professional person to join our school as the Caretaker. Applicants will be required to work with all members of the school community and must demonstrate an ability to repair and maintain various equipment and facilities throughout the school. The ideal candidate will have experience of working within a school environment, however this is not essential.

The post holder will need to be passionate about providing high standards of work, be highly organised and be able to work in line with our ERIC values. We are a high attaining school on a journey to becoming an outstanding school and require staff who are committed to working with us in providing high quality customer service and administrative duties to our community.

You will need to:

- demonstrate excellent premises and facilities management
- have some electrical, plumbing and general maintenance knowledge
- have a commitment to teamwork
- have excellent communication skills
- have the ability to support the entire school in maintaining health and safety
- ability to liaise with a wide range of personnel

This is an external advert open to both internal and external candidates.

Manor Junior School offers:

- enthusiastic and respectful pupils
- a caring and friendly, pupil-focussed environment
- a supportive and collaborative approach to premises and facilities management.
- strong leadership with a clear strategic direction

Visits to school are most welcome, arranged via the above email address.

Closing Date: Thursday 13th February at 12pm

Interview Date: Thursday 27th February 2025

Only short-listed applicants will be contacted.

To apply, please visit the school's website: <http://www.manorjunior.co.uk/vacancies>

Completed application forms to be submitted by email to: recruitment@manor-j.bardaglea.org.uk

We have a clear commitment to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to apply for an Enhanced Disclosure from the Disclosure & Barring Service (formerly known as Criminal Records Bureau). Further information can be found at: www.gov.uk.

Headteacher

Location:	Northbury Primary School, Northbury Close, Barking, IG11 8AJ
Salary:	L25 – L31a (£99,241 - £112,333 Inner London).
Hours:	Full time.
Contract:	Permanent.
Start Date:	September 2025.
Website:	https://northbury-primary-school.secure-primariesite.net/vacancies/ .
Email:	pmitchell@northbury.bardaglea.org.uk
Closing Date:	Tuesday 25 th February 2025 at Midday.
Interviews:	W/C Monday 10 th March 2025.

Are you seeking a new challenge? Are you an inspiring individual with a commitment to making a difference? Then this could be the role for you. We are looking for the new Headteacher of Northbury Primary School.

About Us:

Northbury Primary School is a large 4 form entry school in Barking, with a 78 place Nursery. It is a place where we share our cultures, traditions and languages with each other and celebrate our diversity.

We are an integral part of our local community where everyone is welcomed, included and valued. We are a supportive place for our families, providing aspirational opportunities for personal growth and development, and forging lasting connections.

Our core purpose is to develop lifelong learners who are motivated, confident and successful global citizens, and able to make a positive contribution to their own surroundings and the wider world. We provide a secure, stimulating and happy environment where everyone is appreciated and enabled to be the best they can be. Our pupils, staff and families treat everyone with respect and kindness and are at the heart of everything we do.

We are proud of our exemplary cohesive staff team who have access to high quality professional development and are committed to supporting every child achieve their potential. The Board of Governors is supportive, well informed and strategically focused.

About You:

We are looking for an exceptional leader who is dedicated, inspirational, passionate and can:

- Promote excellent standards of teaching and learning
- Show commitment to continuous school improvement
- Provide a culture where everyone is valued and encouraged to succeed

We are seeking a headteacher who can build on, lead and inspire colleagues to take our school forward. Your experience of working within diverse communities, having a

commitment to parental engagement and partnership working with other schools will be an asset.

If these values resonate with your own, then a visit to our school is essential to meet some of the children and staff; you will be most warmly welcomed. Please contact Melanie Buchanan (PA to EHT) 0208 270 4750 or by email mbuchanan@northbury.bardaglea.org.uk to arrange a visit with the Executive Headteacher Paramjit Roopra. We look forward to hearing from you and receiving your application.

Please visit our website for an application pack via the link below:
<https://northbury-primary-school.secure-primariesite.net/vacancies/>

Completed applications to be returned to:
pmitchell@northbury.bardaglea.org.uk

Closing date for applications: Tuesday 25th February 2025 at 12 noon
Shortlisting w/b: Monday 3rd March 2025
Interviews w/b: Monday 10th March 2025

Northbury Primary School is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including an enhanced Disclosure check, will be undertaken on all successful applicants.

Early Years Practitioner

Location: Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Salary: Scale 6 (Salary range £34,416-£35,448 FTE).
Start: April 2025.
Website: www.eps.barking-dagenham.sch.uk.
Email: office@eps.barking-dagenham.sch.uk
Closing Date: Monday 24th February 2025.

Eastbury Primary School is a four-form entry school in Barking and Dagenham. We are a fully inclusive school with our own Deaf ARP. Our school is set in a beautiful, modern building with a newly developed Forest School and outdoor reading area. We serve a catchment of wonderful children who have a real enthusiasm for learning. Our nursery is in a large and inviting space where children are encouraged to explore a range of experiences.

We are seeking to appoint a talented Early Years Practitioner to join our existing, hard-working and talented EYFS team.

We offer:

- Opportunities for CPD
- An excellent working environment
- The opportunity to work alongside a supportive and friendly team
- Enthusiastic and motivated pupils

We are looking for someone who:

- Has a degree or NVQ Level 6
- Is committed to providing the best educational opportunities for every child
- Is able to engage, motivate and challenge pupils
- Has high expectations of achievement and behaviour
- Has good interpersonal skills and enjoys being part of a team
- Has experience working with EYFS and SEN children

Eastbury is a 2-minute walk from Upney Station and has on-site parking.

We celebrate diversity and would really value candidates from ethnic minorities in order to reflect the diversity within our school. Please contact the school office to arrange a visit to meet the children and the team.

Closing Date for applications: **Monday 24th February 2025**

Application forms are available on the school website vacancy page. Please send completed forms to: georgina.coates@eps.barking-dagenham.sch.uk

The successful candidate will have due regard for safeguarding and promoting the welfare of children and young people as stipulated by the Child Protection Policy. Safer Recruitment procedures are in place and any appointment will be subject to statutory checks including a DBS.

Midday Assistant

Location: Gascoigne Primary School, Gascoigne Road, Barking, IG11 7DR
Salary: Scale 2, £26,238.00 (£4,650.95 pro rata).
Hours: 7.5 hours per week. Term Time Only.
Website: <https://www.gascoigneprimaryschool.co.uk/vacancies/>.
Email: office@gascoigne.co.uk
Closing Date: Monday 3rd February 2025 at 15:00.
Interviews: W/C Monday 10th February 2025.

Gascoigne Primary is a dynamic and forward-thinking school in which highly skilled staff enable all pupils to make good progress.

Our inclusive ethos underpins everything that we do. We are a school that takes seriously its duty to transform individuals' lives. In judging the school to be Good in June 2022, Ofsted noted that: *'Pupils are happy at this school. Leaders and governors have created a strong sense of community across the school's two sites. Staff teach pupils to be tolerant and inclusive of others. Pupils enjoy learning about and celebrating each other's languages, cultures and traditions. Leaders strive to enable pupils to be independent and confident learners. Their success in this is evident throughout the school.'*

We are looking to appoint an enthusiastic, efficient, flexible, friendly, reliable and fun person, who will work as part of a team overseeing the smooth running of the lunchtime for our pupils.

Other necessary qualities include confidentiality, efficiency and being able to work on your own initiative and under pressure and a willingness to contribute to the continued improvement of our wonderful school.

We offer a positive and inclusive school environment, a great team of staff and a commitment to continuing professional development.

To request and Application Pack, please email: eaugustin@gascoigne.co.uk

Or visit: <https://www.gascoigneprimaryschool.co.uk/vacancies>

Closing date and Shortlisting: Monday, 3rd of February 2025 at 3pm

Interviews will be held during the week beginning the 10th of February 2025

We are committed to safeguarding and promoting the welfare of young people; this post is exempt from ROA and will require an enhanced disclosure from the Disclosure & Barring Service undertaken on all applicants.

HLTA

Location:	Richard Alibon Primary School, Alibon Road, Dagenham, RM10 8DF
Salary:	Scale 6, Actual salary range: £25,358 - £26,410.
Hours:	30 hours per week. Term Time Only.
Required:	As soon as possible.
Closing Date:	Thursday 6 th February 2025.
Interviews:	W/C Monday 10 th February 2025.

We are inviting applicants to apply for the post of an experienced, dynamic and forward-thinking individual as Higher-Level Teaching Assistant (HLTA).

You will have:

- Extensive experience of working as a HLTA in a school setting. Higher Level Teaching Assistant (HLTA) Certificate.
- A genuine desire to involve yourself fully in the life of our school and to work as part of our team of professionals.
- High proficiency of English
- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Cover for PPA.
- Ability to work both independently and effectively as part of a team
- Confidence and good verbal and written communication skills
- Able to relate to pupils, parents and colleagues with empathy and sensitivity
- Experience of pivots/tutoring small groups of high need pupils and assessing /giving feedback on their progress attainment.
- Run extra-curricular school clubs.
- Be prepared to be part of residential visits.
- Meet and liaise with parents of tutored pupils.

Richard Alibon Primary school is committed to developing a rich culture, a diverse workforce and a healthy work environment in which every employee is treated fairly, is respected and has the opportunity to contribute to the success of the school, while having the opportunity to achieve their full potential as individuals.

Diversity at Richard Alibon refers to all the characteristics that make individuals different from each other. It includes characteristics or factors such as religion, race, ethnic origin, language, gender, sexual orientation, disability, age or any other potential factor of difference. We understand that the wide range of experiences and perspectives resulting from such diversity promotes innovation and success within our school.

The candidate will have access to excellent CPD opportunities to further develop their career.

For an electronic application form, and further details, please visit the school website:

<https://www.r-alibon.bardaglea.org.uk/school-info/staff-vacancies/>

Closing date: 6th February 2025

Shortlist and Interviews: Week commencing: 10th February 2025

Richard Alibon Primary School and the Local Authority are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process including verifying identification and qualifications will be undertaken on all applicants who are shortlisted for interview. The successful candidates will be required to apply for an Enhanced Disclosure prior to commencement.

Relief Mid-day Assistants

Location: Richard Alibon Primary School, Alibon Road, Dagenham, RM10 8DF
Salary: Scale 1, spinal point range 2-3 (£14.98-£15.19 per hour).
Hours: Max of 6.25 hours per week. Term Time Only.
Required: As soon as possible.
Closing Date: Thursday 6th February 2025.

Richard Alibon Primary School are looking to appoint highly motivated and enthusiastic Relief Mid-day Assistants who can be called on at short notice to support with the supervision of pupils during the lunch break.

You will:

- Be able to communicate fluently with both the adults and children
- Supervise pupils in the playground, encouraging them to learn playground games and managing behaviour as appropriate
- Supervise pupils whilst they eat their lunch in the dining hall, maintaining good order.
- Help to foster independence and self-confidence
- Be adaptable and able to work as part of a team
- Have a child centred approach
- Hold a first aid qualification or be willing to train

Further details and an application form are available from the school website:

<https://www.r-alibon.bardaglea.org.uk/school-info/staff-vacancies/>

Richard Alibon Primary School is committed to safeguarding and promoting the welfare of children.

This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applications.

School Cleaner/Handy Person

Location:	Richard Alibon Primary School, Alibon Road, Dagenham, RM10 8DF
Salary:	Scale 1, spinal point 2, £14.98 per hour.
Hours:	15 hours per week, 5 days per week, a.m. only.
Required:	As soon as possible.
Closing Date:	Thursday 6 th February 2025.
Interviews:	W/C Monday 17 th February 2025

Part-time School Cleaner/Handy Person, deputising for the Site Manager as and when required.

The Headteacher and Governing Board of this happy, successful school wish to appoint a flexible, reliable, enthusiastic and hardworking person to join our team as a Cleaner to maintain a high standard of cleanliness within classrooms, halls, corridors, offices, staffroom, toilets. This will require duties such as vacuuming, dusting and cleaning of washroom areas, tables, chairs etc.

As part of the duties of this post, the successful candidate would be expected to cover basic duties of the Site Manager in his/her absence. These duties would include opening and closing of the school premises, taking out refuse, handyperson duties such as putting together lightweight furniture items or any other similar ad hoc duties as requested by the Headteacher. The school will pay the appropriate increased salary rate when covering the absence of the Site Manager.

Attributes/ Skills you would need:

- Previous experience essential.
- A good understanding of cleaning chemicals and equipment would be desirable.
- Knowledge of basic health and safety would be an advantage although not required.
- Be approachable and friendly.
- Work well as part of a team.
- Follow school policies.

Further details and an application form are available on the school website:

<https://www.r-alibon.bardaglea.org.uk/school-info/staff-vacancies/>

Closing Date: 6th February 2025

Interviews W/C: Monday 17th February 2025

Richard Alibon Primary School and the Local Authority are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process including verifying identification and qualifications will be undertaken on all applicants who are shortlisted for interview. The successful candidates will be required to apply for an Enhanced Disclosure prior to commencement.

Office Administrator

Location:	Thomas Arnold Primary School, Rowdowns Rd, Dagenham, RM9 6NH
Contract:	Fixed Term.
Salary:	Scale 4 pro rata.
Hours:	08:30 – 16:00.
Required:	February 2025.
Email:	office@thomasarnold.bardaglea.org.uk
Closing Date:	Wednesday 5 th February 2025 at Midday.
Interviews:	W/C Monday 10 th February 2025.

The Headteacher and Governing Body would like to recruit an enthusiastic, thorough and meticulous Office Administrator. The successful candidate should have high standards and good organisational skills.

We are looking for a highly motivated and committed Office Administrator who shares our vision and ambitions for the young people of this community. You will be joining a highly motivated and passionate group of staff who work tirelessly in the best interests of the students. Staff development is central to everything we do, and you will receive a personalised CPD programme which best fits your needs and clear pathways for progression.

We would like to hear from you if you:

- have experience of Integris and RM Finance.
- have experience of school attendance and admissions processes.
- have excellent office and IT skills.
- have a flexible and positive nature and the ability to work well under pressure.
- have the ability to maintain confidentiality.
- have excellent communication skills.
- can bond and work well as part of a team.
- possess excellent organisational and have the ability to motivate and support colleague.

In return we offer:

- a happy and welcoming, fully inclusive school.
- an investment in your professional development.
- committed staff who work well together as a cohesive, supportive team.

Applications can be made via the link below:

<https://www.thomasarnold.bardaglea.org.uk/school-info/vacancies/>

Completed applications to be returned to:

sahmed@thomasarnold.bardaglea.org.uk

Visits to the school are actively encouraged. Please contact the school to arrange a visit, or by email to sahmed@thomasarnold.bardaglea.org.uk

Thomas Arnold Primary School is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including an enhanced Disclosure check and social media check, which will be undertaken on all successful applicants.

Finance Lead

Location: George Carey Church of England Primary School, Rivergate Centre, Minter Rd, Barking, IG11 0FJ
Hours: Part-time, 3 days per week, term time plus 4 weeks.
Grade: PO2.
Email: office@george-carey.bardaglea.org.uk
Closing Date: Friday 14th February 2025 at 16:00.
Interviews: TBC.

George Carey Church of England Primary School is in the heart of Barking Riverside, a thriving and diverse community. With around 680 pupils and 100 staff, it is a large 3-form of entry school.

The Governors are seeking to appoint an eager and committed Finance Lead who has an understanding of school finances and who is willing to take on additional training as required for the post.

The main duties will be to take the lead role in all matters of finance at the school including budget planning and monitoring as well as financial reporting to the Governing Body. AAT qualified is preferable, although not essential, however study towards this qualification will be a requirement and funded by the school.

A background within a finance setting is also essential.

The successful candidate will need to have strong maths skills and a close attention to detail. They will have good communication skills and be able to prioritise within a busy work environment. They will also need to be a strong team player who is positive and proactive.

Visits to the school are welcomed by email request.

Closing date for applicants: 14th February 2025 4pm.

Interviews: TBC

Please email or collect from the school office for an application pack:

office@george-carey.bardaglea.org.uk

School Business Manager

Location:	Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Salary:	PO5 Scale points 38-41 (Actual Salary £50,574 - £53,607).
Hours:	35 hours per week, 52 weeks per year.
Start:	April 2025.
Website:	www.eps.barking-dagenham.sch.uk .
Email:	office@eps.barking-dagenham.sch.uk
Closing Date:	Monday 24 th February 2025.

Eastbury Primary School is a four-form entry school in Barking and Dagenham. We are a fully inclusive school with our own Deaf ARP. Our school is set in a beautiful, modern building with newly developed outdoor play and learning areas.

We are seeking to appoint an experienced, enthusiastic and highly motivated School Business Manager to join our supportive and dedicated team. The successful candidate will be responsible for the management of Finance, HR, Premises and Health and Safety.

You will be working at a strategic level to improve the outcomes for children through:

- Expert knowledge of financial leadership, including budget setting and statutory reporting
- The promotion of an efficient and professional ethos in the administrative function of the school
- The ability to work with ICT based management and financial information systems

You will have:

- A professional qualification in Accountancy and Business Management
- The ability and knowledge to manage the HR requirements of the school
- Experience in leading on Health and Safety and Facilities Management
- Excellent interpersonal skills with the ability to communicate clearly and effectively with all stakeholders
- Excellent organisational, administrative and ICT skills

Eastbury celebrates diversity and we would really value candidates from ethnic minorities in order to reflect the diversity within our school. Please contact the school office to arrange a visit to meet the children and the team. Eastbury is only a 2-minute walk from Upney Station and has on-site parking.

Application forms are available on the school website vacancy page. Please send completed forms to: georgina.coates@eps.barking-dagenham.sch.uk

Closing date: Monday 24th February 2025

Class Teacher (Maternity Cover)

Location:	The James Cambell Primary School, Langley Crescent, Dagenham, RM9 6TD
Salary:	M1-M6 up to UPS 3 (Inner London).
Contract:	Maternity Cover
Hours:	Full Time.
Required:	September 2025 (an earlier start date can be discussed).
Email:	cstevens@jamescambellprimary.org.uk
Closing Date:	Monday 24 th February 2025 at 09:00.

Are you looking for a school where you can make a real difference to children's lives?

James Cambell is a large, inclusive and friendly primary school in the London Borough of Barking and Dagenham. Our supportive and dedicated staff are determined to provide the best possible education for our children and give them the opportunities they deserve. We are committed to the professional development of our teachers and offer a supportive and comprehensive programme for our ECTs.

We are looking to recruit enthusiastic and inspirational teachers who are committed to delivering excellent lessons. Applications from high quality trainees about to embark on the ECT programme are welcome.

Qualities we are looking for:

- an excellent and well-organised classroom practitioner who can demonstrate a passion for children's learning through consistently high-quality teaching.
- good interpersonal skills.
- a commitment to working in partnership with other staff and parents/carers; and
- a clear understanding of children's development.

We can offer:

- a modern, well-resourced environment.
- a team that is committed to raising standards and driving up achievement.
- ongoing professional development opportunities; and
- a supportive teaching and leadership team.

At James Cambell Primary School, we aim to provide every child with a high-quality education and the opportunity to learn, grow and develop into respectful, resourceful and resilient citizens of the future. We ensure our curriculum is shaped to meet the needs of our school community – preparing our children for a brighter tomorrow.

Visits to James Cambell School are welcome.

For further information please contact us: Telephone: 020 8270 4684
Email: cstevens@jamescambellprimary.org.uk

The closing date for applications is 09.00am 24th February 2025
Interviews will be held in the week commencing Monday 3rd March 2025
Start Date: 1st September 2025 (an earlier start date can be discussed)

James Cambell Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants will undergo appropriate child protection screening including checks with past employers and the Disclosure and Barring Service.

Class Teacher

Location:	The James Cambell Primary School, Langley Crescent, Dagenham, RM9 6TD
Salary:	M1-M6 up to UPS 3 (Inner London).
Contract:	Permanent
Hours:	Full Time.
Required:	September 2025.
Email:	cstevens@jamescambellprimary.org.uk
Closing Date:	Monday 24 th February 2025 at 09:00.

Are you looking for a school where you can make a real difference to children's lives?

James Cambell is a large, inclusive and friendly primary school in the London Borough of Barking and Dagenham. Our supportive and dedicated staff are determined to provide the best possible education for our children and give them the opportunities they deserve.

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For further information please contact us: Telephone: 020 8270 4684
Email: cstevens@jamescambellprimary.org.uk

The closing date for applications is 09.00am 24th February 2025
Interviews will be held in the week commencing Monday 3rd March 2025

Start Date: 1st September 2025.

James Cambell Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants will undergo appropriate child protection screening including checks with past employers and the Disclosure and Barring Service.

Midday Assistant

Location: George Carey Church of England Primary School, Rivergate Centre, Minter Road, Barking, IG11 0FJ
Salary: Scale 1B Point 2.
Hours: 2 hours per day, term time only, between 11:30 and 13:30.
Email: office@george-carey.bardaglea.org.uk
Closing Date: 13th February 2025.
Interviews: TBC

The Governors would like to appoint a Midday Assistant with immediate effect to support pupils during lunch times. We are looking for someone with excellent interpersonal skills who enjoys working with children to join us in the lovely environment of this Church of England primary school. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this. A full DBS enhanced disclosure will be required for the successful candidates. Individual CVs will not be accepted without an application form.

For further details and an application form please contact the school office on 0208 270 4040 or email:

office@george-carey.bardaglea.org.uk

Closing date: 13th February 2025

Interviews: TBA

"This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants"

Temporary/Permanent Midday Assistant

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Scale 2 (£15.19 to £15.41 per hour).
Hours:	1.5 hours per day, 11:45 – 13:15, Monday-Friday, term-time only.
Required:	As soon as possible.
Website:	www.robertclack.co.uk .
Email:	cziregbe@robertclack.co.uk
Closing Date:	Monday 10 th February 2025 at 08:00.
Interviews:	To be confirmed.

Robert Clack Primary School is looking to recruit an enthusiastic Midday Assistant to join our small, friendly and supportive team. The successful applicant should be caring and approachable and able to work in a calm manner at all times. Their role will involve working as part of a team to make lunchtime a positive and enjoyable experience by supporting healthy eating as well as teaching and modelling playground games and social activities for all our pupils. The role will also include supporting pupils with personal care and hygiene when required as part of developing their independence.

The person we require will:

- Have successful previous experience of working with children (preferably in a school environment).
- Demonstrate good communication skills, both orally and written, with both adults and children.
- Understand the importance of following procedures and policies.
- Be able to make relationships with children.
- Be proactive with providing children with enjoyable activities through the lunchtime period.
- Work well as part of a team.
- Be extremely patient, adaptable, willing to listen and have a good sense of humour.

We can offer:

- A supportive working culture that values staff at all levels and invests in people.
- Working with the teaching and support staff as part of a team.
- Opportunities to continue your own professional development.
- A dynamic working environment.

REQUIRED FOR: As soon as possible.

APPLICATION CLOSING DATE: 8am on Monday 10th February 2025.

INTERVIEWS TO BE HELD: To be confirmed.

To view the Job Description, Person Specification and download an Application Form please go to www.robertclack.co.uk and click on Join Us, Non-teaching vacancies, to access the necessary documents.

Please submit completed applications by e-mail to: cziregbe@robertclack.co.uk

CV's will only be accepted if accompanied by an application form.

Please note that previous applicants need not apply.

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.

Head of Media (with English)

Location:	Greatfields School, Net Street, Barking, IG11 7QG
Salary:	MPS or UPS plus TLR 2a.
Contract:	Permanent.
Email:	vacancies@greatfieldsschool.com
Website:	www.greatfieldsschool.com
Closing Date:	Wednesday 5 th February 2025 at Midday.
Interviews:	Monday 10 th February 2025.
Start Date:	July or September 2025.

This is an opportunity for you to work with some extraordinary and aspirational students, in a developing area of East London. The Gascoigne community is a very special place, and we are privileged to have built a school at its heart. The school is driven by the dreams, aspirations and ambitions of our students and the wider community and we would love you to join us in helping us to build a school which will drastically improve the life chances of our young people. Aspiration is at the heart of everything we do, and we passionately believe our students can compete with any other child in the country.

Greatfields opened in September 2016, and we will eventually grow to become a ten-form entry school with 1800 pupils, including sixth form, in purpose-built new accommodation. We currently have approximately 1200 students across Years 7 to 13.

We are looking to recruit an ambitious Head of Department to introduce Media into our curriculum for September 2025. This post is ideal for a new or existing postholder. You will be joining a highly motivated and passionate group of staff who work tirelessly in the best interests of the students. Staff development is central to everything we do, and you will receive weekly coaching sessions, a personalised CPD programme which best fits your needs and clear pathways for progression.

To apply for this role please go to our website and fill out an application form. If you would like more information about the role, please feel free to contact the school on the e-mail address below.

vacancies@greatfieldsschool.com
www.greatfieldsschool.com

The school is committed to safeguarding and protecting the welfare of children and as such all appointments are subject to an enhanced DBS (CRB) check. Appointments are also subject to satisfactory references/medical clearance.

Head of English

Location:	Greatfields School, Net Street, Barking, IG11 7QG
Salary:	MPS or UPS + TLR 1a.
Contract:	Permanent.
Email:	vacancies@greatfieldsschool.com
Website:	www.greatfieldsschool.com
Closing Date:	Thursday 6 th February 2025 at Midday
Interviews:	Wednesday 12 th February 2025.
Start Date:	July or September 2025.

This is an opportunity for you to work with some extraordinary and aspirational students, in a developing area of East London. The Gascoigne community is a very special place, and we are privileged to have built a school at its heart. The school is driven by the dreams, aspirations and ambitions of our students and the wider community and we would love you to join us in helping us to build a school which will drastically improve the life chances of our young people. Aspiration is at the heart of everything we do, and we passionately believe our students can compete with any other child in the country.

Greatfields opened in September 2016, and we will eventually grow to become a ten-form entry school with 1800 pupils, including sixth form, in purpose-built new accommodation. We currently have approximately 1200 students across Years 7 to 13.

We are looking to recruit an ambitious Head of English who shares our vision and ambitions for the young people of this community. It is ideal for a new or existing postholder. You will be joining a highly motivated and passionate group of staff who work tirelessly in the best interests of the students. Staff development is central to everything we do, and you will receive weekly coaching sessions, a personalised CPD programme which best fits your needs and clear pathways for progression.

To apply for this role please go to our website and fill out an application form. If you would like more information about the role, please feel free to contact the school on the e-mail address below.

vacancies@greatfieldsschool.com
www.greatfieldsschool.com

The school is committed to safeguarding and protecting the welfare of children and as such all appointments are subject to an enhanced DBS (CRB) check. Appointments are also subject to satisfactory references/medical clearance.

Teacher/Head of Music (depending on experience)

Location: Greatfields School, Net Street, Barking, IG11 7QG
Salary: MPS plus TLR 2a.
Contract: Permanent.
Email: vacancies@greatfieldsschool.com
Website: www.greatfieldsschool.com
Closing Date: Monday 24th February 2025 at Midday.
Interviews: Thursday 27th February 2025.
Start Date: September 2025.

This is an opportunity for you to work with some extraordinary and aspirational students, in a developing area of East London. The Gascoigne community is a very special place, and we are privileged to have built a school at its heart. The school is driven by the dreams, aspirations and ambitions of our students and the wider community and we would love you to join us in helping us to build a school which will drastically improve the life chances of our young people. Aspiration is at the heart of everything we do, and we passionately believe our students can compete with any other child in the country.

Greatfields opened in September 2016, and we will eventually grow to become a ten-form entry school with 1800 pupils, including sixth form, in purpose-built new accommodation. We currently have approximately 1200 students across Years 7 to 13.

We are looking to recruit an ambitious Teacher or Head of Music who shares our ambitions for the young people of the community. This post is ideal for a new or existing postholder. You will be joining a highly motivated and passionate group of staff who work tirelessly in the best interests of the students. Staff development is central to everything we do, and you will receive weekly coaching sessions, a personalised CPD programme which best fits your needs and clear pathways for progression.

To apply for this role please go to our website and fill out an application form. If you would like more information about the role, please feel free to contact the school on the e-mail address below.

vacancies@greatfieldsschool.com
www.greatfieldsschool.com

The school is committed to safeguarding and protecting the welfare of children and as such all appointments are subject to an enhanced DBS (CRB) check. Appointments are also subject to satisfactory references/medical clearance.

Teaching Assistant

Location:	Greatfields School, Net Street, Barking, IG11 7QG
Salary:	APT&C Scale 4 pro-rata, £24,898 actual salary.
Contract:	Permanent.
Hours:	35 hours per week, term-time only.
Email:	vacancies@greatfieldsschool.com
Website:	www.greatfieldsschool.com
Closing Date:	Monday 3 rd February 2025 at Midday.
Interviews:	Thursday 6 th February 2025.

This is an opportunity for you to work with some extraordinary and aspirational students, in a developing area of East London. The Gascoigne community is a very special place, and we are privileged to have built a school at its heart. The school is driven by the dreams, aspirations and ambitions of our students and the wider community and we would love you to join us in helping us to build a school which will drastically improve the life chances of our young people. Aspiration is at the heart of everything we do, and we passionately believe our students can compete with any other child in the country.

Greatfields opened in September 2016, and we will eventually grow to become a ten-form entry school with 1800 pupils, including sixth form, in purpose-built new accommodation. We currently have approximately 1200 students across Years 7 to 13.

We are looking to recruit a Teaching Assistant who shares our vision and ambitions for the young people of this community. You will be joining a highly motivated and passionate group of staff who work tirelessly in the best interests of the students. Staff development is central to everything we do, and you will receive weekly coaching sessions, a personalised CPD programme which best fits your needs and clear pathways for progression.

Please click [here](#) to view a short video featuring our headteacher and staff.

To apply for this role please go to our website and fill out an application form. If you would like more information about the role, please feel free to contact the school on the e-mail address below.

vacancies@greatfieldsschool.com
www.greatfieldsschool.com

The school is committed to safeguarding and protecting the welfare of children and as such all appointments are subject to an enhanced DBS (CRB) check. Appointments are also subject to satisfactory references/medical clearance.

History Teacher

Location:	Jo Richardson Community School, Castle Green, Gale St, Dagenham, RM9 4UN
Required:	September 2025.
Website:	www.jorichardson.org.uk
Email:	recruitment@jorichardson.org.uk .
Closing Date:	Friday 7 th February 2025 at 07:00.
Interviews:	Friday 14 th February 2025.

Please note that **only fully completed Jo Richardson School application forms** will be considered. Due to our safeguarding procedures, we do not accept CVs.

JRCS

This is a great opportunity to join an **outstanding** secondary school as part of a friendly and hard-working department. Established as a brand-new school in 2002, we moved into our award-winning £30 million accommodation in 2005. The school is located within easy reach of central London via the District Line and yet just minutes by car from the Essex countryside.

The school prides itself on providing both teaching and non-teaching staff with effective support to ensure that the professional development needs of all staff are fully met and that there is a high level of challenge in the opportunities they are offered. Wednesday afternoons are devoted to CPD, and the school has a very strong record of developing staff. JRCS is such a special place to work. Staff wellbeing is important to us; we are a caring and supportive school. Staff turnover is low, and staff enjoy being part of our supportive and friendly community.

In 2023/24 JRCS achieved another set of excellent outcomes at both KS4 and KS5. 67% of our students achieved a level 4+ in both English and Maths and 50% achieved a level 5 pass in both English and Maths. At KS5 our A*-C grade was 86%; with 58% achieving A*-B grades. Our Sixth Form continues to work in partnership with four other schools to deliver the highest quality post-16 education pathways for our students.

We pride ourselves on being a truly inclusive school and this is actively underpinned by our motto 'Success for All'. Academic rigour runs alongside a commitment to character education and extra-curricular activities. Our extensive range of extra-curricular activities, together with our educational trips programme is second to none and ensures all students get the chance to extend their academic, social, and cultural experiences outside of the classroom.

In May 2024, Ofsted graded the school as outstanding in every category!

"The work done by this school in supporting pupils to develop into successful young adults is exceptional."

"Behaviour in class is very positive. Pupils work collaboratively in lessons to get the most out of learning. The school is a calm and productive environment."

This is established through the development of highly positive professional relationships between staff and students that ensures a culture of high aspiration and respect. We are

looking for staff who are committed to providing our students with the highest standards of teaching and pastoral care.

History at JRCS

OFSTED have deemed Jo Richardson Community School to be 'outstanding' following a recent inspection. Inspectors commented on the high expectations of behaviour and culture of mutual respect in our school. Also, the highly aspirational and ambitious curriculum that is delivered to students in order for all students to succeed which closely follows our school motto of 'success for all'. If successful in securing the role, you would also be part of a school that values professional development with a drive towards teaching and learning whilst not ignoring our pastoral duties. You will be joining a high performing department with the largest GCSE options cohort year on year but where you will also be able to thrive in your own practice through the promotion of innovative teaching, a strong desire to teach good history, and a dedication to provide a range of diverse opportunities for students studying history to develop them further. This includes trips to Belgium to visit the trenches, multiple London museums and a Year 13 trip to Rome and Berlin.

High quality induction, including a two-week ECT school-based immersion programme in July, is available to all staff at JRCS as part of our strong commitment to continuing professional development.

Please log onto our website www.jorichardson.org.uk for further details about the school, this post, a link to our recent Ofsted report and the application process itself. All applications should be made online by clicking the 'Apply Now' link. Please contact Margaret Stone or Vicky Garland on recruitment@jorichardson.org.uk if you wish to arrange a visit to the school.

Closing date: 7am on Friday 7th February

Interviews: Friday 14th February

JRCS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to apply for an enhanced DBS disclosure.

Teacher of English and Literacy Coordinator

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Main Scale 1 – 6/Upper Scale depending on experience + TLR 2a.
Contract:	Fixed term.
Hours:	Full time.
Required:	April 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Tuesday 4 th February 2025 at 09:00.

We are looking to appoint an inspirational Teacher of English to join our successful and dynamic English department here at All Saints Catholic School. We are a forward-thinking school, passionate about providing students with the best possible outcomes. As our literacy lead you will have the exciting opportunity to lead on the enhancement of literacy across the school. We recognise as a school how important literacy development is and that it connects with student progress and life chances. Our literacy coordinator will work across the school to enthuse students with a love of literacy and the development of the skills required to be successful

Purpose of the Job:

- To provide professional leadership and management for the coordination of all activities relating to literacy across the whole school; specifically improved levels of reading, writing and speaking.

Functions and Duties

- The Teachers' Pay and Conditions Document specifies the general professional duties of a teacher. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner as a result of the demands of the post.

Particular Duties

Under the overall direction of the Headteacher

Key Functions

- To plan, produce and coordinate, on behalf of the school, a Literacy Plan.
- To take responsibility for the development and implementation of the whole school plan for literacy.
- To ensure that support is given to the whole school so that a high quality of teaching and learning takes place throughout the curriculum.
- Monitor progress made towards achieving targets and use this information to plan future developments.
- To promote and develop the curricular and extra-curricular activities relating to literacy.
- To lead, organise and coordinate staff initiatives relating to all aspects of literacy across the curriculum including the provision of support and training for staff as required.
- To liaise with Line Manager regarding the support offered to pupils; and to provide relevant information to the Senior Leadership Team.

Our School

All Saints Catholic School is an Outstanding Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

All Saints Catholic School has over 1400 students from year 7 to 13. The school achieves excellent exam results, with a Progress 8 score of 0.45 (well above average). We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress.

Our core values of Respect, Understanding, Affection and Humour underpin all aspects of our pastoral and academic daily routines. Our 2024 Ofsted judged us to be an Outstanding school, highlighting that “the school successfully encourages pupils to demonstrate its core values, which include respect and understanding others. In addition to this, pupils meet the school’s exceedingly high academic expectations and achieve very well”.

We have won a number of awards which reflect our inclusive approach to education, including being awarded the Rights Respecting Schools Gold Award and the Inclusion Quality Mark, this is indicative of our “One in Christ” motto that we apply every day to everyone that is a part of the school community.

Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, develop a sense of goodness and appreciate beauty in the world around them.

Please watch our school videos available at: <http://allsaintsschool.co.uk/> to get a further insight into life at All Saints

Why work here?

- Ambitious CPD programme aimed to make the best possible teachers and supporting career development.
- Enthusiastic and aspiring pupils.
- Interactive screens in each classroom.
- Free use of the school gym and staff yoga.
- Inner London Pay Scale.
- Staff wellbeing lunches and an active school wellbeing team.
- Hot meals provided for staff on open evenings and parent evenings.
- Teaching and Learning forums for staff to examine different aspects of pedagogy.
- A mentoring and coaching programme for staff.

Job descriptions of our vacancies and application forms can be downloaded from our website <https://www.allsaintsschool.co.uk/>. You will find them under School Information - Vacancies.

Alternatively, you can email the school office at office@allsaintsschool.co.uk for more details or to book a visit of our school.

Site Officer

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	Scale 5 Pt 12-15 (£31,524-£32,931).
Hours:	35 Hours Per Week, Full Time.
Contract:	Permanent.
Required:	As soon as possible.
Email:	<u>Jobs@barkingabbeysschool.co.uk</u>
Closing Date:	Monday 10 th February 2025.
Interviews:	TBC

Are you motivated and driven with a strong work ethic and a background in building maintenance and/or facilities support?

Do you relish a challenge and like to be kept on your toes? Do you take pride in your work and enjoy undertaking maintenance and practical work?

If so, this may be the opportunity you are looking for....

We are looking for an enthusiastic, proactive Site Officer who will help improve standards of maintenance and work as part of our site team. You will have high standards, excellent communication skills and be driven to provide a first-class service.

Barking Abbey School are seeking a committed, reliable, and enthusiastic Site Officer and general handyperson who would be available to work at either our Longbridge Road or Sandringham Road Campus, both based in Barking, East London.

In this role you along with other Site Officers will be responsible for making sure that the school environment is safe, well maintained and comfortable for all students, staff and visitors working within a team of six staff working across two campuses.

This is an exciting time to Join Barking Abbey School and a fantastic opportunity for someone with general maintenance, communication and organisational skills who would like to within the education sector and make a difference to the life of our students by making sure our learning environment is the best it can be.

You will work 7 hours a day, between the hours of 05.30 and 10pm for five days a week over 7 days. Shifts and working days to be agreed in advance with employees. This role is within the site services team which is part of the school's wider central core team encompassing all business support services. Including, Exams, HR, Finance, Administration, Catering and IT.

Having now reached our final year of growth and expansion we are looking to improve, develop and streamline our facilities management services and processes to ultimately impact upon the outcomes for our students.

The successful candidate will:

- Have relevant experience, skills and/or qualifications.
- Be enthusiastic, have great communication skills both written and verbally, and time

management skills.

- Be passionate about fixing things and maintaining buildings.
- Always work to deliver an outstanding service.
- Have an eye for detail.
- Be Self-motivated and driven.
- Enjoy working in a busy environment and keeping active.
- Lead by example and lead with the highest professional standards and expectations.
- Be responsible for the security and maintenance of school buildings.
- Be responsible for undertaking repairs and maintenance tasks.
- Be responsible for performing security checks for the buildings in their care.
- Oversee the cleaning of the school site.
- Carry out caretaking and manual handling duties as required to ensure the needs of the school are met including moving furniture, equipment, setting out of spaces around the building for example.
- Comply with the policies and procedures of the organisation regarding safeguarding and welfare of children.

In return we can offer:

- A school where we get to know our students and staff well, find out what they are good at and develop their talents.
- A supportive and encouraging staff team.
- Great Career development opportunities.
- Onsite training development and support.
- The opportunity to access a wide range of CPD opportunities within and beyond school.
- A school which understands the importance of staff well-being and workload management.

Barking Abbey is an Ofsted Outstanding heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive professional environment.

The school is located less than 10 minutes' walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history, please apply.

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states: "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

Please click here to find out more information about what it is like to work at Barking Abbey: <https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/>

To find out more about how teachers can secure rented accommodation at a discounted rate of 20% please contact: info@bdsip.co.uk

For an application form and further details, please contact the school on:

Jobs@barkingabbeysschool.co.uk

Closing Date for Applications: 10th February 2025

Interview Date: TBC

Please apply via Tes. The link is below:

[Site Officer, Barking and Dagenham - Tes Jobs](#)

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants. Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.

Teacher of Maths

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	UQT/MPS/UPS depending on experience.
Hours:	35 Hours Per Week, Full Time.
Contract:	Permanent.
Required:	As soon as possible.
Email:	Jobs@barkingabbeysschool.co.uk
Closing Date:	Monday 10 th February 2025.
Interviews:	W/C 24 th February 2025.

Do you want to join a highly successful, popular, well-resourced and well led department?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

At Barking Abbey, we aim to inspire a love of Mathematics and problem solving in every student. We believe that all students can succeed in Mathematics, and it is our intention to nurture students to become fluent in the subject and reach their potential.

We are seeking an innovative and inspirational teacher of Maths who is an exceptional practitioner, creative and aspirational in their approach and keen to make a real difference to the lives of our students.

Are you the right candidate to help us and our students deliver this journey?

The successful candidate will possess:

- The ability to teach inspirational and outstanding lessons
- Excellent subject knowledge
- A desire to work collaboratively and to make a real contribution to the future development and the progress of our students at Barking Abbey
- A commitment to develop their skills through continued professional development
- A role model for students using aspects of maths mastery in their approach

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Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history, please apply.

In return we can offer:

- A supportive and encouraging staff team.

- The opportunity to access a wide range of CPD opportunities within and beyond school.
- A school which understands the importance of staff well-being and workload management.
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states: "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

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For an application form and further details, please contact the school on:

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 10th February 2025

Interview Date: W/C 24th February 2025

Please apply via Tes. The link is below:

[Teacher of Maths, Barking and Dagenham - Tes Jobs](#)

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants. Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.

Assistant Headteacher for SEND

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	L14 to L18, £78,000 - £85,092.
Hours:	32 Hours Per Week, Full Time.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@barkingabbey.school.co.uk
Closing Date:	Monday 24 th February 2025.
Interviews:	W/C 3 rd March 2025.

Can you provide strategic oversight for two ARPs, catering for over 60 pupils?

Can you lead a team of SENCOs, HLTAs and Learning Support Assistants to ensure that all SEN and ARP pupils excel?

Can you work strategically with external partners to derive best value for the school and to broker the support needed by pupils?

Do you want to change the lives of young people and increase the number of children from Barking Abbey in the top Universities and top employers?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

The remit for this role is simple. To make sure every child, whether SEN support, EHCP or in one of our ARPs, achieves their best possible outcomes- whatever they may be. Whilst the aim is simple what it will take to be successful is hard. You will need to work strategically with teachers, external support, the Borough, parents, pupils and other staff, while all the time keeping QFT at the heart. You will need to understand the importance of parental choice whilst at the same time being able to ensure that the right decisions are made for the child.

The hours will be long, but the reward will be the chance to work with and help shape our amazing students.

They are overwhelmingly polite, respectful, considerate and have a fantastic thirst for learning. They uphold our school motto each and every day and they in return need the very best.

Full details are set out in the Application Pack including a job description and person spec.

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In return we can offer:

- A supportive and encouraging staff team.
- The opportunity to access a wide range of CPD opportunities within and beyond school.
- A school which understands the importance of staff well-being and workload management.
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

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For an application form and further details, please contact the school on:

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 24th February 2025

Interview Date: W/C 3rd March 2025

Please apply via Tes. The link is below:

[Assistant Headteacher for SEND, Barking and Dagenham - Tes Jobs](#)

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Head of Science

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	MPS/UPS plus TLR 1B.
Hours:	32.5 Hours Per Week, Full Time.
Contract:	Permanent.
Required:	September 2025.
Email:	<u>Jobs@barkingabbey.school.co.uk</u>
Closing Date:	28 th February 2025.
Interviews:	W/C 3 rd March 2025

We are seeking to appoint a dedicated and inspirational individual to lead our thriving and successful Science team as Head of Department from September 2025. They should combine excellent Scientific and pedagogical knowledge to inspire students in and outside the classroom. You must be a reflective practitioner and be committed to continuing professional development and educational research.

This position would suit an ambitious and passionate teacher looking to gain leadership experience, or an accomplished leader seeking further experience in a new context.

Joining Barking Abbey School represents a rare opportunity to join an outstanding department. This is an exciting time to join us much work has been put into developing our Key Stage 3 schemes of work and we regularly revisit and redesign our curriculum offer. We are all incredibly proud of our curriculum and the ongoing work we are doing to ensure that it enables every learner to engage.

Wellbeing & professional development, particularly subject knowledge, is prioritised in the department, in which you will be supported. The Science Department is vibrant and ambitious and leads on several highly successful extra-curricular activities involving various trips and a popular STEM club on both sites.

The full current curriculum for all year groups can be viewed on our website:
<https://www.barkingabbey.school.co.uk/home/curriculum/science/>

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In return we can offer:

- A supportive and encouraging staff team.
- The opportunity to access a wide range of CPD opportunities within and beyond school.

- A school which understands the importance of staff well-being and workload management.
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

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For an application form and further details, please contact the school on:

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 28th February 2025

Interview Date: W/C 3rd March 2025

Please apply via Tes. The link is below:

[Head of Science, Barking and Dagenham - Tes Jobs](#)

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General Classroom Teacher

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	UQT/MPS/UPS depending on experience.
Hours:	35 Hours Per Week, Full Time.
Contract:	One-year fixed term contract.
Required:	As soon as possible.
Email:	Jobs@barkingabbeysschool.co.uk
Closing Date:	Friday 7 th February 2025.
Interviews:	TBC

Are you passionate about helping every child succeed and improve their life chances?

Are you prepared to work collaboratively for the benefit of young people?

Why not apply to join us?

This is an exciting opportunity to join our school and become an integral part of our team, developing further your subject specialism through being attached to a department, but also having the opportunity to work across the school with variety in your daily duties.

There is a comprehensive induction programme and excellent opportunities for high quality CPD. Applications are also welcome from Newly Qualified Teachers for whom the school has a well-developed support programme.

The role is demanding, but the rewards are high with the opportunity to work with and help shape our amazing students' futures. Our students are overwhelmingly polite, respectful, considerate and have a fantastic thirst for learning. They uphold our school motto to Give and Expect the Best each and every day and they in return need the very best.

The successful candidate will have:

- The ability to motivate students and deliver excellent lessons.
- A commitment to Barking Abbey's high expectations and ethos.
- Strong subject knowledge across a range of subjects.
- The ability to enthuse all young people.
- A desire to work collaboratively and to make a real contribution to the progress of our students.
- Excellent interpersonal skills with the ability to establish strong relationships with all stakeholders.

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In return we can offer:

- A school where we get to know our students and staff well, find out what they are good at and develop their talents.
- A supportive and encouraging staff team.
- Great Career development opportunities.
- Onsite training development and support.
- The opportunity to access a wide range of CPD opportunities within and beyond school.
- A school which understands the importance of staff well-being and workload management.

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states: "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

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Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 7th February 2025

Interview Date: TBC

Please apply via Tes. The link is below:

[General Classroom Teacher, Barking and Dagenham - Tes Jobs](#)

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Maths Teacher

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Main Scale 1 – 6/Upper Scale depending on experience.
Contract:	Fixed term to Permanent.
Hours:	Full time.
Required:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Tuesday 11 th February 2025 at 09:00.

We are looking to appoint an inspirational Maths Teacher to join our successful and dynamic Mathematics department here at All Saints Catholic School. We are a forward-thinking school, passionate about providing students with the best possible outcomes.

School Information

All Saints Catholic School is an Outstanding Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

All Saints Catholic School has over 1400 students from year 7 to 13. The school achieves excellent exam results, with a Progress 8 score of 0.45 (well above average). We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress.

Our core values of Respect, Understanding, Affection and Humour underpin all aspects of our pastoral and academic daily routines. Our 2024 Ofsted judged us to be an Outstanding school, highlighting that “the school successfully encourages pupils to demonstrate its core values, which include respect and understanding others. In addition to this, pupils meet the school’s exceedingly high academic expectations and achieve very well”.

We have won a number of awards which reflect our inclusive approach to education, including being awarded the Rights Respecting Schools Gold Award and the Inclusion Quality Mark, this is indicative of our “One in Christ” motto that we apply every day to everyone that is a part of the school community.

Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, develop a sense of goodness and appreciate beauty in the world around them.

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Why work here?

- Ambitious CPD programme aimed to make the best possible teachers and supporting career development.
- Enthusiastic and aspiring pupils.
- Interactive screens in each classroom.
- Free use of the school gym and staff yoga.
- Inner London Pay Scale.
- Staff wellbeing lunches and an active school wellbeing team.
- Hot meals provided for staff on open evenings and parent evenings.

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Science Teacher

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Main Scale 1 – 6/Upper Scale depending on experience + TLR 2a.
Contract:	Fixed term to Permanent.
Hours:	Full time.
Required:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Tuesday 11 th February 2025 at 09:00.

We are looking to appoint an inspirational Science Teacher to join our successful and dynamic team here at All Saints Catholic School. We are a forward-thinking school, passionate about providing students with the best possible outcomes.

Purpose of the Class Teacher Role:

- To support and uphold the Catholic ethos and values of the school.
- To positively contribute to fulfilling the mission of the school.
- To meet and maintain the professional teaching standards commensurate with their role.
- To work to raise expectations and standards within our community.
- To promote a positive image of the school.

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Head of Physics

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Main Scale 1 – 6/Upper Scale depending on experience + TLR 2a.
Contract:	Fixed term to Permanent.
Hours:	Full time.
Required:	April 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Wednesday 12 th February 2025 at 09:00.

We are looking to appoint an inspirational Head of Physics to join our successful and dynamic Science department here at All Saints Catholic School. We are a forward-thinking school, passionate about providing students with the best possible outcomes.

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Teacher of English

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Main Scale 1 – 6/Upper Scale depending on experience.
Contract:	Fixed term.
Hours:	Full time.
Required:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Tuesday 11 th February 2025 at 09:00.

The successful applicant will work alongside a highly motivated team of English specialists who are committed to achieving excellence through building confidence, curiosity and creativity within our pupils to succeed. This role is for someone who believes that there are no limits to learning, delivers creative and purposeful lessons in helping all learners understand and appreciate the truth, beauty and goodness of English literature and language. We want a competent and enthusiastic teacher for all Key Stages who will lead and deliver the AQA GCSE English Literature and Language course which explores the many wonders of modern and pre-1900s texts.

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Science Technician

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Scale 3 (Point 5-6).
Contract:	Fixed term.
Hours:	Full time.
Required:	March or sooner.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Tuesday 11 th February 2025 at 09:00.

We wish to appoint a Science Technician to join our successful Science department from March or sooner. The successful candidate will be preparing materials, maintaining equipment, and providing technical assistance to both staff and students.

Responsibilities of Science Technician:

Prepare laboratories for lessons, taking note of requests from Senior Science Technician and Science teaching staff in respect of:

- equipment (either for demonstrations or group work)
- consumables
- stationery, worksheets and textbooks
- Ensure that the laboratory is clean and safe for use at the start of each lesson.
- Assist as required in clearing up laboratory after every lesson/practical.
- Prepare orders of equipment, books, stationery and other consumables.
- Receive and check deliveries against orders.
- Assist with the annual stock take.
- To ensure the application of Health and Safety procedures and to raise awareness of H&S issues specifically in relation to laboratories.

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Lead Practitioner for Teaching & Learning

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Leadership point 6 (£65,731) to point 10 (£71,614) – depending on experience.
Contract:	Fixed term to Permanent.
Hours:	Full time.
Required:	April 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Thursday 13 th February 2025 at 09:00.

We are looking for a dynamic, dedicated and capable **Lead Practitioner for Teaching & Learning** to join our successful secondary school. The successful candidate will have the opportunity to lead across key stages 3, 4 and 5.

Purpose of the Lead Practitioner for Teaching & Learning

- To support and uphold the Catholic ethos and values of the school.
- To positively contribute to fulfilling the mission of the school.
- To meet and maintain the professional teaching standards commensurate with their role.
- To work to raise expectations and standards within our community.
- To promote a positive image of the school.
- Support, encourage and develop the ethos of Respect, Understanding, Affection and Humour.

School Information

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We have won a number of awards which reflect our inclusive approach to education, including being awarded the Rights Respecting Schools Gold Award and the Inclusion Quality Mark, this is indicative of our “One in Christ” motto that we apply every day to everyone that is a part of the school community.

Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, develop a sense of goodness and appreciate beauty in the world around them.

Please watch our school videos available at: <http://allsaintsschool.co.uk/> to get a further insight into life at All Saints

Why work here?

- Ambitious CPD programme aimed to make the best possible teachers and supporting career development.
- Enthusiastic and aspiring pupils.
- Interactive screens in each classroom.
- Free use of the school gym and staff yoga.
- Inner London Pay Scale.
- Staff wellbeing lunches and an active school wellbeing team.
- Hot meals provided for staff on open evenings and parent evenings.
- Teaching and Learning forums for staff to examine different aspects of pedagogy.
- A mentoring and coaching programme for staff.

Job descriptions of our vacancies and application forms can be downloaded from our website <https://www.allsaintsschool.co.uk/>. You will find them under School Information - Vacancies.

Alternatively, you can email the school office at office@allsaintsschool.co.uk for more details or to book a visit of our school.

Keyworkers

Location:	Trinity School, Heathway, Dagenham, Essex, RM10 7SJ
Salary:	Scale 5: £26,759 (Actual salary, payroll will confirm).
Hours:	Full time. 35 hours per week, term time only. Mon-Thurs 08:30 – 16:00, Friday 08:30 – 15:45.
Required:	ASAP.
Website:	https://trinityschool.face-ed.co.uk/Vacancies
Closing Date:	24 th February 2025 at Midday.
Interviews:	TBC.

Trinity School is seeking to appoint individuals with special skills, enthusiasm and a high degree of commitment to working with students with the highest level of need and challenging behaviour arising from autism.

The Highly Specialist Behaviour Team (incorporating the Living and Learning Centre) provides specialist care and support for the development of independent, self-help, functional and vocational living skills for up to 19 pupils currently aged between 8-19 with an ASC diagnosis and associated challenging behaviours. The Living and Learning Centre is a unique provision which provides a service to the pupils for 48 weeks per year together with flexibility in the timing of the school day within a set period.

The job will require the successful candidate to work closely with one individual student and to take responsibility for the implementation of their educational, social and behaviour plan. As a Keyworker, you will be expected to develop a deep understanding of the needs of your allocated student. You will also be expected to carry out joint planning for your assigned student and to lead lessons in a curriculum area under the guidance of the Centre's Qualified Teacher.

Applications are welcomed from individuals who:

- have proven good experience of working directly with primary, secondary and/or sixth form aged pupils who have an Autistic Spectrum Condition diagnosis.
- have some experience of working with individuals who have challenging behaviour/communication difficulties and can prove that they have the resilience to work with young adults with complex needs
- have awareness and can describe the School's TEACCH (structure) pedagogy
- are willing and able to carry out manual handling tasks which could include assistance with students' personal care, auxiliary medical care and the management, under guidance, of difficult behaviours
- are committed to continuous professional development
- have a positive "can do" attitude and are very willing to learn
- are willing to work flexible hours
- some experience and basic skills of using ICT packages such as Microsoft Office (Word and Excel)
- possess at least a minimum of NVQ Level 2 (or equivalent is 4 GCSE's Grade A* - C/new Grade 4 or above)
- are willing to follow assessment and recording procedures, as well as following relevant curriculum tasks.

We will be able to offer you professional development and training along with shadowing, mentoring and coaching.

We recommend all potential applicants arrange a visit to the LLC before making an application.

All applications should be made on the Trinity School application form available from the school website on <https://trinityschool.face-ed.co.uk/Vacancies>

CVs will not be accepted and should not be submitted.

Only those applicants that are shortlisted will be notified of the interviews.

*Trinity School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. **All shortlisted candidates will undergo online searches, and their referees contacted prior to the interview.***

An enhanced criminal record check via the DBS will be undertaken for the successful candidate.

This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check will be undertaken on all applicants.

Special Needs Teaching Assistants

Location:	Trinity School, Heathway, Dagenham, Essex, RM10 7SJ
Salary:	Scale 4: £23,131 Pro rata (Actual salary will be confirmed by Payroll).
Hours:	32.5 hours per week (term time only). 08:45 to 16:00 Mon to Weds and 08:45 to 15:15 (Thurs and Fri).
Required:	ASAP.
Website:	https://trinityschool.face-ed.co.uk/Vacancies
Closing Date:	24 th February 2025 at Midday.
Interviews:	TBC.

Trinity School is an all age (3 to 19) modern, vibrant Special School catering for the needs of students who have a wide range of learning difficulties including moderate, severe, profound and complex. A number of our pupils also have an Autism Spectrum Condition (ASC).

The school is looking to recruit a number of Special Needs Classroom Assistants to start as promptly as possible. Applicants could be appointed to work in the Primary, Secondary or Sixth Form Phases of our School.

- Are you interested in developing yourself to work as a Teaching Assistant in an “outstanding” school which has a commitment to high expectations, high standards for all in a quality environment?
- Do you have a positive attitude to and previous experience of working with young people or adults who have Special Educational Needs?
- Are you willing to put the needs of the children first and be flexible to ensure their needs are met?
- Are you keen to give the best possible service to our pupils and their families?
- Are you willing to learn?
- Are you willing to support the basic and personal care needs of our pupils, supporting them to work towards achieving independence?
- Do you hold a minimum of NVQ Level 2 or equivalent (5 GCSE’s (or equivalent) Grade C/New Grade 4 or above, including Maths and English)?

If the answer to all the questions above is YES, then we want to hear from you.

All applications should be made on the Trinity School application form available from the school website on <https://trinityschool.face-ed.co.uk/Vacancies>

CVs will not be accepted and should not be submitted.

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*Trinity School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. **All shortlisted candidates will undergo online searches, and their referees contacted prior to the interview.***

An enhanced criminal record check via the DBS will be undertaken for the successful candidate.

This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check will be undertaken on all applicants.

Reading Intervention HTLA

Location:	Riverside Bridge School, 40 Thames Road, Barking, IG11 0HZ
Salary:	Scale 5, point 12, pro-rata.
Hours:	08:30 to 16:00, Term time only.
Required:	ASAP.
Website:	bridge@riverside.bardaglea.org.uk
Closing Date:	Friday 21 st February 2025.
Interviews:	To be confirmed.

Riverside Bridge School is a vibrant and inclusive special school located in the heart of the London Borough of Barking and Dagenham. Opened in September 2015, our school serves families and pupils from across the local area and beyond, providing a nurturing and supportive environment for children and young people aged 4-18 with a wide range of complex needs.

Our pupils come to us with diverse needs, including Autism Spectrum Disorder, Profound and Multiple Learning Difficulties, and Severe Learning Difficulties. However, despite their individual challenges, we are committed to enabling each and every one of our pupils to thrive, develop, and lead fulfilling, happy, and as independent a life as possible.

Through our innovative 'Flow' curriculum, tailored to the unique needs of our learners, we strive to foster spontaneous communication, emotional regulation, and a love of learning. Our dedicated team of professionals work tirelessly to create an environment where our pupils can succeed, build confidence, and make meaningful connections with the world around them.

What makes Riverside Bridge School a truly exceptional place to work in?

At Riverside Bridge School, we value our staff immensely. Each member of our team plays an integral role in our school, contributing to the enriching learning experiences we provide for our pupils. We firmly believe that a supportive and engaging environment for our staff directly translates into the best possible outcomes for our pupils.

Here are some key aspects that underscore our commitment to staff development and well-being:

- specialised curriculum and teaching methods designed to create a rewarding and fulfilling environment for our staff, allowing you to thrive in your professional journey.
- regular training opportunities providing both internal and external training sessions to ensure that our staff are continually developing their skills and knowledge.
- contemporary facilities that support both pupils and staff in delivering outstanding learning experiences.
- a supportive and collaborative environment that fosters a genuinely positive culture where everyone is welcomed, listened to, and encouraged to work together.
- well-being initiatives designed to help staff feel supported and engaged in their roles, promoting a healthy work-life balance.

Joining Riverside Bridge School means becoming part of a dedicated team that is committed to both your professional growth and the well-being of our pupils. You will have the chance to make a lasting impact on our exceptional pupils' lives.

Who are we looking for to work at Riverside Bridge School?

We are committed to finding enthusiastic and dedicated individuals who will contribute positively to our school community.

We are looking for a member of staff who:

- holds GCSEs in English and maths of a grade C or above (4-9).
- Level 4 HTLA qualification - essential
- is proficient in phonics instruction.
- is specifically knowledgeable in using the Read Write Inc. program.
- has a good understanding of child development and learning processes.
- has delivered an intervention program or supported an intervention programme.
- has the ability to motivate and support pupils in their learning and personal development.
- is able to demonstrate they are able to organise themselves and others.
- is able to be flexible in their approach to working and works as a member of a team.
- Knowledgeable and proficient in IT systems and programs in order to complete data input tasks
- brings to us a positive “can do” approach and is keen in being trained in the appropriate techniques and strategies.
- exhibits strong teamwork skills, along with the ability to take on leadership roles when necessary.
- shows a commitment to their own professional development.
- demonstrates effective personal organisation and communication
- possesses some prior experience of working with pupils with special educational needs.

We believe that these qualities are essential for fostering an inclusive and supportive learning environment for all our pupils.

Main Purpose of this Role

The main purpose of the Reading Intervention Assistant role at Riverside Bridge School is to provide targeted, evidence-based reading support and intervention to pupils who are making slower progress in their reading development. As a Special School catering to pupils with complex needs, including Severe Learning Difficulties, Moderate Learning Difficulties, and autism spectrum disorder, the Reading Intervention Assistant will play a crucial role in helping these pupils acquire and strengthen their foundational reading skills.

Reporting to the Literacy Lead, the Reading Intervention Assistant will work closely with teaching staff to assess, monitor, and support the reading progress of pupils across all age groups and pathways. By delivering tailored, adaptive reading interventions, the Assistant will help to unlock each pupil's potential, foster a love of reading, and equip them with the necessary skills to become confident, independent readers.

Aligned with the school's vision of enabling all pupils to thrive, develop, and lead fulfilled, happy, and rewarding lives, the Reading Intervention Assistant will be instrumental in supporting the school's commitment to providing a personalised, responsive curriculum that meets the unique needs of each learner.

Key Responsibilities and Duties of this Role

Targeted Reading Intervention

- Work one-to-one or in small groups with pupils who require additional support in developing their reading skills.
- Deliver evidence-based reading interventions, such as the Read Write Inc. programme, using adaptive techniques and strategies to meet the specific needs of each pupil.
- Collaborate with the Literacy Lead and teaching staff to assess pupils' reading levels, identify areas for improvement, and design tailored intervention plans.
- Maintain detailed records of intervention sessions, pupils' progress, and next steps.

Assessment and Monitoring

- Actively participate in the school's Read Write Inc -based assessment cycle, contributing to the ongoing evaluation of pupils' reading attainment and progress.
- Provide regular feedback to teaching staff and the Literacy Lead on the impact of reading interventions and the changing needs of pupils.
- Support the administration of reading assessments and contribute to the analysis of assessment data.

Resource Management

- Manage and maintain a clean, organised, and well-resourced intervention workspace to facilitate effective learning.
- Liaise with the Literacy Lead and the Read Write Inc. consultant to ensure the availability of appropriate resources and materials.
- Support the development, organisation and maintenance of the school's reading resources, including books, phonics materials, and other relevant materials.

Collaboration and Professional Development

- Work closely with teaching staff, the Literacy Lead, and other relevant professionals to ensure a consistent, holistic approach to supporting pupils' reading development.
- Participate in regular training and professional development opportunities to stay up to date with best practices in reading instruction and intervention.
- Contribute to the wider life and ethos of the school, supporting the school's vision and values.

The above duties are neither exclusive or exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the postholder.

Skills and Competencies

- Strong knowledge and understanding of evidence-based reading instruction, including phonics-based approaches.
- Ability to adapt teaching and intervention strategies to meet the diverse needs of pupils with Special Educational Needs and Disabilities (SEND).
- Passion for supporting the learning and development of pupils with special needs, and a belief in their ability to succeed
- Good level of subject and curriculum knowledge relevant to the role and the ability to apply this effectively in supporting teachers and pupils.
- Ability to work collaboratively with multidisciplinary teams, including teachers, therapists, and other professionals, to promote effective teaching and learning.

- Effective behaviour management strategies aligned with the school's policy and procedures, contributing to a purposeful learning environment
- Adaptability and flexibility to meet the varied needs of pupils in the classroom, including the ability to participate in physical activities as appropriate.
- Knowledge and understanding of complex special educational needs, with the ability to use appropriate programmes such as Total Communication strategies and Team Teach.
- Strong communication and interpersonal skills, with the ability to work collaboratively with teachers, other professionals, and parents & carers and build positive relationships with a wide range of stakeholders.
- Strong organisational skills, with the ability to prioritise tasks and work under pressure.
- Thorough understanding of safeguarding policies and procedures, with the ability to ensure compliance with relevant regulations.
- Commitment to the school's vision, values, and priorities, and the ability to promote them effectively.
- Adaptability and flexibility to respond to the changing needs of the school community.
- Ability to participate in physical activities as appropriate.
- Attention to detail and the ability to maintain accurate and legible records and reports.
- Positive and proactive approach to problem-solving, with the ability to work independently and as part of a team.
- Physical and mental stamina to work in an environment with a varied intensity of demands from pupils, including the potential need for physical intervention.

Professional Development

Riverside Bridge School is committed to supporting the professional development of all its staff. The school provides all staff with opportunities to attend training sessions relevant to their position, participate in peer-to-peer learning, and engage in reflective practice to continually improve their skills and knowledge.

All staff are also encouraged to take on additional responsibilities and projects that align with their career aspirations and the school's strategic priorities, if they wish.

Safeguarding

Safeguarding and promoting the welfare of children is of paramount importance at Riverside Bridge School. All staff play a critical role in safeguarding all pupils and are expected to:

- adhere to the school's safeguarding and child protection policies and procedures, as well as relevant statutory guidance, e.g. Keeping Children Safe in Education.
- report any concerns to the Safeguarding Team.
- collaborate with the Safeguarding Team to ensure the best interests of pupils are prioritised.
- promote a culture of safeguarding and child protection throughout the school community.
- undertake regular safeguarding training to ensure knowledge and understanding of the school's policies and procedures are up to date.

This is an exciting and challenging role in which the successful candidate that will be able to make a real difference in the lives of our pupils. If you share our passion for special education and our vision to “Inspire, Empower, Achieve” and are ready to take on this rewarding opportunity, we encourage you to apply.

Application forms and further details are available from our school website www.bridge.riversidecampus.com and should be returned by email by the closing date below.

Closing date: Friday 21st February
Shortlist date: Wednesday 26th February
Interview date: To be confirmed at point of shortlisting

Riverside Bridge School is committed to safeguarding and promoting the welfare of all pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for any successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.

Thrive Practitioner

Location:	Riverside Bridge School, 40 Thames Road, Barking, IG11 0HZ
Salary:	Scale 5, point 12, pro-rata.
Hours:	08:30 to 16:00, Term time only.
Required:	ASAP.
Website:	bridge@riverside.bardaglea.org.uk
Closing Date:	Friday 21 st February 2025.
Interviews:	To be confirmed.

Riverside Bridge School is a vibrant and inclusive special school located in the heart of the London Borough of Barking and Dagenham. Opened in September 2015, our school serves families and pupils from across the local area and beyond, providing a nurturing and supportive environment for children and young people aged 4-18 with a wide range of complex needs.

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Here are some key aspects that underscore our commitment to staff development and well-being:

- specialised curriculum and teaching methods designed to create a rewarding and fulfilling environment for our staff, allowing you to thrive in your professional journey.
- regular training opportunities providing both internal and external training sessions to ensure that our staff are continually developing their skills and knowledge.
- contemporary facilities that support both pupils and staff in delivering outstanding learning experiences.
- a supportive and collaborative environment that fosters a genuinely positive culture where everyone is welcomed, listened to, and encouraged to work together.
- well-being initiatives designed to help staff feel supported and engaged in their roles, promoting a healthy work-life balance.

Joining Riverside Bridge School means becoming part of a dedicated team that is committed to both your professional growth and the well-being of our pupils. You will have the chance to make a lasting impact on our exceptional pupils' lives.

Who are we looking for to work at Riverside Bridge School?

We are committed to finding enthusiastic and dedicated individuals who will contribute positively to our school community.

We are looking for a member of staff who:

- holds GCSEs in English and maths of a grade C or above (4-9).
- THRIVE practitioner or is willing to go on the Thrive practitioner training.
- Holds accredited training in specific areas, e.g. Autism, SEMH, Attachment, Child Development.
- Has experience in leading groups in other areas of SEND such as Attention Autism, symbol exchange, TACPAC etc. (NOTE: not expecting this but someone with at least one of these would be great)
- Is able to plan, access and report using a range of online and computer-based programmes.
- is able to demonstrate they are able to organise themselves and others.
- is able to be flexible in their approach to working and works as a member of a team.
- brings to us a positive “can do” approach and is keen in being trained in the appropriate techniques and strategies.
- exhibits strong teamwork skills, along with the ability to take on leadership roles when necessary.
- shows a commitment to their own professional development.
- demonstrates effective personal organisation, communication, and ICT skills.
- has a proven record of good to outstanding practice in their career.
- possesses some prior experience of working with pupils with special educational needs or is keen to work with our pupils.

We believe that these qualities are essential for fostering an inclusive and supportive learning environment for all our pupils.

Main Purpose of this Role

The Thrive Practitioner plays a crucial role in supporting the unique learning and developmental needs of pupils at Riverside Bridge School. The primary purpose of this role is to work under the guidance of the AHT leading Behaviour closely with individual pupils, delivering targeted Thrive-based interventions to address unmet social, emotional, and mental health (SEMH) needs. By fostering positive relationships and implementing personalised action plans, the Thrive Practitioner aims to remove barriers to learning and enable pupils to thrive academically, socially, and emotionally. This also requires close collaboration with other professionals, such as speech therapists, occupational therapists, and/or physiotherapists.

The Thrive practitioner is responsible for using behaviour management strategies in line with the school's policies and procedures to contribute to a purposeful learning environment for pupils, appropriate to their age and needs. They assist in creating and maintaining a purposeful, orderly, and supportive learning environment for all pupils, particularly helping to overcome barriers to learning, including physical, emotional, and behavioural difficulties

and promote inclusion of all pupils, ensuring they have equal opportunities to learn and develop.

Key Responsibilities and Duties of this Role

- Work with SEN pupils on a 1:1 and 2:1 basis to help meet unmet developmental needs as a foundation to learning.
- Deliver Thrive-based sessions to pupils who are on the Thrive programme.
- Deliver intervention lessons based around Attention Autism, Insensitive interaction, SaLT, TACPAC etc.
- Devise and implement action plans, in conjunction with the Behaviour Lead, to address a pupil's learning needs and remove any barriers to learning. Make a practical contribution to the implementation of agreed 'action plans' designed to address a pupil's individual learning needs.
- Support the SEMH progress of pupils through the delivery of Thrive 1:1, 2:1, and small group interventions.
- Be accountable for the progress of individual pupils, measured against the Thrive programme attainment standards.
- Maintain up to date Thrive files to document pupil progress.
- Communicate effectively with all stakeholders, including parents/carers, pupils, staff, and external agencies.
- Support pupils' learning in the most effective way, working with multidisciplinary teams to promote learning for each pupil.
- Assist pupils with personal care needs, which may include social, health, hygiene, and welfare matters, such as changing incontinence pads/soiled clothing/sanitary wear, following agreed local manual handling procedures, and administering prescribed medication under agreed guidance.
- Support pupils through the delivery of specific learning programmes designed by other professionals e.g. occupational health, speech therapists, and physiotherapists.
- Encourage pupils to interact and work cooperatively, ensuring all pupils are engaged in appropriate activities based on their age and needs.
- Demonstrate knowledge of complex special needs and the ability to use appropriate programmes such as Total Communication strategies and TeamTeach.
- Recognise that pupils may have communication difficulties and be able to use alternative communication techniques if required.

◆ *Support for the School*

- Comply with and assist in the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion, and data protection, reporting all concerns to the appropriate named person.
- Work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and/or others.
- Attend relevant meetings and participating in training opportunities and professional development as required.
- Provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policies.
- Plan, prepare for, and accompany teachers and pupils on visits, trips, and out-of-school activities as required within contracted hours, taking responsibility for

- pupils and their individual needs under the teacher's supervision.
- Assist with the general pastoral care of pupils, including helping those who are unwell, distressed, or unsettled and have emotional and behavioural difficulties.
- Implement, as appropriate, visual/speech/physio programmes as determined by therapists and directed by teachers.
- Follow the programme of medication for individual pupils as required.
- Carry out the duties of fire wardens, first-aiders or EVAC-chair evacuations as assigned when applicable.
- Follow Health and Safety regulations and guidelines, including risk-assessment and safety systems.
- Promptly report any problems in maintaining standards of health and hygiene to teachers and line managers.
- Assist in the physical management of individual pupils, including the fitting of leg/arm gaiters, body braces, and orthotics.
- Accompany unwell pupils to home or to the hospital, when required.
- Adhere to the school's policy on equality and diversity.
- Ensure effective pupil transitions at the beginning and end of the school day, during breaks and lunch times.
- Perform daily playground and lunch duties as designated by SLT.
- Be responsible for the laundering of clothing and towels as required.
- Participate in home visits, complete home/school online diaries, and assist with home/school liaison as required.
- Check the condition of learning resources and materials after use and report any damage or losses to the teacher.
- Comply with the school's requirements for storage and security of pupils' records.
- Collect, collate, and pass on information for the school office promptly.
- Maintain confidentiality according to organisational and legal requirements.

The above duties are neither exclusive or exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the postholder.

Skills and Competencies

- Relevant knowledge and experience of pupils with SEN, SLD/PMLD, ADHD and ASD.
- Knowledge of children's social and emotional development/attachment theory.
- Good understanding of the principles of child development and the learning process.
- Experience of running nurture groups/social skills group.
- Strong understanding of the Thrive approach and its application in supporting the SEMH needs of pupils with special educational needs and disabilities (SEND).
- Excellent interpersonal and communication skills, with the ability to build positive relationships with pupils, parents/carers, and colleagues.
- Ability to plan, deliver, and evaluate targeted Thrive-based interventions to meet individual pupil needs.
- Demonstrable experience in working with pupils with SEND, particularly in the areas of SEMH.
- Proficient in data collection, analysis, and reporting to track and communicate pupil progress.
- Flexible and adaptable, with a commitment to working collaboratively as part of a multidisciplinary team.
- Excellent organisational and time-management skills, with the ability to prioritise and manage competing demands.

- Passion for making a positive difference in the lives of pupils with SEND and a deep understanding of the school's vision and values.
- Ability to work collaboratively with multidisciplinary teams, including teachers, therapists, and other professionals, to promote effective teaching and learning.
- Effective behaviour management strategies aligned with the school's policy and procedures, contributing to a purposeful learning environment
- Knowledge and understanding of complex special educational needs, with the ability to use appropriate programmes such as Total Communication strategies and Team Teach.
- Strong communication and interpersonal skills, with the ability to work collaboratively with teachers, other professionals, and parents & carers and build positive relationships with a wide range of stakeholders.
- Strong organisational skills, with the ability to prioritise tasks and work under pressure.
- Thorough understanding of safeguarding policies and procedures, with the ability to ensure compliance with relevant regulations.
- Commitment to the school's vision, values, and priorities, and the ability to promote them effectively.
- Adaptability and flexibility to respond to the changing needs of the school community.
- Ability to participate in physical activities as appropriate.
- Attention to detail and the ability to maintain accurate and legible records and reports.
- Positive and proactive approach to problem-solving, with the ability to work independently and as part of a team.
- Physical and mental stamina to work in an environment with a varied intensity of demands from pupils, including the potential need for physical intervention.

Professional Development

Riverside Bridge School is committed to supporting the professional development of all its staff. The school provides all staff with opportunities to attend training sessions relevant to their position, participate in peer-to-peer learning, and engage in reflective practice to continually improve their skills and knowledge.

All staff are also encouraged to take on additional responsibilities and projects that align with their career aspirations and the school's strategic priorities, if they wish.

Safeguarding

Safeguarding and promoting the welfare of children is of paramount importance at Riverside Bridge School. All staff play a critical role in safeguarding all pupils and are expected to:

- adhere to the school's safeguarding and child protection policies and procedures, as well as relevant statutory guidance, e.g. Keeping Children Safe in Education.
- report any concerns to the Safeguarding Team.

- collaborate with the Safeguarding Team to ensure the best interests of pupils are prioritised.
- promote a culture of safeguarding and child protection throughout the school community.
- undertake regular safeguarding training to ensure knowledge and understanding of the school's policies and procedures are up to date.

This is an exciting and challenging role in which the successful candidate that will be able to make a real difference in the lives of our pupils. If you share our passion for special education and our vision to “Inspire, Empower, Achieve” and are ready to take on this rewarding opportunity, we encourage you to apply

Application forms and further details are available from our school website www.bridge.riversidecampus.com and should be returned by email by the closing date below.

Closing date: Friday 21st February
Shortlist date: Wednesday 26th February
Interview date: Date to be confirmed on successful shortlisting

Riverside Bridge School is committed to safeguarding and promoting the welfare of all pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for any successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.

Music SEN Teacher (ECT candidates are welcome)

Location: Riverside Bridge School, 40 Thames Road, Barking, IG11 0HZ
Salary: Inner London MPS/UPS + SEN 1 Allowance.
Required: ASAP.
Website: bridge@riverside.bardaglea.org.uk
Closing Date: Friday 21st February 2025.
Interviews: Monday 3rd February 2025.

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Our pupils come to us with diverse needs, including Autism Spectrum Disorder, Profound and Multiple Learning Difficulties, and Severe Learning Difficulties. However, despite their individual challenges, we are committed to enabling each and every one of our pupils to thrive, develop, and lead fulfilling, happy, and as independent a life as possible.

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Here are some key aspects that underscore our commitment to staff development and well-being:

- specialised curriculum and teaching methods designed to create a rewarding and fulfilling environment for our staff, allowing you to thrive in your professional journey.
- regular training opportunities providing both internal and external training sessions to ensure that our staff are continually developing their skills and knowledge.
- contemporary facilities that support both pupils and staff in delivering outstanding learning experiences.
- a supportive and collaborative environment that fosters a genuinely positive culture where everyone is welcomed, listened to, and encouraged to work together.
- well-being initiatives designed to help staff feel supported and engaged in their roles, promoting a healthy work-life balance.

Joining Riverside Bridge School means becoming part of a dedicated team that is committed to both your professional growth and the well-being of our pupils. You will have the chance to make a lasting impact on our exceptional pupils' lives.

Who are we looking for to work at Riverside Bridge School?

We are committed to finding enthusiastic and dedicated individuals who will contribute positively to our school community.

We are looking for a member of staff who:

- holds Qualified Teacher Status.
- has experience teaching music in an SEN setting or to SEN pupils
- is able to demonstrate the ability to adapt the curriculum delivery to cater for all pupils' needs.
- has the ability to implement personalised goals and objectives to address the core features of SEN, based on each pupil's strengths and identified needs.
- is able to demonstrate they are able to organise themselves and others.
- is able to be flexible in their approach to working and works as a member of a team.
- brings to us a positive "can do" approach and is keen in being trained in the appropriate techniques and strategies.
- exhibits strong teamwork skills, along with the ability to take on leadership roles when necessary.
- shows a commitment to their own professional development.
- demonstrates effective personal organisation, communication, and ICT skills.
- has a proven record of good to outstanding practice in their career.
- possesses some prior experience of working with pupils with special educational needs or is keen to work with our pupils.

We believe that these qualities are essential for fostering an inclusive and supportive learning environment for all our pupils.

Main Purpose of this Role

Teachers are to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and the Teachers' Standards. Teachers play a crucial role in supporting the school's vision and values, which are centred on enabling all

pupils to thrive, develop, and lead fulfilled, happy, and rewarding lives, integrated into the society they choose to live in.

Teachers at Riverside Bridge School are responsible for planning, delivering, and assessing a well-structured, adapted curriculum that responds to the strengths and needs of all pupils. They work closely with multidisciplinary teams, including co-educators, therapists, and other professionals, to promote effective teaching and learning, support pupils' personal development, and ensure their overall well-being and progress.

Music teachers at Riverside Bridge School play a vital role in delivering a comprehensive and engaging music curriculum that aligns with the school's vision of enabling all pupils to thrive, develop, and lead fulfilled, happy, and rewarding lives. As a specialist in music education, Music teachers are responsible for planning, delivering, and assessing music lessons that cater to the diverse needs and abilities of the school's pupils, many of whom have complex special educational needs and disabilities.

Key Responsibilities and Duties of this Role

◆ *Support for pupils*

- Support pupils' music learning in the most effective way, working with multidisciplinary teams to promote each pupil's learning journey.
- Demonstrate an excellent level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting pupils.
- Plan, prepare, teach, assess, and report in accordance with the school's curriculum and the needs of the pupils.
- Work closely with the subject and pathway leads in the planning, development, and delivery of all areas of the curriculum.
- Observe, monitor, and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies.
- Assess pupils' work regularly to ensure planning and teaching reflect the teacher's understanding of each pupil's attainment and show progress over time.
- Communicate, collaborate, and consult with line managers, parents & carers, and other professionals to promote good progress and well-being of all pupils.
- Show an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teaching assistants and each pupil's progress.
- Participate in appraisal and staff development activities to foster personal development as a professional.

◆ *Support for the Curriculum*

- Assist in the development of physical development, independence and life skills.
- Help adapt and plan the development of resources necessary to lead learning activities, considering complex learning difficulties, as well as pupils' interests, language, and cultural backgrounds.
- Promote musical development and the acquisition of fundamental musical skills among all pupils.
- Participate in arrangements for preparing pupils for external accreditations, such as AQA unit awards.
- Assist in the training and development of other staff, such as the teaching assistants.
- Collaborate with the wider school community to provide enriching extra-curricular activities and opportunities for pupils to participate in music events and performances

◆ **Support for the School**

- Work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and/or others.
- Attend relevant meetings and participate in training opportunities and professional development as required.
- Provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policies.
- Plan, prepare for, and accompany school leaders and pupils on visits, trips, and out-of-school activities as required within contracted hours, taking responsibility for pupils and their individual needs under the teacher's supervision.
- Assist with the general pastoral care of pupils, including helping those who are unwell, distressed, or unsettled and have emotional and behavioural difficulties.
- Implement, as appropriate, visual/speech/physio programmes as determined by therapists and directed by teachers.
- Follow the programme of medication for individual pupils as required.
- Carry out the duties of fire wardens, first-aiders or EVAC-chair evacuations as assigned when applicable.
- Follow Health and Safety regulations and guidelines, including risk-assessment and safety systems.
- Promptly report any problems in maintaining standards of health and hygiene to teachers and line managers.
- Assist in the physical management of individual pupils, including the fitting of leg/arm gaiters, body braces, and orthotics.
- Accompany unwell pupils to home or to the hospital, when required.
- Adhere to the school's policy on equality and diversity.
- Ensure effective pupil transitions at the beginning and end of the school day, during breaks and lunch times.
- Perform daily playground and lunch duties as designated by SLT.
- Be responsible for the laundering of clothing and towels as required.
- Participate in home visits, complete home/school online diaries, and assist with home/school liaison as required.
- Check the condition of learning resources and materials after use and report any damage or losses to the teacher.
- Comply with the school's requirements for storage and security of pupils' records.
- Collect, collate, and pass on information for the school office promptly.
- Maintain confidentiality according to organisational and legal requirements.

The above duties are neither exclusive or exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the postholder.

Skills and Competencies

- Excellent subject and curriculum knowledge in musical education with a strong understanding of how to support the development of physical, social, and emotional skills in SEND learners.
- Passion for promoting physical activity, healthy lifestyles, and the holistic development of young people.
- Strong planning, assessment, and reporting skills to ensure the delivery of a well-structured, adapted curriculum.

- Ability to work collaboratively with multidisciplinary teams, including teaching assistants, therapists, and other professionals, to promote effective teaching and learning.
- Effective behaviour management strategies aligned with the school's policy and procedures, contributing to a purposeful learning environment
- Adaptability and flexibility to meet the varied needs of pupils in the classroom, including the ability to participate in physical activities as appropriate.
- Knowledge and understanding of complex special educational needs, with the ability to use appropriate programmes such as Total Communication strategies and Team Teach
- Strong communication and interpersonal skills, with the ability to work collaboratively with teachers, other professionals, and parents & carers and build positive relationships with a wide range of stakeholders.
- Strong organisational and time management skills to manage the various responsibilities of the role.
- Commitment to continuous professional development and a willingness to participate in training opportunities.
- Thorough understanding of safeguarding policies and procedures, with the ability to ensure compliance with relevant regulations.
- Commitment to the school's vision, values, and priorities, and the ability to promote them effectively.
- Adaptability and flexibility to respond to the changing needs of the school community.
- Ability to participate in physical activities as appropriate.
- Attention to detail and the ability to maintain accurate and legible records and reports.
- Positive and proactive approach to problem-solving, with the ability to work independently and as part of a team.
- Physical and mental stamina to work in an environment with a varied intensity of demands from pupils, including the potential need for physical intervention in the event of a pupil crisis.

Professional Development

Riverside Bridge School is committed to supporting the professional development of all its staff. The school provides all staff with opportunities to attend training sessions relevant to their position, participate in peer-to-peer learning, and engage in reflective practice to continually improve their skills and knowledge. All staff are also encouraged to take on additional responsibilities and projects that align with their career aspirations and the school's strategic priorities, if they wish.

Safeguarding

Safeguarding and promoting the welfare of children is of paramount importance at Riverside Bridge School. All staff play a critical role in safeguarding all pupils and are expected to:

- adhere to the school's safeguarding and child protection policies and procedures, as well as relevant statutory guidance, e.g. Keeping Children Safe in Education.
- report any concerns to the Safeguarding Team.
- collaborate with the Safeguarding Team to ensure the best interests of pupils are prioritised.
- promote a culture of safeguarding and child protection throughout the school community.
- undertake regular safeguarding training to ensure knowledge and understanding of the school's policies and procedures are up to date.

This is an exciting and challenging role in which the successful candidate that will be able to make a real difference in the lives of our pupils. If you share our passion for special education and our vision to “Inspire, Empower, Achieve” and are ready to take on this rewarding opportunity, we encourage you to apply.

Application forms and further details are available from our school website www.bridge.riversidecampus.com and should be returned by email by the closing date below.

Closing date: Friday 21st February 2025
Shortlist date: Wednesday 26th February 2025
Interview date: Monday 3rd February 2025

Riverside Bridge School is committed to safeguarding and promoting the welfare of all pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for any successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.

School Improvement Partner

Location:	Partnership Learning, Parsloes Avenue, Dagenham, RM9 5QS
Salary:	Partnership Learning Senior Leadership Scale – Points 9-13 (£81,778 to £90,287).
Contract:	Permanent.
Hours:	Full Time.
Required:	April or September 2025.
Website:	www.partnershiplearning.com
Closing Date:	Monday 10 th February 2025 at Midday.
Interviews:	Wednesday 26 th February 2025.

Partnership Learning is seeking a committed and successful educationalist with significant experience of school improvement within a secondary setting to join the trust's dynamic school improvement team. This is a fantastic opportunity for an ambitious and driven individual to make a significant contribution to the success of the trust's eighteen schools.

About Partnership Learning:

Partnership Learning is a growing multi-academy trust committed to providing an outstanding education for all its children. The trust believes in the power of collaboration and support to drive continuous improvement. Partnership Learning currently has 18 schools – primary, secondary, all-through, special and UTC - serving 14,000 pupils, in Hillingdon, Barking and Dagenham, Southend, Havering and Waltham Forest and the geographical spread may expand as the trust continues to grow.

About the Role:

As one of the trust's team of School Improvement Partners, the successful applicant will play a key role in supporting trust schools to achieve and maintain high standards across all aspects of school improvement. Key aspects of the role will include working closely with school leaders and teaching staff, with a particular focus on secondary mainstream settings, to:

- Work alongside the Director of School Improvement and other school improvement partners to secure continuing school improvement across Partnership Learning.
- Promote and support collaboration across Partnership Learning, establishing and supporting networks in which schools can share best practice and learn from each other.
- Work with school leaders and staff teams to ensure that schools in Partnership Learning provide a consistently high quality of education and help to secure rapid improvement where required.
- Support the trust's work in providing high quality CPD for staff at different career stages.

Benefits:

- Competitive salary
- Local government pension scheme

- Car user allowance
- Cycle to work scheme
- Employee Assistance Programme
- Excellent professional development opportunities
- Supportive and collaborative working environment

Salary will be paid on the Partnership Learning Senior Leadership Scale, on a five-point range starting at £81,778 and rising through annual incremental progression (subject to successful appraisal) to £90,287.

Partnership Learning's Terms and Conditions for central team posts closely follow those for equivalent-level Local Government posts.

Applications can be made online only, by application form available at www.partnershiplearning.com - CVs will not be accepted.

Partnership Learning is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via DBS will be undertaken for the successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.

Teacher of English

Location:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Inner London MPS.
Start:	Flexible from January 2025.
Website:	www.sydneyrussellschool.com
Email:	office@sydneyrussellschool.com
Closing Date:	30 th March 2025. Early applications are encouraged - we will operate a rolling schedule of interviews for shortlisted candidates.

Purpose of the role:

Our English department is highly successful in supporting our students across KS3, KS4 and KS5 to achieve well and realise their potential. We seek to appoint a teacher of English who will ensure continued success for our students across KS3 and KS4, with opportunity for suitable successful candidates to teach KS5. The successful candidate will work as part of a team to ensure the highest standards of academic progress of all the students who study English, continually driving and improving student achievement.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped, and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.

- Planning, in the short, medium- and longer-term, lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.
- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.

- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

To apply please complete the online application form and email to:

recruitment@sydneyrussellschool.com

We are committed the safety and welfare of all children and expect all staff and volunteers to share this commitment. A fully enhanced clear DBS is essential for this post.

Head of Department - Personal Development

Location:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Inner London plus TLR 2c.
Contract:	Permanent
Start:	April/September 2025.
Website:	www.sydneyrussellschool.com
Email:	office@sydneyrussellschool.com
Closing Date:	Friday 7 th February 2025.
Interviews:	W/C 10 th February 2025

Purpose of the role:

Our Personal Development curriculum comprises the curriculum subjects of Citizenship, RE, PSHEE, RSHE and SMSC, as well as ensuring students develop their understanding of fundamental British values, equality, diversity, inclusion, careers, wellbeing and safety. The curriculum is delivered across all phases of the school, with this role specifically focusing on KS2-KS5. Curriculum delivery is through timetabled lessons, form time sessions, assemblies and targeted workshops/'drop down' days.

We seek to appoint a Head of Department who, working under the direction of the AVP Personal Development, will offer vision and direction for the curriculum and the department, bringing their knowledge and expertise to further enhance the wider school PD provision. This is an exciting opportunity for the successful candidate to lead a department within the wider school PD provision which has been recognised by Challenge Partners as an Area of Excellence, and to contribute to the continued growth and innovation of a dynamic and rapidly evolving field in education.

The successfully appointed candidate will provide day-to-day leadership for each member of staff in the department, encouraging and supporting their professional development and promoting a positive working atmosphere which encourages cooperation and promotes the highest standards of education, contributing towards the best outcomes for student achievement and development.

Main activities and responsibilities:

Leadership

- To take a leading role in further developing the vision and direction for the department, leading its curriculum delivery and monitoring and evaluating its impact
- To be responsible for the curriculum; its sequenced and mapped overview, its implementation through high quality teaching and assessment practices and its robust self-evaluation to ensure the best outcomes for all learners
- To work with the designated line manager for the department to identify departmental priorities for the Departmental Improvement Plan within the context of the Whole School Improvement Plan; to lead, manage and evaluate its implementation.
- To lead a programme for continuously raising achievement; to lead the dissemination and analysis of examination outcomes to maximise student attainment

and to ensure formative assessments are effectively used in raising student achievement.

- To embed high expectations of subject knowledge, pedagogy and practice throughout the department to maximise student achievement.
- To ensure that any issues of unsatisfactory teaching quality within the department is promptly and effectively addressed in line with the school's policies
- To lead and line-manage (as required), on a day-to-day basis, the work of the department including assessing, recording, monitoring and reporting student progress and achievement, to improve student outcomes, ensuring assessment and reporting systems and structures are reliable and consistent.
- To play a key part in the strategic planning and improvement for the school, working with middle leaders and senior leaders across all phases to drive continual improvement

Curriculum/Teaching and Learning

- To be an exceptional practitioner whose subject knowledge engages and enthuses learners, enabling them to achieve their potential as well as providing a model for colleagues in the department and across the school
- To develop and share good teaching and learning practice within the department and across the school.
- To be a reflective practitioner who keeps abreast of developments in education, in particular content and requirements for Personal Development curriculum, as well as maintaining up-to-date understanding of Ofsted framework and using this to inform departmental practices.
- To be committed to the highest standards of personal organization as a role model to colleagues and students.
- To have sound classroom management skills, building positive ways of working with students to maximize their progress and attainment.
- To be committed to their own professional development and securing the highest standards of practice in the classroom as well as across the department

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.
- Ensure that student welfare duties are carried out, including break-time duty, and forward any student concerns to the relevant person.

- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice regarding the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the school's Special Educational Needs Coordinator (SENCO) if you have concerns about a student's progress.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive definition of the post. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager. The role will be reviewed on a regular basis and may be subject to modification or amendment at any time.

Examination Invigilators

Location: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary: Scale 3 - £15.63 per hour.
Required: March/April 2025 onwards.
Website: <https://www.robertclack.co.uk/znon-teaching-vacancies> .
Email: cziregbe@robertclack.co.uk
Closing Date: Friday 7th February 2025 at 09:00.
Interviews: During February 2025.

CASUAL APPOINTMENT:

We wish to appoint Examination Invigilators to assist with day-to-day operations when examinations are taking place at Robert Clack School. Examinations take place at various times throughout the school year. However, you must be able to commit to invigilating examinations in May and June 2025. Training sessions may also be run in March and April 2025 in preparation for the summer exams. This post is a casual/as and when and working hours will be negotiated for each exam period.

We require the successful candidates to assist with the preparation for examinations, along with starting and finishing examinations. They will also need to be present during examinations. All exam board regulations must be adhered to; training will be provided regarding this.

You should possess prior experience of working successfully with young people. The post would be ideally suited to applicants who are highly organised, vigilant and reliable and who have excellent attention to detail. You must also possess the ability to remain calm under pressure and the flexibility to be called in for work at short notice.

To view the job description, person specification and download an application form please select Join Us, Vacancies, Non-Teaching Vacancies in the following link: <https://www.robertclack.co.uk/znon-teaching-vacancies>

Please submit completed applications by e-mail to: Cziregbe@robertclack.co.uk

CV's will only be accepted if accompanied by an Application Form.

EQUIRED FROM: March/April 2025 onwards.

APPLICATION CLOSING DATE: 9am on Friday 7th February 2025.

INTERVIEWS TO BE HELD: During February 2025.

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, an online internet check, checks with past employers and an enhanced Disclosure & Barring Service check.

Primary Teacher

Location:	Eastbury Community School, Hulse Avenue, Barking, IG11 9UW
Hours:	Full time.
Required:	September 2025.
Salary:	MPS/UPS £38,766 - £60, 092.
Website:	www.eastbury.bardaglea.org.uk .
Email:	kdunnell@eastbury.bardaglea.org.uk
Closing Date:	Monday 24 th February 2025.
Interviews:	W/C 3 rd March 2025.

This is an excellent opportunity for a committed and innovative individual to join a successful, forward thinking and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in East London, an area undergoing significant regeneration and building affordable homes. We are a successful school, where academic outcomes and character development are at the heart of everything we do. We believe our students can achieve and give them the opportunities to realise their potential. Our children perform significantly above National Average in all Key Stages and make accelerated progress throughout their time in the school. We foster a collaborative culture where talented individuals are empowered to produce their best work in a purpose-built accommodation.

Find out more about a career at ECS here: [Join Our Community](#)

About The Role:

We are seeking to appoint enthusiastic professional who:

We are seeking a well-qualified and ambitious professional who is motivated to make a difference to the life chances of children and help the school to move to overall outstanding. The post would suit a team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school.

- Set high expectations which inspire motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

ECS celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives, whatever your background or history please apply.

In return we can offer:

- A pupil centred, progress focused ethos.

- A welcoming and supportive community.
- The opportunity to work with a passionate, hardworking and supportive staff.
- A commitment to develop your skills through continued professional development.
- A supportive and committed Leadership Team and Governing Body.
- A cohort of pupils with high aspirations and a willingness to learn.
- A school which understands the importance of staff well-being and workload management

“Pupils value the opportunities that they have to work with leaders to further improve the school, for example through the school council. Older pupils, and students in the sixth form, help pupils in the primary phase with their reading. Pupils benefit from a range of extra-curricular clubs, both at lunchtime and after school.” (Ofsted March 2024)

Please click here to find out more information about what it is like to work at ECS:

<https://www.eastbury.bardaglea.org.uk/>

The school is located less than 10 minutes' walk from Upney tube and 15 minutes from Barking mainline station.

How To Apply:

For full details of the post and an application form, please visit the school website www.eastbury.bardaglea.org.uk and return the application form to the Headteacher's PA, Karen Dunnell kdunnell@eastbury.bardaglea.org.uk. The closing date for applications is 24th February 2025 and interviews will be held W/C 3rd March 2025.

ECS is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Teacher of French and Spanish

Location: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: Inner London MPS
(TLR opportunities may be available for a suitable candidate).
Start: September 2025
Website: www.sydneyrussellschool.com
Email: office@sydneyrussellschool.com
Closing Date: 27th March 2025. Early application is encouraged.

Our Modern Foreign Languages department is highly successful in supporting our students across KS2, KS3 and KS4, with the ambition to extend to KS5 this year. We seek to appoint a teacher of French & Spanish who will ensure continued success for our students, will work as part of a team to ensure the highest standards of academic progress of all the students who study French & Spanish as well as continually driving and improving student achievement.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped, and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning, in the short, medium- and longer-term, lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.
- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.
- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

Teacher of Drama

Location:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Inner London.
Contract:	Permanent.
Start:	September 2025
Website:	www.sydneyrussellschool.com
Email:	office@sydneyrussellschool.com
Closing Date:	26 th March 2025.
Interviews:	W/C 31 st March 2025

Drama is a very successful department which has seen a rapid growth in the numbers of pupils choosing it at GCSE & A Level.

We seek to appoint a teacher of Drama who will ensure continued success for our students across KS3, KS4 and KS5. The successful candidate will work as part of a team to ensure the highest standards of academic progress of all the students who study Drama, continually driving and improving student achievement.

The successful candidate will be committed to actively supporting the department's extra-curricular provision and opportunities to further enhance our students' cultural capital.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

During the course of the academic year, it is expected that you will take on the following duties and responsibilities:

1. Planning
2. Teaching & Classroom Management
3. Agreed Whole School Procedures

Main activities and responsibilities:

Planning

As a class teacher, you will be expected to plan your teaching with regard to the school's policies and programmes of study. You will be expected to achieve progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped, and they have greater ownership of the work they undertake.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.
- Setting high expectations for students' learning, motivation and presentation of work.

- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning, in the short, medium- and longer-term, lessons which provide pace, motivation and challenge for students.
- Using assessment of students' attainment to plan future lessons.
- Planning for students' personal, spiritual, moral, social and cultural development.

Teaching and Classroom Management

As a class teacher, you will be expected to:

- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the school policy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the school's marking policy so that students are clear about how they have achieved and their next steps.
- Keep effective records of children's progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.
- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.

Agreed Whole School Procedures

As a class teacher and member of staff, you will be expected to:

- Ensure all children are treated equally, regardless of gender, social or cultural backgrounds.
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school e.g. through being a form tutor, contributing to the enrichment curriculum
- Take part in the school's appraisal procedures
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend all directed-time activities including the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and reporting to them.

- Ensure that student welfare duties are carried out, including break-time duty and forward any student concerns to the relevant person.
- Look to improve performance through evaluating your own teaching critically and use this to improve your effectiveness and engage with continued professional development including feedback to/from other members of staff.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs, and you are expected to implement and keep records on Individual Education Plans (IEPs). You should also seek the advice of the schools Special Educational Needs Co-ordinator (SENCO) if you have concerns on a student's progress.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

School Cleaner

Location:	Eastbrook School, Dagenham Rd, Dagenham, RM10 7UR
Salary:	Scale 2 (Pt 3 £15.19ph) – (Pt 4 £15.41ph).
Hours:	15 hours per week, term time only.
Contract:	Permanent.
Required:	As soon as possible.
Email:	Jobs@eastbrookschoo.org
Closing Date:	7 th February 2025.
Interviews:	TBC.

This role profile is a guide to the work you will initially be required to undertake. It may be changed from time to time to incorporate changing circumstances. It does not form part of your contract of employment.

Morning and Evening shifts available.

Purpose of the role:

- To work as a key member of the premises team working to enhance the school Learning environment by effectively carrying out a range of cleaning duties in accordance with school standards & procedures in accordance with the scale of the job.
- The School Cleaner will be responsible for ensuring a high standard of cleanliness for staff and pupils within the school.

Context:

- The role holder is required to perform routine cleaning tasks within a strict timescale.
- As the role holder will work largely unsupervised there is a requirement of creative skills to occasionally resolve routine problems encountered on the job.

The role requires moderate physical effort on a regular basis and substantial physical effort on occasion

In return we offer:

- A Good school with a welcoming and supportive community.
- A student-centred, progress focused ethos.
- The opportunity to work with passionate, hardworking and supportive staff.
- A supportive and committed Leadership Team and Governing Body.
- A commitment to develop your skills through continued professional development.
- Purpose built specialist learning environment with industry level resources.
- A school which understands the importance of staff well-being and workload management.

For an application form and further details, please contact the school on:

Jobs@eastbrookschoo.org

Closing Date for Applications: 7th February 2025

Interview Date: TBC

Please apply via Tes. The link is below:

[School Cleaner, Barking and Dagenham - Tes Jobs](#)

Eastbrook School is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Whole School Business Studies and Economics Subject Leader

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London) Plus, TLR1b of £11,410 per annum.
Required:	As soon as possible – April or September 2025.
Website:	www.robertclack.co.uk .
Email:	cziregbe@robertclack.co.uk
Closing Date:	Monday 10 th February 2025 at 08:00 (rolling advert until recruited).
Interviews:	To be confirmed.

We are looking to appoint a talented, dynamic and passionate individual to lead our successful Business Education Department (incorporating Business Studies and Economics). As a whole school Subject Leader, you will become an integral part of our dynamic group of middle leaders.

Our Business Education department works across all three school sites. You will be allocated leadership time to effectively monitor, evaluate and improve the quality of education in Business Studies and Economics. You will also be supported by a TLR postholder who oversees Key Stage 5 in Business Education.

Please note the following information regarding our Business Education curriculum:

KS4: Edexcel GCSE Business Studies

This is a highly popular option subject. This specification is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2).

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

KS5: OCR Cambridge Technical Level 3 in Business Studies

This qualification is for learners 16 years old or over who want to study business. This qualification provides learners with the opportunity to develop an understanding of the business environment and to focus on a specific aspect of business through applied learning.

Our KS5 Business pupils go on to secure excellent university placements and apprenticeships. Many of our KS5 Business Studies pupils join The Business Academy letter, an extra-curricular club, promoting entrepreneurship and networking with organisations within Marketing, Consultancy and Finance.

About you:

You must be passionate about teaching and will be expected to collaborate with colleagues in the department in planning and delivering lessons across a range of ages and abilities.

You must also be committed to delivering high quality teaching and learning, while promoting outstanding progress for all pupils. We will consider applications from highly effective classroom teachers who aspire to become a Subject Leader as well as current Subject Leaders.

We are looking for someone who has the following:

- Qualified Teacher Status.
- A Business Studies degree or equivalent.
- Successful experience of and a good knowledge of teaching Business Studies and Economics within a Secondary School at all relevant Key Stages (4 and 5) (ages 11 to 18).
- A record of good to outstanding teaching and of securing high levels of pupil progress.
- It is also desirable, but not essential, that you have knowledge or experience of delivering vocational courses.
- Proven track record of good classroom practice with students obtaining excellent value-added results and GCSE and A Level grades.
- Experience of the use of assessment and data in improving pupil progress.
- Able to lead and manage staff, while working effectively and supportively within a team.
- Experience of or a commitment to wider school responsibilities.
- Exceptional interpersonal and organisational skills.
- An appreciation and an understanding of a school at the heart of the community.
- Current or recent successful subject leadership experience (desirable).

Robert Clack School of Science is one of the most successful schools in the UK and is soon to become one of the largest schools in the UK.

Reasons to join us:

Our Pupils: The exemplary behaviour of our pupils is always commented upon by visitors to our school. Our pastoral system is second to none, reinforcing the values and ethos of the school. Pupils understand the importance of mutual respect, compassion for others, discipline, hard work, high expectations, and aspirations.

Success: We are hugely oversubscribed with a large Sixth Form. Through our provision of a broad and balanced curriculum, and an extensive range of extra-curricular opportunities, our pupils achieve excellent academic, social and cultural outcomes, despite living in an area of significant disadvantage. At the end of Year 13, our pupils go on to top University destinations, including Oxford and Cambridge. Many have progressed to employment via apprenticeships or in a variety of industries.

Working Conditions: Our pupils need the best quality teachers in the classroom, and we support our teachers through enhanced PPA time, minimal bureaucracy, supportive departments, pastoral teams and the leadership team.

Professional Advancement: We believe in training, developing and supporting teachers and support staff. Many of our teachers trained at Robert Clack; a number are former pupils of the school, including the Headteacher. We have a silver award for our CPD from the Teacher's Development Trust, Investors in People Bronze award and the one time that we entered the Sunday Times Best Public Sector Company we were ranked first for Leadership, My Company and Personal Growth. If you are ambitious, motivated and above all an excellent teacher, there are plenty of opportunities for you to develop at Robert Clack School.

HOW TO APPLY:

To view more information about Robert Clack School, please take a look at the school website. If you would like to apply for this position, please refer to the; job description, person specification and download the application form, which is available with the TES. Please submit your completed application form via the TES or to: cziregbe@robertclack.co.uk

CVs only will not be accepted. They will only be accepted if accompanied by a completed application form.

REQUIRED FOR: As soon as possible – April or September 2025

APPLICATION CLOSING DATE: 8am on Monday 10 February 2025 (rolling advert until recruited)

INTERVIEWS TO BE HELD: To be confirmed.

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.

Teacher of Health and Social Care

Location:	Eastbrook School, Dagenham Rd, Dagenham, RM10 7UR
Salary:	Main/Upper Pay Scale.
Hours:	Full Time.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@eastbrookschoo.org
Closing Date:	28 th February 2025.
Interviews:	TBC.

Do you want to join a highly successful, popular, well-resourced and well led department?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

The Health and Social Care Department at Eastbrook School is dedicated to preparing students for future success while fostering a passion for understanding health and social care principles. We are seeking a motivated and inspirational Health and Social Care teacher who is an exceptional practitioner, creative in their approach, and committed to making a meaningful difference in students' academic and personal growth.

Eastbrook school is an all through school in the London Borough of Barking and Dagenham. The secondary school has served the local community since the 1930s but has transferred into a new, state of the art building in 2017. In December 2021. Eastbrook School was graded as 'good' by OFSTED noting that 'leaders and staff have embedded a culture of high expectations' and that 'pupils feel safe and supported'.

The successful candidate will be able:

- The ability to motivate students and deliver excellent lessons.
- A commitment to Eastbrook expectations and ethos.
- Strong subject knowledge across a range of subjects.
- A desire to work collaboratively and to make a real contribution to the progress of our students.
- The ability to enthuse all young people.
- Excellent interpersonal skills with the ability to establish strong relationships with all stakeholders.
- Self-motivation and be committed to further professional development.

In return we offer:

- A Good school with a welcoming and supportive community.
- A student-centred, progress focused ethos.
- The opportunity to work with passionate, hardworking and supportive staff.
- A supportive and committed Leadership Team and Governing Body.
- A commitment to develop your skills through continued professional development.

- Purpose built specialist learning environment with industry level resources.
- A school which understands the importance of staff well-being and workload management.

For an application form and further details, please contact the school on:

Jobs@eastbrookschoo.org

Closing Date for Applications: 28th February 2025

Interview Date: TBC

Please apply via Tes. The link is below:

[Teacher of Health and Social Care, Barking and Dagenham - Tes Jobs](#)

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This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Physics Teacher

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London)
Required:	April 2025.
Website:	<u>www.robertclack.co.uk</u> .
Email:	<u>cziregbe@robertclack.co.uk</u>
Closing Date:	Monday 10 th February 2025 at 08:00.
Interviews:	To be confirmed (depending on when application form is received).

As a result of our recent and continuing school expansion, we are looking for an enthusiastic and inspirational teacher of Physics to join our growing team.

The Science Department prides itself on teamwork and achievement. We have a fantastic science team, who are dedicated and passionate about their subject.

Candidates must be committed to delivering high quality teaching and learning, while promoting outstanding progress and attainment for all. Candidates will predominantly teach Key Stages 3 and 4 and may be required to teach Key Stage 5. As well as offering a comprehensive and engaging curriculum at Key Stage 3, Separate and Combined Sciences GCSE are offered at Key Stage 4, as well as A Level Biology, Chemistry, Physics and CTEC Science at Key Stage 5. Our outcomes at both GCSE and A Level are outstanding with many of our Sixth Form pupils progressing to study Medicine, Engineering, Science and Mathematics at University.

Applications are welcomed from both Early Career Teachers and experienced teachers.

As one of the largest departments in the school, you will be joining a team that has a wealth of experience who will be able to support you to develop you to the next stage in your career.

The right candidate for us will be someone who can demonstrate: -

- Experience and knowledge of teaching Science within a secondary school (ages 11-16 essential, ages 11-18 desirable).
- Excellent curriculum knowledge and how to sequence the skills and knowledge needed.
- A record of / commitment to outstanding teaching and securing high levels of pupil progress.
- Experience of or a commitment to wider school responsibilities.
- Exceptional interpersonal and organisational skills.
- Qualified Teacher Status.
- An appreciation and an understanding of a school at the heart of the community.

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CVs only will not be accepted. They will only be accepted if accompanied by a completed application form.

REQUIRED FOR: April 2025.

CLOSING DATE: 8am on Monday 10 February 2025.

INTERVIEWS TO BE HELD: To be confirmed (depending on when application form is received)

Robert Clack School is committed to safeguarding and promoting the welfare of children and young people. Successful applicants must be willing to undergo identity checks, checks with past employers, an online internet search and an enhanced Disclosure & Barring Service check.

