

21st February 2025

SCHOOL VACANCY BULLETIN

[Click Here](#) to view Current Vacancies

Contents

Infant Education

Junior Education

School Business Manager

Primary Education

Headteacher

Early Years Practitioner

School Business Manager

Class Teacher (Maternity Cover)

Class Teacher

Midday Play Assistant

Lunchtime Playleaders

SEND Teaching Assistant

Finance/HR Officer

HLTA

Senior Midday Supervisor

Administrative Assistant

Learning Support Assistant

Midday Assistants

Midday Assistants

Additionally Resourced Provision (ARP) Teacher

Early Years Foundation Stage Teacher **NEW!**

ECT Teacher **NEW!**

Secondary Education

Teacher/Head of Music

Assistant Headteacher for SEND

Head of Science

Science Teacher

Sixth Form Administrator

Teacher of Sociology

Teacher of Science

Teacher of History

Teacher of English

Teacher of Business and Economics

Teacher of Design Technology and Hospitality

Design Technology Technician

English Teacher **NEW!**

Teacher of ARP **NEW!**

Teacher of History **NEW!**

School Nurse **NEW!**

Assistant Headteacher for Targeted Pupil Attainment **NEW!**

Lead Practitioner for Teaching & Learning **NEW!**

Head of Physics **NEW!**

Teacher of English **NEW!**

Maths Teacher **NEW!**

Teacher of English and Literacy Coordinator **NEW!**

Colleges

Special School

Keyworkers
Special Needs Teaching Assistants
Reading Intervention HTLA
Thrive Practitioner
Music SEN Teacher
SEN Teacher
School Paediatrician Nurse
Art and DT SEN Lead Teacher (MLT)

Multi Academy Trust

Class Teachers **NEW!**

All Through Schools

Teacher of English
Primary Teacher
Teacher of French and Spanish
Teacher of Drama
Teacher of Health and Social Care
Religious Education Teacher
Modern Foreign Languages Teacher
Raising Standards Lead (Site)
MFL Teacher
Music Teacher
Teaching Assistant
Assistant Cook
Economics Teacher
Exam Invigilator
Vice Principal
Head of Department – Media Studies **NEW!**

External Adverts Based In LBB

School Business Manager

Location:	Warren Junior School, Gordon Road, Romford, RM6 6DA
Salary:	Scale PO5 – Full Time (Salary range: £50,574 - £53,607).
Hours:	Full Time, 35 hours per week.
Start:	Immediate start if available.
Email:	tmurphy@warrenjunior.co.uk
Closing Date:	Monday 24 th February 2025 at Midday.
Interviews:	W/C 3 rd March 2025

Warren Junior School is an OFSTED outstanding School based in Chadwell Heath and is also part of a Hard Federation, working with Furze Infants School. We are seeking to appoint a School Business Manager to provide Financial Management, Procurement, Facilities Management and Health and Safety leadership. The successful candidate will need to ensure effective co-ordination, delivery and quality of service to all areas listed above.

We are seeking an experienced and professional School Business Manager to lead the provision of financial management and school's facilities. You will work closely with the Headteacher of Warren Junior School to ensure we meet Ofsted requirements at all times. You will be responsible for co-ordinating the upkeep of the school building, its utilities and security. The School Business Manager will be a member of the school's leadership team, modelling the Hard Federations values, safe and professional working practices.

We are looking for someone who has:

- Level 4, 5 or 6 Diploma in School Business Management (formerly CSBM, DSBM or ADSBM) and/or relevant experience in a School Business role.
- Financial management experience including budget monitoring and setting, and procurement.
- Advanced IT skills, including a good understanding of ICT systems and the ability to develop them with experience of a school-based MIS such as, Integris, Arbor and PSF.
- Substantial successful team management, motivation and staff development experience, preferably across Finance, Procurement, ICT and Facilities Management.
- Excellent written and oral communication skills.
- To establish a professional working relationships with the Local Authority and other external agencies
- Excellent organisational skills with the ability to plan workloads and prioritise tasks, and high levels of attention to detail.

In return the successful candidate will:

Be a member of a strong and dynamic team of professionals

Work within an organisation that has high aspirations for its pupils and staff

Visits to the school are encouraged, please email tmurphy@warrenjunior.co.uk to arrange.

Closing Date: Noon 24th February 2025

Interview Date: Week commencing 3rd March 2025

How to apply:

For an application pack, please contact HR Manager Tracey Murphy by emailing tmurphy@warrenjunior.co.uk or telephoning 020 8270 4680

Warren Junior School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

An enhanced DBS check is required for this post. The post is exempt from the Rehabilitation of Offenders Act 1974.

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.

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?

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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 Play Assistant

Location:	Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Salary:	Scale 1B Point 2. Actual Salary £6,462 per annum.
Hours:	10 hours per week, 5 days a week, term time only.
Start:	ASAP.
Website:	www.eps.barking-dagenham.sch.uk .
Email:	office@eps.barking-dagenham.sch.uk
Closing Date:	Monday 3 rd March 2025.

Eastbury Primary School aims to provide a wonderful learning environment in which all children can thrive and succeed. Our children are polite, well mannered, enthusiastic learners who are supported by their parents and our local community.

We are seeking to appoint a midday play assistant to ensure the safety, welfare and good conduct of pupils during the midday break period in accordance with the practices and procedures of the school. Ensure children are being nurtured through positive activities, so their wellbeing is being met.

The successful candidate will be expected to:

- encourage good manners and high standards of behaviour
- have the energy, motivation and skill to promote and engage with games and play
- encourage and model good social interaction skills
- work as part of a team
- have a knowledge of first aid and behaviour management strategies
- be willing to undertake training
- use the Safeguard system
- support all pupils needs including children with high needs

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

You can 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: Monday 3rd March 2025

Only successful shortlisted candidates will be contacted.

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.

Lunchtime Playleaders

Location:	Valence Primary School, St George's Road, Dagenham, RM9 5AJ Bonham Road, Dagenham, RM8 3AR
Contract:	Casual
Hours:	Mon to Fri, 1.25 hours a day, 6.25 hours per week; 43.13 weeks. Term-time only.
Salary:	Scale 2 Point 3.
Email:	office@valenceprimaryschool.com
Website:	www.valenceprimaryschool.com .
Closing Date:	Wednesday 5 th March 2025 at Midday.
Interviews:	W/C 10 th March 2025

This position is not a permanent full time or part time role; the role holder will be asked to work when a need arises during term time.

We are looking to recruit enthusiastic people to join our mid-day team. The successful candidates will work during the lunchtime period leading and promoting playground games and social activity.

You will need to be creative and able to work on your own initiative,

Experience with SEND required as you will also support children with additional needs.

Support Staff application forms can be downloaded online at www.valenceprimaryschool.com or collected from either school office. Applications made by C.V. or from agencies will not be accepted.

Your application should be forwarded to Janet Kenning or emailed to jkenning@valenceprimaryschool.com

Closing date for this post will be Wednesday 5th March 2025 at midday.

Interviews will follow for selected candidates W/C 10th March 2025.

References will be requested prior to interview.

Valence Primary 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 and an online check, will be undertaken on all applications.

SEND Teaching Assistant (Required for ARP or Internal Intervention Space)

Location: Parsloes Primary School, Spurling Road, Dagenham, RM9 5RH
Start: As soon as possible.
Hours: 30 hour per week, Term time only.
Salary: Scale 4, FTE salary £29,346 per annum.
Email: bfairweather@parsloes.bardaglea.org.uk
Closing Date: Friday 28th February 2025.

Parsloes Primary School is a good school and is part of an ambitious and successful Federation with Dorothy Barley Infants. In this highly effective partnership, each school retains their unique character whilst benefiting from the mutual support and challenge of belonging to a federation under the leadership of the Executive Head Teacher.

We are looking to appoint a SEND Teaching Assistant to support children within our ARP or Internal Intervention Space. The successful candidate must have experience of working in a school setting, supporting children with SEND. The person we are looking for will be enthusiastic, organised and be able to support the pupils to reach their full potential within our school environment. Candidates must have a good standard of Literacy and Numeracy.

Email for an application pack to bfairweather@parsloes.bardaglea.org.uk

Closing date: 28th February 2025

Please note an online search may be conducted on all shortlisted applicants.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This role is exempt from the ROA 1974. All candidates must disclose any spent or unspent convictions. An enhanced DBS certificate with barred list check will be required for this post. Candidates will be required to complete a "Childcare Disqualification" declaration as part of the safeguarding procedure.'

Finance/HR Officer

Location:	Grafton Primary School, Spurling Road, Dagenham, RM9 5RH
Required:	As soon as possible.
Salary:	Scale 6.
Hours:	35 hours per week, 08:30 to 16:30 - Term time only.
Contract:	Permanent.
Email:	vacancies@graftonprimary.co.uk
Closing Date:	Sunday 23 rd February 2025.
Interviews:	Wednesday 26 th February 2025.

We are an outstanding school and are looking to recruit a Finance & Human Resources Officer to join our friendly and supportive team. The successful applicant will be required to undertake the following duties with minimal supervision, demonstrating a thorough working knowledge of the work areas, setting work standards for self and others and taking decisions leading to changes in important procedures and practices. To work as part of the administrative team in supporting the school in attaining its aims and objectives. In particular, the purpose of this role is assisting with Finance, HR and Administration ensuring proper records are kept, maintaining and inputting data on computerised management information systems (MIS). Ensuring that all processes are carried out effectively to comply with legislation, regulations and the school's policies.

The successful candidate will:

- have experience within a similar role and environment (1 year preferred)
- be highly organised, with a keen eye for accuracy and detail.
- have the ability to relate well to children and adults.
- be proactive, have the ability to learn quickly, be self-motivated with the drive to use own initiative
- have a positive, helpful and flexible attitude.
- need to be able to adapt to last minute changes, circumstances and work in a fast-paced environment.
- have excellent time management and prioritisation skills and the ability to work under pressure and to tight deadlines.
- be able to communicate with internal clients at all levels
- have excellent verbal, written and numeracy skills
- have the ability to manage sensitive or difficult workplace conversations

We can offer:

- A friendly and supportive school community who value staff at all levels and invests in people
- Passionate and committed environment to inclusive education
- Support during and after an induction period
- Excellent opportunities to continue your own professional development
- Free 24/7 access to Employee Assistance Programme to help maintain a healthy work-life balance
- A dynamic working environment and helpful staff in our friendly, outstanding school

For full details please visit our website for the Job Description and If you wish to apply, please download an application from the school website or email vacancies@graftonprimary.co.uk

Closing date for applications is Sunday 23rd February 2025

Interviews will take place on Wednesday 26th February 2025

Grafton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to a fully enhanced DBS check.

HLTA

Location:	Grafton Primary School, Spurling Road, Dagenham, RM9 5RH
Hours:	32.5 hours per week, 08:30-16:00, Monday to Friday (Term time only).
Contract:	Fixed Term until End of Summer Term 2025.
Salary:	Scale 6.
Email:	vacancies@graftonprimary.co.uk
Closing Date:	Sunday 23 rd February 2025.
Interviews:	Wednesday 26 th February 2025.

Grafton Primary School is an outstanding school which takes pride in being inclusive. We have high expectations of both children and staff and are currently looking to recruit a HLTA to join our friendly and supportive team. As a HLTA you will play a crucial role in supporting staff and children within the school. The successful applicant will be required to lead and support within the classroom environment. They may also be required to support within our intervention classrooms, take small intervention groups and work one to one with individual children as required.

Key responsibilities:

- Preparing classrooms for lessons, including setting up televisions for video presentations and sourcing books and handouts for students
- Teaching classes unassisted
- Planning and delivering learning and enrichment activities, either with Teachers or independently
- Working with small groups of students or individuals needing special attention
- Assessing students' progress and discussing development with Teachers, parents and Carers
- Work closely with teachers and other support staff to implement learning

Successful candidates will:

- Have knowledge, skills and experience of supporting children in a primary school, including those with SEND
- Believe in the inclusion for all and is able to implement strategies to support the children with SEND
- Have a strong understanding of positive behaviour management strategies and motivate children to learn and enjoy school
- Have knowledge of the curriculum across primary schools
- Have the ability to relate well to children and adults
- Be able to work collaboratively within a team
- Be flexible and adaptable
- Excellent communication and interpersonal skills to communicate effectively with all members of the school community

We can offer:

- A friendly and supportive school community who value staff at all levels and invests in people
- Passion and commitment to inclusive education
- Support during and after an induction period
- Excellent opportunities to continue your own professional development
- Free 24/7 access to Employee Assistance Programme to help maintain a healthy work-life balance
- A dynamic working environment and helpful staff in our friendly, outstanding school

We are a very inclusive school and would welcome applications from people with experience of working with children with additional needs or with Thrive experience as we are Thrive school.

For full details please visit our website for the Job Description and If you wish to apply, please download an application from the school website or email:

vacancies@graftonprimary.co.uk

Closing date for applications is Sunday 23rd February 2025

Interviews will take place on Wednesday 26th February 2025

Grafton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to a fully enhanced DBS check.

Senior Midday Supervisor (Primary)

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Scale 3 (£15.62 to £15.85 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 24 th February 2025 at 08:00.
Interviews:	To be confirmed.

Robert Clack Primary School is looking to recruit an enthusiastic Senior Midday Supervisor to lead 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. They must have the ability to supervise, motivate and direct the Midday Assistant team so to ensure that all pupils have a healthy and safe lunch break.

This 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. Although the Senior Midday Supervisor will oversee the Midday team, they will also still be expected to carry out the duties of a Midday Assistant to ensure the lunch break runs smoothly.

The person we require will:

- Have successful previous experience of working with children (in a school or education environment).
- Preferably have experience of supervising and motivating a small team of staff.
- Have excellent organisational skills and the ability to remain calm under pressure.
- 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 and willing to listen.

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 24th 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 or through TES to: cziregbe@robertclack.co.uk

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

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.

Administrative Assistant

Location:	The James Cambell Primary School, Langley Crescent, Dagenham, RM9 6TD
Salary:	Scale 7-10 (£29,346.00 - £30,630.00) to be pro rata.
Contract:	Permanent.
Hours:	Part Time, 21 hours per week, term time only. Monday 08:00-16:00 (1hr lunch) Tuesday-Friday 12:30-16:00.
Start:	March/April 2025.
Website:	https://www.jamescambell.com/
Email:	cstevens@jamescambellprimary.org.uk
Closing Date:	Monday 10 th March 2025 at 09:00.
Interviews:	Week beginning Monday 10 th March 2025

We seek to appoint an experienced and professional **Administrative Assistant**, to join our team where you will be part of a three-form entry friendly primary school. You will be part of a positive environment, with dedicated and supportive colleagues, who strive for excellence.

The successful candidate will need to enjoy working with children, have experience in office administration and a professional outlook. You will ideally have experience in using school MIS and Parentpay, ParentMail or other similar systems (not essential, training will be given) with excellent communication and IT skills. It will be your job to assist and support staff and pupils on a daily basis, working in collaboration with all school staff, under the overall direction of the School Business Manager.

We offer:

- A dedicated leadership team and fun, friendly and supportive staff.
- A proactive approach to staff well-being, work-life balance and care for each person as an individual.
- Beautiful school grounds and stimulating learning environment.
- A commitment to CPD opportunities.
- An inclusive and caring ethos.

We are looking to appoint an admin assistant who:

- Is highly organised and flexible with the ability to demonstrate professional behaviour in the workplace.
- Have a knowledge of computer skills.
- Can communicate effectively with families, children, school staff and other professionals
- Can work independently and as part of a busy team.
- Is committed to achieving excellence at James Cambell Primary School.
- Is able to develop and adapt old and new skills.
- Able to be flexible to meet the needs of the school.

If you have any queries, then we will be more than happy to discuss the role with you. Completed application forms should be sent to Mrs Caroline Stevens, School Business Manager at cstevens@jamescambellprimary.org.uk

If you would like to arrange an informal chat about the role or a visit to the school, please contact the school office on 020 8270 4684

Website: <https://www.jamescambell.com/>

Closing date: 9am Monday 10th March 2025

Interviews: Week beginning Monday 10th March 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.

Learning Support Assistant

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Contract:	Permanent.
Hours:	26.5 hours per week (5.5 hours per day), term time only.
Salary:	Scale 3-4 Point 5-10 (£28,521 - £30,630 to be pro-rata based upon hours required).
Start:	ASAP.
Website:	www.johnperryprimary.co.uk
Email:	hr@johnperry.bardaglea.org.uk
Closing Date:	Friday 28 th February 2025 12pm.
Interviews:	Tuesday 4 th March 2025

John Perry Primary is a 'Good' 3-form entry school. We have an exciting, inclusive and aspirational curriculum with good pupil outcomes at the end of each Key Stage. We are seeking to appoint highly effective staff who are motivated and determined to make a real difference to our children's lives. We aim to ensure that every child achieves and receives a broad and balanced education which fosters a love of learning. John Perry is a fully inclusive school with an Additional Resource Provision for autistic children across the primary age range.

We are looking to appoint an enthusiastic, caring and effective team player to join our team of LSAs to support the classroom teacher with their responsibility for the development and progress of all students, assist in the development of pupils' learning and the provision of care and the management of students' behaviour under the guidance of the teacher and Senior Leadership Team.

You will need to hold an NVQ 2 or above to apply and have recent and relevant experience. You will have high expectations of work and behaviour. You will be able to work effectively in a team and be flexible, as well as be able to show initiative.

We can offer:

- A diverse, supportive and forward-looking community of staff and Governing Body.
- Opportunities for Continuing Professional Development.
- A dynamic, dedicated and hardworking team committed to school improvement.
- A pleasant working environment in a friendly, successful school.

If you wish to apply for the post, please contact the above email address for an application pack.

Closing date: Friday 28th February 2025 12pm

Shortlisting: Friday 28th February 2025

Interviews: Tuesday 4th March 2025

Please also note that we will only communicate further with applicants shortlisted for an interview. Should you have any queries, please contact our School Business Manager, Mai-Anh Dien on 020 8270 4622 or email at hr@johnperry.bardaglea.org.uk

John Perry Primary School is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants. We welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

Midday Assistants

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Contract:	Fixed Term until 31 st August 2026.
Hours:	Monday to Friday: 1.5 hours per day, term time only. Between the hours: 11.30 to 13:30pm to be arranged.
Salary:	Scale 1 (£27,345 - £27,729 to be pro-rata based on hours required).
Start:	As soon as possible.
Website:	www.johnperryprimary.co.uk
Email:	hr@johnperry.bardaglea.org.uk
Closing Date:	Monday 24 th February 2025 at 08:30.
Interviews:	Wednesday 26 th February 2025

John Perry Primary School is a popular 3 form entry primary school. We have wonderful, well-motivated pupils, enthusiastic and committed staff, inspirational senior leaders, supportive parents and excellent links with the community.

We are seeking to appoint motivated Midday Assistants to join our team and support the school in improving the experiences of all the pupils at our diverse school.

The successful candidates will work closely pupils and facilitate them at lunchtime. The role will include helping maintain good order, as well as developing positive relationships.

The successful applicants must be able to demonstrate the following qualities:

- An understanding of children's needs.
- A quiet but firm manner with children.
- An ability to work co-operatively in a team.
- Remain calm under pressure and be able to adapt to change quickly.
- Tactful, caring and able to maintain confidentiality.
- Punctuality and good attendance.
- Ensuring the safeguarding of pupils at all times.

We can offer:

- A supportive and forward-looking staff and Governing Body.
- Opportunities for Continuing Professional Development.
- A pleasant working environment and helpful staff in our friendly successful school.

To apply for this job, please visit our website on <https://johnperryprimary.co.uk> and download an application form and Job Description/Person Specification.

Closing date: Monday 24th February 2025 – 8:30am

Shortlisting: Monday 24th February 2025

Interview date: Wednesday 26th February 2025

Completed application forms must be returned to the following email address:

hr@johnperry.bardaglea.org.uk or delivered to the Admin Office, John Perry Primary School.

Please also note that we will only communicate further with applicants shortlisted for an interview.

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.

Midday Assistants (Relief)

Location:	Becontree Primary School, Stevens Road, Dagenham, RM8 2QR
Contract:	Casual.
Salary:	£14.98 (per hour).
Hours:	As and when needed, based on 1 hour 10 minutes per day.
Start:	22 nd April 2025 (or as soon as all checks are in place).
Website:	www.becontreeprimaryschool.com
Email:	becontreeinformation@becontreeprimaryschool.com
Closing Date:	Wednesday 5 th March 2025 at Midday.
Interviews:	Thursday 13 th March 2025.

Becontree is a friendly, inclusive and multicultural, two form entry primary school situated in the London Borough of Barking and Dagenham. We provide high quality education and care for children aged 3 to 11, with our school motto of “Respecting One Another” being central to all aspects of our work.

The Governing Body is seeking to appoint motivated and highly effective individuals for the 3 posts above. Successful candidates will work alongside an existing team, under the supervision and direction of either the SEND Co-ordinator or the Strategic Business Lead.

We offer:

- A diverse, friendly and supportive community of staff, governors, parents and children.
- A dynamic, dedicated and hardworking team committed to school improvement.
- A well-kept and well-resourced environment.
- Equal access to professional development opportunities for all staff, including comprehensive online training (prior to your start date), together with 1-week ‘on the job’ training when your contracts start.

We pride ourselves on our high expectations and positive team ethos and welcome applications from passionate and hard-working staff who:

- are effective communicators.
- are strong team players who are committed to working in partnership with all members of our school community to raise standards.
- are highly effective and reflective practitioners.
- love learning and demonstrate a commitment to their own professional development.

Successful candidates will be offered a tour of the school as part of the interview process. For an application form and further details, please contact Paula Thornton, Strategic Business Lead, by email becontreeinformation@becontreeprimaryschool.com or by telephone 020 8270-4900.

Closing date: Midday on Wednesday 5th March 2025

Shortlisting: Thursday 6th March 2025 (PM)

Interview date: Thursday 13th March 2025

We are committed to safeguarding and promoting the welfare of young people. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening

process will be undertaken on successful applicants. Checks will include an enhanced disclosure from the Disclosure and Barring Service.

Additionally Resourced Provision (ARP) Teacher

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Contract:	Permanent.
Salary:	MPS + SEN Point (ECTs welcome to apply).
Start:	September 2025 or earlier if available.
Website:	https://johnperryprimary.co.uk/
Email:	hr@johnperry.bardaglea.org.uk
Closing Date:	Friday 28 th February 2025 12pm.
Interviews:	Friday 7 th March 2025

Judged as 'Good' by Ofsted, we are seeking to appoint a teacher for our Additionally Resourced Provision (ARP) for pupils with autism. We are looking to appoint a teacher who is enthusiastic, motivated and determined to make a difference to our children's lives. We are a fully inclusive school, highly praised for our work with autistic children. Currently, our ARP caters for 12 children with integration into the mainstream school as appropriate.

Candidates who apply will have an interest in Special Educational Needs.

We are looking for a teacher:

- with experience of working with children with ASD
- who works well in an established and committed team
- who is dedicated to the development of children with special needs
- with good interpersonal skills, with the ability to develop positive and supportive professional relationships with staff, parents, carers, the wider community and other professionals
- with outstanding commitment to children and their development

We offer:

- A supportive and forward-looking staff and governing body
- A salary including London weighting
- Opportunities for Continuing Professional Development
- Free 24/7 access to Employee Assistance Programme to help maintain a healthy work-life balance
- A pleasant working environment and helpful staff in our friendly, successful school
- On-site parking

Please visit our website <https://johnperryprimary.co.uk/> for an application pack or contact our HR Officer by emailing hr@johnperry.bardaglea.org.uk

Closing Date:	Friday 28th February 2025 at 12pm.
Shortlisting:	Friday 28th February 2025
Interviews:	Friday 7th March 2025

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.

Early Years Foundation Stage Teacher

Location:	Riverside Primary School, Renwick Road, Barking, IG11 0FU
Salary:	MPS.
Hours:	Full time.
Contract:	Permanent.
Website:	www.riversidecampus.com
Email:	primary@riverside.bardaglea.org.uk
Closing Date:	Friday 28 th February 2025 16:00.

Are you looking for a supportive yet ambitious school to complete your ECT induction? Do you have a passion for working with a range of backgrounds to provide the best possible education? Look no further than Riverside primary school. Riverside primary school is a growing two form entry school in the heart of Barking Riverside. At Riverside Primary school we are dedicated to providing exceptional early childhood education in a nurturing and stimulating environment. We believe in fostering a love for learning from the very beginning and are committed to supporting the holistic development of each child in our care.

We are currently seeking a passionate and dedicated Early Years Teacher who is in their Early Career Teaching (ECT) phase to join our dynamic team. As an ECT Early Years Teacher, you will play a pivotal role in shaping the educational experiences of our youngest learners. You will work collaboratively with our experienced educators to deliver high-quality teaching and learning opportunities that promote children's social, emotional, physical, and cognitive development.

We recognise that for our Early Career Teachers, the first two years of teaching are important years to consolidate the practice and knowledge learnt during your studies. We are passionate about ensuring our Early Career Teachers receive an excellent induction, providing the tools and resources to become a successful, confident and skilled teacher. We have dedicated ECT mentors, training, development and cross-partnership events to support you as you start your exciting journey.

Key Responsibilities:

- Plan and implement developmentally appropriate and engaging learning experiences based on the Early Years Foundation Stage (EYFS) framework.
- Create a safe, inclusive, and supportive learning environment where children feel valued and respected.
- Foster positive relationships with children, families, and colleagues to ensure effective communication and partnership working.
- Assess children's progress and use assessment data to inform planning and differentiate instruction to meet individual learning needs.
- Collaborate with colleagues to contribute to the ongoing improvement of the Early Years curriculum and teaching practices.
- Maintain accurate records of children's development and progress, including observations, assessments, and learning portfolios.

Qualifications and Skills:

- Qualified Teacher Status (QTS) or equivalent recognized teaching qualification.
- Completion of the Early Career Framework (ECF) or currently in the ECT phase.
- Sound knowledge and understanding of the Early Years Foundation Stage (EYFS) framework.
- Excellent communication, interpersonal, and organizational skills.
- Passion for early childhood education and a commitment to providing high-quality teaching and learning experiences.
- Ability to work effectively as part of a team and contribute to a positive and supportive work environment.

Benefits:

- Competitive salary commensurate with qualifications and experience.
- Professional development opportunities to support your ongoing growth and career progression.
- Supportive and collaborative work environment with opportunities for mentorship and professional networking.
- Opportunity to make a meaningful difference in the lives of young children and their families.

If you are a dedicated and enthusiastic Early Years Teacher who is passionate about making a difference in the lives of young children, we would love to hear from you. Please submit your application form by **4pm on Friday 28th February 2025**.

We look forward to welcoming you to the team.

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

ECT Teacher

Location:	Riverside Primary School, Renwick Road, Barking, IG11 0FU
Salary:	MPS.
Hours:	Full time.
Contract:	Permanent.
Website:	www.riversidecampus.com
Email:	primary@riverside.bardaglea.org.uk
Closing Date:	Friday 28 th February 2025.

Riverside Primary is a growing mixed community school which is based in the newly developed Barking Riverside area. We are fortunate to be housed in a fabulous modern building which boasts large classrooms that provide a clean and spacious environment for our children to learn in. We pride ourselves on providing a caring and friendly atmosphere associated with smaller schools. We provide a curriculum that acknowledges the importance of the basic skills, but endeavours to teach those skills in an exciting way, as well as finding time to focus on more creative and artistic skills and making sure that we enjoy what we learn, using our local and wider environments and opportunities to support this.

At Riverside Primary School we take pride in developing a love of learning in all children. We challenge all children to strive for academic, creative, sporting and personal success within a broad, vibrant and enriched curriculum. Our core values can be summarised as RESPECT – Resilience, Empathy, Self- belief, Perseverance, Effort, Courageous and Tolerance. We encourage children to take ownership of, and responsibility for, their learning and behaviour. We aim for our children to fulfil their potential and shape their future

Why work at Riverside Primary?

- Amazing, well-behaved children, who are happy at school and excited by what they are learning each day.
- A fantastic new build, which includes access to secondary school resources and expertise.
- A local school with all the advantages of a successful academy group, including a strong central team of support, teaching and leadership staff.
- Riverside Primary is located on the Riverside Campus site which is close to the A13. Riverside Barking station and the EL1 bus, stop directly outside the campus, with the Uber boat also just a short walk away.

If you are an ECT, looking for a school in which to complete your ECT induction, we can offer you the opportunity to advance your career within a supportive academy environment. You will join our Primary teaching team in a school that prioritises developing practitioners with unrivalled opportunities for progression; whatever your aspirations as an ECT teacher, our School supports all staff in their progression through a range of bespoke courses and qualifications.

Key Responsibilities:

- Plan and implement developmentally appropriate and engaging learning experiences based on the National Curriculum.

- Create a safe, inclusive, and supportive learning environment where children feel valued and respected.
- Foster positive relationships with children, families, and colleagues to ensure effective communication and partnership working.
- Assess children's progress and use assessment data to inform planning and differentiate instruction to meet individual learning needs.
- Collaborate with colleagues to contribute to the ongoing improvement of the teaching practices within the school.

Qualifications and Skills:

- Qualified Teacher Status (QTS).
- Currently in the ECT phase.
- Sound knowledge and understanding of the National Curriculum.
- Excellent communication, interpersonal, and organisational skills.
- Passion for childhood education and a commitment to providing high-quality teaching and learning experiences.
- Ability to work effectively as part of a team and contribute to a positive and supportive work environment.

Benefits:

- Competitive salary commensurate with qualifications and experience.
- Professional development opportunities to support your ongoing growth and career progression.
- Supportive and collaborative work environment with opportunities for mentorship and professional networking.
- Opportunity to make a meaningful difference in the lives of young children and their families.
- Access to high quality professional learning and leadership development, including nationally recognised programmes e.g. ECT, NPQSL & NPQML

Visits to the school are highly recommended. Please contact the school office on the number or email below to arrange your visit with the Headteacher.

Closing date: 28th February 2025

The school is committed to safeguarding and protecting the welfare of children and as such all appointments are subject to an enhanced DBS 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 24 th February 2025 at Midday.
Interviews:	Thursday 27 th 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.

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@barkingabbeyschool.co.uk
Closing Date: Monday 24th February 2025.
Interviews: W/C 3rd 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.

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.

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)

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@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](#)

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.

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:	Jobs@barkingabbey.school.co.uk
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/>

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.

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)

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@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](#)

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.

Science 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: Monday 24th February 2025 at 07:00.
Interviews: Monday 3rd March 2025.

Applications may not be acknowledged during the Half--Term break (17th – 21st February)

*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.

Science at JRCS

Science is a thriving department at JRCS and those appointed will be joining a very effective team in first-class accommodation. We have outstanding facilities – each lab has an interactive display panel and a visualiser and is fully equipped with science practical apparatus. Our experienced and dedicated technicians ensure that equipment is available and ready for all lessons. The successful candidate will have the opportunity to teach KS3 to KS4 students in Science, Biology, Chemistry and/or Physics with the potential to teach their specialist subject at KS5. We have many experienced PGCE and ECT mentors so this post will be suitable for either an experienced teacher or an ECT.

In KS3 we have developed our own course based on and going beyond the national curriculum which was referenced in the school's Ofsted report.

In KS4 we offer GCSE Combined Science and the separate sciences of Biology, Chemistry and Physics.

In KS5 we offer A Levels in Biology, Chemistry and Physics.

This is a fantastic opportunity for an enthusiastic and committed colleague to join our vibrant and successful department.

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 Monday 24th February 2025

Interviews: Monday 3rd March 2025

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.

Sixth Form Administrator

Location: Jo Richardson Community School, Castle Green, Gale St, Dagenham, RM9 4UN
Required: As soon as possible.
Website: www.jorichardson.org.uk
Email: recruitment@jorichardson.org.uk
Closing Date: Monday 24th February 2025 at 07:00.
Interviews: Friday 28th February 2025.

Applications may not be acknowledged during the Half--Term break (17th – 21st February)

*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.

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 Monday 24th February 2025

Interviews: Friday 28th February 2025

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 Sociology

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	MPS/UPS.
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	<u>Jobs@barkingabbeysschool.co.uk</u>
Closing Date:	Monday 10 th March 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?

We are seeking to appoint a talented and well qualified Teacher to join our specialist team teaching at KS4 and KS5.

We are looking for a colleague who will be:

- Passionate about teaching Sociology and have the drive and ambition to complement the department.
- Highly motivated and enthusiastic with a strong pedagogical background and a passion for sharing this with the students and the department.
- An inspirational teacher, setting high standards for pupils, having the highest expectations for the success of all our pupils.
- A role model for our pupils in line with the school's vision and ethos.
- A creative teacher willing to take on new challenges and make the most of all resources at our disposal and make a contribution to the wider life of the school.

This is a full-time position teaching GCSE and A level students. The position will provide an opportunity to be innovative, working closely with other members of a very successful curriculum area.

The successful candidate will be able to demonstrate a track record of strong results at GCSE, experience of school clubs and the willingness to go above and beyond for our pupils.

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.

In return we can offer:

- A student-centred, progress focused student 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.

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.

In return we 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)

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@barkingabbeyschool.co.uk

Closing Date for Applications: 10th March 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-14821>

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 Science

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	ECT/MPS/UPS (depending on experience).
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@barkingabbey.school.co.uk
Closing Date:	Friday 28 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?**

The successful candidate will have:

- The ability and flexibility to motivate students and deliver excellent lessons across a wide range of subjects at Key Stage 3 and 4.
- A commitment to Barking Abbey's high 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

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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: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-19925>

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

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Teacher of History

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	MPS/UPS.
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	<u>Jobs@barkingabbeysschool.co.uk</u>
Closing Date:	Wednesday 5 th March 2025.
Interviews:	TBC

We are seeking to appoint an ambitious, passionate, and dedicated Teacher of History from September 2025. The individual should combine excellent historical and pedagogical knowledge to inspire students in and outside the classroom. You must be a reflective practitioner and be committed to continuing professional development & pedagogical research.

This position would suit a newly qualified teacher or a more experienced teacher looking to broaden their experience at an outstanding inner-city school.

The ability or potential to also teach History at A Level would be looked upon favourably.

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

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 5th March 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-77755>

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

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Teacher of English

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	ECT/MPS/UPS.
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@barkingabbeysschool.co.uk
Closing Date:	Friday 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 English Department at Barking Abbey is passionate about Language and Literature. Our curriculum aims to prepare students for GCSE whilst fostering a love of reading and developing their writing skills.

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

Come and join our successful department!

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 of our department and the progress of our students at Barking Abbey
- 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 cohort of students with high aspirations and a willingness to learn

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.

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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 offer:

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- 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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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@barkingabbeyschool.co.uk

Closing Date for Applications: 28th February 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-42501>

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 Business and Economics

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	M1 to UPS3 (Depending on experience).
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@barkingabbeysschool.co.uk
Closing Date:	Friday 7 th March 2025.
Interviews:	TBC

An exciting opportunity has arisen for Teacher of Business and Economics at Barking Abbey School. The department is well established and very successful with above national average results at Key Stage 4 and 5.

The Department has the highest uptake of GCSE option choices in Year 9, and in our Sixth Form, with BTEC and A Level being a popular pathway at KS5. The Department is a supportive and collaborative environment, which is motivating for students and staff alike. We are looking to appoint an enthusiastic, creative and highly effective individual. Ideally, you will have excellent knowledge of this subject area, high expectations from students, and be a confident, ambitious classroom practitioner.

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

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 7th March 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-51302>

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 Design Technology and Hospitality

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	MPS/UPS.
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@barkingabbeysschool.co.uk
Closing Date:	Monday 10 th March 2025.
Interviews:	TBC

An exciting opportunity has arisen at Barking Abbey School for a Teacher of Design Technology and Hospitality. The DT Department has a history of success and is constantly evolving its subject delivery.

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.

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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 March 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-22311>

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

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Design Technology Technician (including Hospitality)

Location:	Barking Abbey School, Longbridge Road, Barking, Essex, IG11 8UF
Salary:	Scale 4, Pt7-10, £29,346 -£30,630 per annum, to be pro rata'd to working hours and weeks.
Hours:	35 hours per week, term time only (usual working hours 08.00-16.00).
Contract:	Permanent.
Required:	As soon as possible.
Email:	Jobs@barkingabbeysschool.co.uk
Closing Date:	Monday 7 th March 2025.
Interviews:	TBC

Do you enjoy working with young people?

Are you an outstanding organiser who may have a passion for cooking or are you good general handy person that enjoys working with different materials and tools?

An exciting opportunity has arisen for someone to really make a difference to the smooth and effective running of our technology department. The primary purpose of the role is to provide day to day support and organisation to the departments assisting to prepare and set up for practical lessons, ordering and organising resources and providing specialist support in the classroom to teachers to enhance the delivery of the curriculum.

Specialist Training and support will be provided for the right candidate, and you will work in a department of supportive and talented colleagues and inspirational students.

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[**Jobs@barkingabbeyschool.co.uk**](mailto:Jobs@barkingabbeyschool.co.uk)

Closing Date for Applications: 7th March 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

[**https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-28061**](https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-28061)

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English Teacher (maternity cover)

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 28th February 2025 at 07:00.
Interviews: Thursday 6th March 2025.

Applications may not be acknowledged during the Half--Term break (17th – 21st February)

*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

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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.

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 28th February 2025

Interviews: Thursday 6th March 2025

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 ARP

Location:	Barking Abbey School, Barking, Essex, IG11 8UF (Both Longbridge & Sandringham Campuses)
Salary:	MPS/UPS Plus SEN Allowance.
Hours:	32.5 Hours Per Week.
Contract:	Permanent.
Required:	September 2025.
Email:	Jobs@barkingabbey.school.co.uk
Closing Date:	Friday 7 th March 2025.
Interviews:	TBC.

This is an excellent opportunity to be a key member in teaching and supporting pupils and promoting the school's Resourced Provision for pupils with Autistic Spectrum Disorder. Our aim is to ensure that the new Additional Resourced Provision provides the highest standard of education for the students in its care, and you will be pivotal in ensuring this. We want to become a Centre of Excellence for the teaching of secondary school aged students with Autistic Spectrum Disorder.

We are seeking to recruit a teacher with experience and/or a strong interest in supporting young people on the autistic spectrum. The role will suit a qualified teacher of either primary or secondary who can demonstrate energy, enthusiasm and the ability to teach effectively across a range of subject areas, and across all secondary age groups. You will have a flexible approach and will be able to meet the changing needs of our young people.

The successful candidates will:

- Desirably have had experience of working with students with special needs, particularly Autism. Create develop and maintain a high-quality educational environment for pupils with ASD.
- Show a commitment to raising opportunities and progression of our learners and support them in all aspects of their learning both in the ARP and in their mainstream lessons.
- Direct and mentor classroom support staff.
- Plan and teach differentiated lessons and support staff in the mainstream to further develop the pupil's progression.
- Have the ability to envision, enthuse, inspire and motivate students, staff and parents.

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.

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)

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/>

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

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 7th March 2025

Interview Date: TBC

Please apply via MyNewTerm. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2025-BASSSAHC-05399>

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 History

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Main Scale 1 – 6 depending on experience.
Contract:	Fixed term to Permanent.
Hours:	Full Time.
Required:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Friday 28 th February 2025.

We are looking for an experienced or Newly Qualified Teacher who can plan well, teach well and mark well and assess across KS3 to KS5 in History. The successful candidate will have the opportunity to teach across all three-key stages. You will be able to demonstrate your commitment to teaching and learning and demonstrate a great potential to grow and flourish.

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School Nurse

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	Scale 5.
Contract:	Fixed term.
Hours:	Full Time.
Required:	April 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Tuesday 25 th February 2025 at 09:00.

To provide a clinically effective, high quality and professional nursing service to the school community, including emergency and in-patient assessment, treatment and care to pupils, and emergency and first aid care to anyone either working at or visiting the school.

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Promoting the Health, Safety and Wellbeing of Pupils and Staff

At all times the School Nurse will:

- Maintain awareness of and comply with the School’s Health & Safety policy.
- Where appropriate, conduct and document risk assessments in his/her area of responsibility.

- Work closely with other members of staff to facilitate excellent pastoral care, including close liaison with Heads of School and School Counsellor.
- Stay on top of Public Health matters and liaise with the School Executive
- Liaise with members of staff who are identified as clinically (extremely) vulnerable to Covid-19 and produce an individual risk assessment.
- Run INSET as appropriate and as agreed with the Deputy Head Pastoral.

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Assistant Headteacher for Targeted Pupil Attainment

Location:	All Saints Catholic School, Terling Road, Dagenham, RM8 1JT
Salary:	L11-15.
Contract:	Fixed term.
Hours:	Full Time.
Required:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Friday 28 th February 2025 at 09:00.

We are seeking to appoint a dedicated professional to come and join our successful and dynamic school as an Assistant Headteacher for Targeted Pupil Attainment.

We are looking for an ambitious, motivated and aspiring leader at our pioneering school, with an established strong reputation, where commitment and our Catholic ethos underpin ongoing improvement.

The Role

As Assistant Headteacher for Targeted Pupil Attainment, you will play a pivotal role in improving outcomes for all pupils, with a particular focus on ensuring progress for those requiring additional support or intervention. The groups are Pupil Premium, More Able Students and those with EAL. This is a key focus of our school and one of our key priorities: No Child Left Behind. You will lead on strategies to close attainment gaps, such as our Literacy and Numeracy programme and champion best practices in teaching and learning, working with our teaching and learning team to facilitate staff to deliver the highest standards of education across the school to all our pupils.

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As an established Catholic school, the atmosphere in All Saints offers a calm, purposeful learning environment, creating a unique oasis in Dagenham, where student attendance is high and the school oversubscribed. Recently extended facilities are excellent, strategic steps are already being taken to address the ever-changing demands of the curriculum, but governors recognise further work is required to implement ongoing progress.

The advantages on offer at All Saints include:

- Opportunity to help shape the leadership and your areas of responsibility.
- Planned, rising student numbers, enhancing curriculum developmental opportunities.
- Recent refurbishments provide excellent, modern facilities to enhance curriculum delivery.
- Sound balanced budget, with capacity to support future innovation and progress.

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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:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Friday 28 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.

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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:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Friday 28 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:	Friday 28 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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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:	Friday 28 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.

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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:	September 2025.
Website:	https://www.allsaintsschool.co.uk/
Closing Date:	Friday 28 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.

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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.

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.

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.

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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: www.bridge.riversidecampus.com
Email: 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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- 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.

SEN Teacher (ECT candidates are welcome)

Location:	Riverside Bridge School, 40 Thames Road, Barking, IG11 0HZ
Salary:	Inner London MPS/UPS + SEN Allowance.
Required:	September 2025.
Website:	bridge@riverside.bardaglea.org.uk
Closing Date:	Friday 21 st February 2025.
Interviews:	4 th March 2025.

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 Qualified Teacher Status.
- 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.

Key Responsibilities and Duties of this Role

◆ *Support for pupils*

- Support pupils' 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.
- Collect evidence through video and photos and use the school's preferred online evidence-based programme.
- 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 literacy, numeracy, 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.
- Assist in the training and development of other staff, such as the teaching assistants.

◆ **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 relevant to the role, with the ability to apply this effectively in teaching & supporting pupils.
- 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.

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.

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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: 26th February 2025

Interview date: 4th March 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 Paediatrician Nurse

Location:	Riverside Bridge School, 40 Thames Road, Barking, IG11 0HZ
Salary:	Scale 6.
Hours:	08:30 to 16:00, term time only.
Required:	ASAP.
Website:	bridge@riverside.bardaglea.org.uk
Closing Date:	Friday 28 th February 2025.
Interviews:	To be confirmed, subject to shortlisting.

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 Qualified Teacher Status.
- 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

The School Nurse at Riverside Bridge School plays a vital role in supporting the health, well-being, and safety of our diverse community of pupils with complex needs. As a key member of the multi-disciplinary team, the School Nurse works closely with teachers, therapists, and families to ensure our pupils receive comprehensive, holistic care. Aligned with the school's vision to "Inspire, Empower, Achieve," the School Nurse is responsible for providing high-quality, compassionate, and evidence-based nursing care to our pupils. They will work tirelessly to foster a safe, secure, and inclusive environment where each child feels valued, respected, and empowered to lead a fulfilled, happy, and as independent a life as possible.

Key Responsibilities and Duties of this Role

◆ *Health and Medical Care*

- Provide high-quality nursing care and medical assistance to pupils, including administering medication, managing chronic conditions, and responding to emergency situations.
- Develop, implement, and regularly review individual healthcare plans for pupils with complex medical needs, working collaboratively with parents & carers, teachers, and other professionals

- Conduct regular health assessments, screenings, and monitoring to identify and address any medical concerns promptly.
- Administer prescribed medication to pupils, ensuring safe storage and accurate record-keeping.
- Maintain accurate and detailed medical records for all pupils, in accordance with data protection and confidentiality protocols.
- Liaise with and collaborate with the NHS Nurse Team.
- Provide first aid and emergency medical care to pupils as required, in line with the school's policies and procedures.
- Liaise with class teams to ensure first aid kits are prepared for trips in a timely manner.
- Coordinate and oversee the provision of intimate care for pupils, ensuring the highest standards of dignity, privacy, and safeguarding.
- Monitor the health and well-being of pupils, identifying any concerns and liaising with relevant parties to provide appropriate support.
- Ensure that medical supplies are adequately stocked and readily available.
- Distribute these medical supplies as required, ensuring that the health needs of our pupils are effectively met.
- Assist the Aged-Vaccination Team in the administration of scheduled childhood immunisations and help facilitate a smooth and efficient process for our pupils.

◆ ***Health Promotion and Education***

- Promote healthy lifestyles and well-being among pupils through the delivery of age-appropriate health education sessions, covering topics such as personal hygiene, nutrition, and mental health in liaison with the school's Healthy Living Team.
- Provide training and guidance to school staff on relevant medical and healthcare issues, including first aid, medication administration, and managing specific medical conditions, ensuring they are equipped to support pupils' needs effectively.
- Organise and participate in health-themed events and initiatives to engage the wider school community.
- Work closely with the school's senior leadership team to promote the overall health and well-being of the school community.
- Liaise with external healthcare providers, such as GPs, therapists, and NHS nursing team, to coordinate comprehensive care for pupils.
- Offer emotional support and sign-post pupils and their families, to appropriate internal and external support services as needed.

◆ ***Liaison and Collaboration***

- Liaise with parents & carers, external healthcare providers, and other agencies to coordinate the delivery of comprehensive care and support for pupils.
- Attend and actively participate in multi-disciplinary meetings, contributing to the development and review of pupils' individual education and healthcare plans.
- Maintain effective communication with the school leadership team, providing regular updates on health-related matters and any emerging concerns.
- Professional Development
- Engage in continuous professional development to stay up to date with best practices, new guidelines, and advancements in school nursing and special education.
- Share expertise and knowledge with colleagues, supporting the professional development of the wider school team.

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

- Registered Nurse (RN) with experience in a school or community-based setting, preferably with a focus on special educational needs.
- Extensive experience in paediatric or special educational needs nursing, with a deep understanding of the unique healthcare needs of children and young people with complex conditions.
- Excellent clinical skills, including the ability to assess, plan, implement, and evaluate nursing interventions.
- Strong communication and interpersonal skills, with the ability to build positive relationships with pupils, families, and colleagues.
- Adaptability and flexibility to meet the diverse and changing needs of our pupils.
- Excellent organisational and time management skills, with the ability to prioritise effectively and work under pressure.
- Commitment to promoting the well-being and safeguarding of all pupils.
- Proficient in using relevant medical and administrative software.
- Proficient in the administration of medication and the provision of intimate care, with a commitment to maintaining the highest standards of dignity and privacy.
- Committed to continuous professional development and a willingness to share expertise and best practice with the wider school community.
- Understanding of the SEND Code of Practice and the ability to work collaboratively within a multi-disciplinary team.
- Excellent knowledge of safeguarding legislation, policies, and procedures, with a strong commitment to promoting the welfare and safety of all pupils.
- 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.

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 28th February 2025

Shortlist date: 5th March 2025

Interview date: To be confirmed subject to 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.

Art and DT SEN Lead Teacher (MLT) (not suitable for ECTs)

Location: Riverside Bridge School, 40 Thames Road, Barking, IG11 0HZ
Salary: Inner London MPS/UPS + SEN 1 Allowance +TLR2a.
Required: ASAP.
Website: bridge@riverside.bardaglea.org.uk
Closing Date: Friday 21st February 2025.
Interviews: Monday 3rd February 2025.

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.

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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.
- 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.

Riverside Bridge School play a vital role in delivering a comprehensive and engaging curriculum that aligns with the school's vision of enabling all pupils to thrive, develop, and lead fulfilled, happy, and rewarding lives. While the school offers art lessons to all pupils, we are keen to introduce an Art and DT specialist into the school to develop this area further.

As a specialist in art education, the art teacher will be responsible for planning, delivering, and assessing art 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' art 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 where art can be used as form of expression and engagement.
- 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
- Collect evidence via photos and videos and upload to the school's preferred online evidence platform.
- 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 art development and the acquisition of fundamental creative skills among all pupils.
- Participate in arrangements for preparing pupils for external accreditations, such as AQA unit awards, OCR or WJEC 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 artistic events

◆ *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.
- 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.
- Support the implementation of extra-curricular art and DT clubs and visits to appropriate venues to explore art and DT further.

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 art 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.

Visits to the school are encouraged.

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.

Class Teachers (3 vacancies)

Location:	Oxlow Bridge School, Wantz Rd, Dagenham, RM10 8PP
Hours:	Full Time.
Contract:	Permanent.
Salary:	MPS/ UPS (inner London) + SEN allowance.
Required:	1 st September 2025.
Website:	www.partnershiplearning.com
Closing Date:	25 th March 2025 at Midday
Interviews:	31 st March 2025 and 3 rd April 2025

Partnership Learning, a successful Multi-Academy Trust, is seeking 3 teachers for Oxlow Bridge School. Oxlow Bridge is a brand new, purpose-built special school which will be opening in September 2025. Facilities will include a hydro-therapy pool with moveable floor, large adaptable classrooms, well-designed sensory outdoor areas and state of the art ICT. Most of the planned intake will fall within the category of having Profound and Multiple Learning Difficulties (PMLD).

The new staff team will be working together to develop a shared vision and ethos for the school with pupils at the centre. It will be a school where every child has the opportunity to thrive, learn and develop in their own unique way.

As we start on this exciting journey, we are looking for 3 enthusiastic and dedicated **Class Teachers** to be our first teaching team. You will be part of building and growing an innovative and supportive staff team as the school grows. Our first pupils will be Nursery and Reception age. We will grow slowly over the next few years and when full, will offer places to 90 pupils up to the age of 19.

The Role

As a Class Teacher, you will:

- Plan, deliver, and adapt engaging, personalised learning activities that are developmentally appropriate for children with profound and complex learning needs.
- Foster a positive, inclusive, and supportive classroom environment where all children feel valued and safe and build a class team who share, model and embed the school values.
- Work closely with families, specialists, and other staff members to create and implement personalised learning plans.
- Recognise, share and record small steps of learning and be able to set ambitious targets for all pupils.
- Encourage and embed the holistic development of each child, including communication, social and physical skills through all activities.
- Take an active role in shaping the school's ethos, policies, and practices as we develop

About You

We are looking for a dedicated professional who:

- Holds QTS (Qualified Teacher Status) or equivalent.

- Has experience working with children with special educational needs, ideally those with profound and complex learning difficulties.
- Has experience in Early Years education, ideally in a SEND setting, and understands the importance of adapting teaching approaches for individual learners.
- Is passionate about making a real difference in the lives of children with complex needs and supporting their learning and development.
- Demonstrates patience, creativity, and flexibility, with the ability to respond to the diverse needs of children.
- Has excellent communication skills and the ability to collaborate effectively with colleagues, families, and external agencies and build successful working partnerships.

Why Join Us?

- This is a unique opportunity to be part of something new and innovative, to play a role in growing a special school from its inception, ensuring that from day one it provides an outstanding learning and nurturing environment for its pupils.
- You will be working in a well-supported environment with ongoing professional development and training opportunities as part of an established Trust framework.
- Partnership Learning adheres to nationally agreed Terms and Conditions for teaching and leadership posts in its schools. Benefits include membership of the Teachers' Pension Scheme, a Staff Wellbeing Service and a Cycle to Work Scheme.

How to Apply

Applications can be made online only, by application form available at www.partnershiplearning.com - CVs will not be accepted. The school is not yet open so you cannot visit but interested candidates can book an informal discussion or send any questions to the Executive Head by emailing shewitt@oxlowbridge.com

Closing date:

Noon on 25/3/2025

Interview date/s (subject to confirmation):

03/04/25 and 31/03/25

(interviews will be held at Beacon Hill Academy in Thurrock)

The address of Oxlow Bridge School will be

100 Wantz Road
Dagenham
RM10 8PP

We look forward to hearing from you!

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.

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.

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](#)

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.

Religious Education Teacher

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London).
Required:	September 2025.
Website:	<u>www.robertclack.co.uk</u> .
Email:	<u>eselson@robertclack.co.uk</u>
Closing Date:	Monday 24 th February 2025 at 08:00.
Interviews:	To be confirmed.

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

We believe that Religious Education is a vital part of the curriculum to ensure that pupils are aware and tolerant of all culture and faiths. Our aim is to provide an outstanding holistic education to enable our young people to develop the skills and attributes necessary to fulfil their potential and make a valuable contribution to society. We deliver a challenging and engaging Religious Education curriculum. Ranging from a successful and popular A level course at Key Stage 5 to foundational topics at Key Stage 3. Currently, in Years 7 and 8 pupils have the opportunity to learn about the beliefs and practices of major world religions, issues of prejudice and discrimination, the problem of evil, humanism and ethics.

To equip our pupils for the diverse modern world and to further enhance our school ethos of tolerance and mutual respect we have expanded our provision of Religious Education at Key Stage 4 to ensure that every student in the school takes Religious Education as a GCSE.

You must be passionate about teaching, and you will be expected to collaborate with colleagues in the department in planning and delivering lessons across a range of ages and abilities. You must be committed to delivering high quality teaching and learning, while securing outstanding progress for all pupils. We will consider applications from newly qualified and experienced teachers.

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

- Experience and knowledge of teaching Religious Education within a secondary school (ages 11-16).
- 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.

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: eselson@robertclack.co.uk

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

REQUIRED FOR: September 2025

APPLICATION CLOSING DATE: 8am on Monday 24 February 2025.

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.

Modern Foreign Languages Teacher

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London).
Required:	September 2025.
Website:	www.robertclack.co.uk .
Email:	eselson@robertclack.co.uk
Closing Date:	Monday 24 th February 2025 at 08:00.
Interviews:	To be confirmed.

As a result of our recent and continuing school expansion, we are looking for an enthusiastic and inspirational MFL Teacher to join our growing team from September 2025.

The successful candidate will have a commitment to promoting outstanding progress and attainment for all. You must also be able to demonstrate a commitment to delivering high quality teaching and learning. You will plan and deliver high quality and engaging lessons that support our learners from KS3 up to and including KS5 to make exceptional progress and inspire them to continue languages with your passion for French.

Applications are welcomed from both Early Careers Teachers or more experienced Teachers.

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

- A record of good and/or outstanding teaching and of securing high levels of pupil progress.
- Successful experience and knowledge of teaching MFL within a secondary school (ages 11-16 essential, ages 11-18 desirable).
- An ability to teach French.
- Excellent curriculum knowledge and how to sequence the skills and knowledge needed.
- A clear understanding of individual pupils' needs.
- Experience of promoting consistently high expectations for all pupils in regard to their work ethic and behaviour.
- 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.

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

Reasons to join us:

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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:

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eselson@robertclack.co.uk

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

REQUIRED FOR: September 2025.

APPLICATION CLOSING DATE: 8am on Monday 24 February 2025.

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.

Raising Standards Lead (Site) (Associate Senior Leadership Team)

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London) Plus, TLR1b of £12,038 per annum.
Required:	September 2025.
Website:	www.robertclack.co.uk .
Email:	cziregbe@robertclack.co.uk
Closing Date:	Monday 3 rd March 2025 at 08:00 (Rolling advert in place).
Interviews:	To be confirmed.

We are seeking to appoint a dynamic and enthusiastic leader to join our School from September 2025. Following the opening of a third site in September 2020, Robert Clack School is continuing to expand. We have an established Senior Leadership Team and are looking to welcome a new member to strategically and operationally lead on raising attainment at one of our three school sites.

Your role will be to focus on the students, often at the end of a key stage, who are struggling to make progress and who need additional help to achieve the outcomes they need and want. These students can be of any ability and can change throughout the year. You will need to have a laser-sharp focus on these students and ensure that they achieve the best outcomes that they can. You will report to the Head of School (site) and the Assistant Headteacher (Progress Lead).

Our school prides itself on teamwork and achievement. Candidates must have significant curriculum and/or pastoral leadership experience, as well as experience of teaching at Key stages 3 to 4. You must demonstrate a commitment to delivering high quality teaching and learning, whilst promoting and striving for outstanding progress and attainment for all.

The suitable applicant must possess the following:

- a record of good and/or outstanding teaching and of securing high levels of pupil progress.
- successful experience and good subject knowledge, preferably at all Key Stages.
- current or previous pastoral experience.
- knowledge of effective strategies for achieving high standards of discipline at whole school level to secure excellent academic progress.
- a commitment to working collaboratively with colleagues, parents, governors and outside agencies.
- experience of the strategies available for improving the teaching and learning, attainment and progress of pupils at all levels of ability and development stages.
- Experience of successful leadership and motivation of other members of staff.
- Experience of being a middle leader.
- Exceptional interpersonal and organisational skills.
- Qualified Teacher Status.

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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: September 2025.

APPLICATION CLOSING DATE: Rolling until 8am on Monday 3 March 2025.

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, online internet search and an enhanced Disclosure & Barring Service check.

MFL Teacher

Location:	Eastbury Community School, Hulse Avenue, Barking, IG11 9UW
Required:	September 2025.
Salary:	MPS/UPS, Including Inner London Weighting, £38,766 - £60, 092.
Website:	www.eastbury.bardaglea.org.uk .
Email:	kdunnell@eastbury.bardaglea.org.uk
Closing Date:	Monday 24 th February 2025 at 10:00.
Interviews:	Tuesday 4 th March 2025.

This is an excellent opportunity for a committed and innovative individual, in a successful, well ordered, and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in London East, 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.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand-new purpose-built accommodation.

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

About The Role:

We are seeking a well-qualified, ambitious professional who is motivated to make a difference to the life chances of our young people. The successful candidate will:

- Be a dedicated team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school
- Be able to teach students of all abilities and demonstrate passion and enthusiasm
- Be able to and willing to make contributions to both the department and to the wider school community

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.

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 Monday 24 February at 10am and interviews will be held on Tuesday 4 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.

Music Teacher

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London).
Required:	September 2025.
Website:	<u>www.robertclack.co.uk</u> .
Email:	<u>cziregbe@robertclack.co.uk</u>
Closing Date:	Monday 3 rd March 2025 at 08:00 (Rolling advert).
Interviews:	To be confirmed.

Robert Clack School is continuing to expand further in September 2025. We are therefore looking for an enthusiastic and inspirational teacher of Music to join our growing team next academic year.

The department has worked extensively to establish an exciting and varied music provision. Across all key stages, the curriculum has been designed to maximise progression and enjoyment in Music, ensuring it is accessible and challenging for all. The Music department across all three sites have access to state-of-the-art equipment and facilities to deliver a diverse curriculum. With each site having an iMac suite, students explore music education using Logic Pro X. The recital rooms are furnished with keyboards, samba drums, ukuleles and guitars. The department prides themselves on running a number of successful events each year including concerts, competitions and theatre productions.

The department is the audible element which conveys the school culture and identity. The successful candidate will be expected to teach Music at KS3, with the possibility to teach KS4 and KS5. We require a proactive and passionate music professional to bring inspiring ideas to actively enhance the current music provision. They would add significant value by engaging in extracurricular activities and events, and continue the strong tradition of our performances. We highly value our extracurricular provision, therefore they will be an additional paid bonus.

We maintain high standards at KS3 to promote valuable and enjoyable learning, to further provide opportunity to those students wishing to take their music education further at KS4 and KS5. With the expansion of the department, we hope to offer a broader and more enriched curriculum post KS3 which further provides students with the skills to explore wider career options.

The ideal candidate would need to be highly proficient on their instrument and demonstrate they have a broad subject knowledge.

The preferred candidate will be experienced with music technology and recording equipment to further utilise the facilities the department currently has and bring new expertise and ideas to expand on this.

You must be passionate about teaching, and you will be expected to collaborate with colleagues in the department in planning and delivering lessons across a range of ages and abilities. You must be committed to delivering high quality teaching and learning, while promoting outstanding progress for all pupils. We will consider applications from newly qualified and experienced teachers.

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

- Experience and knowledge of teaching Music within a secondary school (ages 11-16 essential, 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.
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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: September 2025.

APPLICATION CLOSING DATE: Rolling advert to 8am on Monday 3 March 2025.
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.

Teaching Assistant (Secondary)

Location:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Scale 4 – actual salary range £19,919 - £20,791 per annum.
Hours:	28 hours per week (Monday-Friday, 08:45 – 15:05), term-time.
Contract:	Permanent
Required:	As soon as possible.
Website:	www.robertclack.co.uk .
Email:	cziregbe@robertclack.co.uk
Closing Date:	Monday 24 th February 2025 at 08:00.

Due to the ongoing expansion of the school, we are seeking to appoint a Teaching Assistant to join our SEND team (Secondary). Robert Clack School is split across three sites and is soon to become one of the largest schools in the UK.

Working as part of a team with teachers and the SEND department, the successful applicant will provide classroom support for pupils with Educational Health Care Plans (EHCPs) and to those with social, emotional and mental health challenges (SEMH). They will be required to assist pupils who have barriers to learning using school-based intervention strategies and resources, and help them develop their literacy, numeracy, speech and language skills. In addition, they will encourage pupils to have positive interactions with their peers and staff, whilst becoming independent learners.

The successful candidate will be required to have the following skills and experience:

- Relevant experience of working with children with SEND.
- Good levels of literacy and numeracy (minimum grade C/4 at GCSE English and Mathematics, or equivalent).
- Good standard of verbal and written communication skills when dealing with pupils, parents, colleagues and visitors.
- Good behaviour management skills.
- Flexibility, patience and a calm demeanour.
- Able to work effectively and professionally as part of a team.
- Able to follow instructions and adhere to all school policies.
- An appreciation and understanding of a school at the heart of the community.

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 one of these posts, please refer to the job description, person specification and download the application form through our school website. Please submit your completed application form to: cziregbe@robertclack.co.uk

CVs ONLY WILL NOT BE ACCEPTED. They will only be accepted if accompanied by a completed 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 and an enhanced Disclosure and Barring Service check.

Assistant Cook

Location: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary: Scale 3 - £20,221 – £20,511 per annum (exact salary).
Hours: 30 hours per week, term time only.
Required: April 2025.
Website: www.robertclack.co.uk.
Email: cziregbe@robertclack.co.uk
Closing Date: Wednesday 26th February 2025 at 08:00.

Due to our ongoing school expansion, we would like to appoint an Assistant Cook to work in the school kitchen. Please note that you may be asked to work at any of the three school sites during your hours of work.

The successful candidate will, under the supervision of the Cook Supervisor and Catering Manager provide a high-quality food service at Robert Clack School. The post will include assisting with food preparation, cooking, food service and cleaning. The candidate will also assist the Cook Supervisor on a day-to-day basis with managing the Food Service Assistants. They will provide support with ordering and managing stock levels, and ensuring that the school kitchen meets all service and operational related standards of hygiene, and health and safety.

If you would like to apply, you must have the following skills and experience:

- Relevant work experience assisting a manager in a food preparation facility and the provision of a food service.
- Experience of working in a school kitchen.
- Relevant food service / preparation qualifications.
- Able to work effectively as part of a team.
- Excellent communication skills in order to respond to the needs of pupils, colleagues and visitors.
- Ability to follow school policies, procedures and instructions and legislation relating to health & safety, hygiene, food safety etc.
- Work methodically, with attention to detail.
- Able to resolve routine issues.
- Patience and a calm manner.
- Ability to supervise and motivate a team successfully.

REQUIRED FOR: April 2025.

APPLICATION CLOSING DATE: 8am on Wednesday 26th February 2025.

For further information about the job, please view the Job Description and Person Specification. These documents, along with the application form are available on the school website. 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.

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 and an enhanced Disclosure & Barring Service check.

Economics Teacher

Location:	Eastbury Community School, Hulse Avenue, Barking, IG11 9UW
Required:	September 2025.
Salary:	MPS/UPS Including Inner London Weighting, £38,766 - £60, 092.
Contract:	Permanent.
Website:	www.eastbury.bardaglea.org.uk .
Email:	kdunnell@eastbury.bardaglea.org.uk
Closing Date:	Monday 3 rd March 2025 at 10:00.
Interviews:	W/C 3 rd March 2025.

This is an excellent opportunity for a committed and innovative individual, in a successful, well ordered, and inclusive 3-19 all through school. We are at the heart of an ethnically diverse community in London East, 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.

We foster a collaborative culture where talented individuals are empowered to produce their best work in brand-new purpose-built accommodation.

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

About The Role:

We are seeking a well-qualified, ambitious professional who is motivated to make a difference to the life chances of our young people. The successful candidate will:

- Be a dedicated team player who is committed to the happiness, well-being, self-esteem and progress of everyone at the school
- Be able to teach students of all abilities and demonstrate passion and enthusiasm
- Be able to and willing to make contributions to both the department and to the wider school community

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.

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 Monday 3 March at 10am and interviews will be held Tuesday 11th 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.

Exam Invigilator

Location: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: £13.15 per hour.
Website: www.sydneyrussellschool.com
Email: office@sydneyrussellschool.com
Closing Date: Friday 28th February 2025.

Purpose of Job:

- To support the Lead Invigilators and Examinations Officer with the day-to-day operations of examinations.

Main Activities:

- To ensure a calm environment which will give all students the best possible opportunity to be successful in their exam
- To help organise students at the start and end of each exam
- To help provide the correct information and material for successful completion of the exam
- To be vigilant, whilst not disrupting the candidates
- To refer to the Examination Officer if it is suspected that malpractice is taking place
- To help in the collection of exam scripts which need to be collected in order
- To ensure students do not leave an examination venue until instructed to do so at the end (unless escorted for exceptional reasons)
- Assisting with the preparation of seating plans and notices to be placed outside venues
- Assisting candidates prior to the start of examinations by directing them to their seats and advising them about possessions permitted in examinations venue
- Ensuring candidates do not talk once inside examination venue
- Invigilating during examinations, dealing with queries raised by candidates and dealing with examination irregularities in accordance with strict procedures
- Assisting with the preparation of script envelopes
- Assisting with the packing of examination papers, stationery and equipment prior to the examinations and the delivery to and from venues as appropriate
- To help scribe and read for students who require additional help.

Review Arrangements

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of the responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (The contract). The post holder is

required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body:

- To uphold the school's policy in respect of child protection matters
- The post holder may be required to perform any other reasonable tasks after consultation
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed
- This Job Description is not necessarily a comprehensive definition of the post. It may be subject to modification at any time after consultation with the post holder

Vice Principal (Quality of Education – Curriculum & Student Achievement)

Location:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Leadership scale (L22-L26).
Start:	September 2025.
Website:	www.sydneyrussellschool.com
Email:	office@sydneyrussellschool.com
Closing Date:	Monday 10 th March 2025.
Interviews:	20 th and 21 st March 2025

Interested applicants are welcome to visit the school for a tour and an informal meeting with the Principal on either Tuesday 25th February, Thursday 6th March or Friday 7th March. To book a visit please email recruitment@sydneyrussellschool.com

Purpose of Job:

The school seeks to appoint an inspirational leader to work alongside the Principal, Vice Principals and the wider leadership team of our large all-through school. The Vice Principal (Quality of Education – Curriculum & Student Achievement) will have a significant role in creating the conditions for all our students to be successful and achieve their full potential.

Key attributes

As a member of the Senior Leadership Team, the Vice Principal will:

- Be a dynamic and committed leader, driven by a passion for wanting to improve the life chances of young people.
- Be tireless in their pursuit for continual school improvement.
- Be a role model, setting high expectations for their own performance and that of others and assist with the setting and monitoring of professional standards.
- Support the Principal and governors in establishing and delivering the vision for the continued success and development of the school.
- Communicate the school's vision compellingly and support the principal's strategic leadership.
- Build positive relationships with members of the school community, recognising and demonstrating that teamwork and communication are critical to this role, promoting a culture in which the views of all members of the school community are valued and considered.
- Play a leading role in the school improvement planning process, taking account of the agreed priorities of the school and contributing to the identification of key areas of strength and weakness in the school.
- Keep up to date with developments and relevant research in education.
- Seek training and continuing professional development to meet own needs and professional learning.
- Attend governor meetings and present reports relating to areas of responsibilities.
- Support the Principal and SLT in the day-to-day management of the school.

Key Responsibilities:

Quality of Education – Curriculum & Student Achievement

- In conjunction with the wider Quality of Education team, evaluate the planning and sequencing of curriculum and assessments to ensure students gain the most relevant knowledge, skills and understanding in each subject.
- In conjunction with the Vice Principals (Teaching, Learning, Assessment & CPDL and Primary) and extended leadership team, ensure the implementation and impact of the curriculum aligns with the school's vision and the diversity of the school community, meeting the needs of all students, including those with SEND and those from disadvantaged backgrounds, and provides them with the richness, breadth and depth they need to achieve future successes.
- Lead annual reviews of curriculum to ensure the school's offer is ambitious for all and provides students with a wealth of learning opportunities which enable students to achieve their full potential.
- Maintain a sound understanding of the school's MIS to ensure maximum impact and efficiency of ways of working.
- Oversee the school's timetable, supporting the AAVP Curriculum to ensure the timetable is well planned and delivers the highest standards of curriculum across all phases.
- Lead and ensure the smooth running of school processes for Year 6 into 7 transitions (including target setting), Year 9 preferences and Sixth Form recruitment.
- Lead the school's assessment calendar, communicating with all stakeholders, including students, staff and parents, to ensure the school's assessment and student progress reporting processes run effectively.
- Lead the Student Achievement strategy including designated assemblies, form time sessions and workshop opportunities for students, as well as parent information sessions (Right Start), parent information packs and on-going communications with all stakeholders regarding curriculum and student progress and achievement.
- Lead the analysis of student assessment data across the school, and subsequently co-ordinate robust action plans to ensure gaps in learning are addressed efficiently and effectively, preventing any barriers to students' progress over time and maximising attainment.
- In conjunction with the wider Quality of Education team, robustly monitor and evaluate the quality of learning, ensuring that curriculum delivery, assessment and interventions are effective and have impact.
- Develop a strong and effective working relationship with the Data and Exams Manager, ensuring effective communication to maximise impact on student achievement across the school and support in completion of school data reports including census and public examinations.
- Co-ordinate provisions for supervised study before/after school.
- In conjunction with relevant school leaders, contribute to the school's annual Prize Giving ceremony, lead regular rewards assemblies and 'mock results' days.
- Routinely engage student voice across all school years to inform evaluations of the Quality of Education.
- Line manage named curriculum areas and be responsible for performance management of identified staff including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance.

- Assist with the reporting of the performance of the school to parents, carers, governors and other key partners as necessary, providing reports and information related to your areas of responsibility as required.
- To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement.
- To promote links and good relationships with the local community and outside agencies.

Agreed Whole School Procedures

- 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.
- 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.

Head of Department – Media Studies

Location:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Inner London plus TLR 2b.
Contract:	Permanent
Start:	September 2025
Website:	www.sydneyrussellschool.com
Email:	office@sydneyrussellschool.com
Closing Date:	Wednesday 26 th March 2025.
Interviews:	W/C 31 st March 2025

We seek to appoint a Head of Department who will offer vision and direction for the curriculum and the department, bringing their knowledge and expertise to further enhance the school's high performing Media Studies provision within the curriculum, and beyond as part of the school's enrichment provision.

The Media Studies department offers curriculum pathways across KS4 GCSE & BTEC and KS5. Students enjoy studying Media Studies and develop knowledge and skills which enable them to deliver high quality projects and sophisticated understanding of the ways in which Media Studies can support wider areas of their learning.

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 develop an offer of Media Studies extra-curricular activities to further enhance the provision.
- 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 Media Studies 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.

