

17th April 2026

SCHOOL VACANCY BULLETIN

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External Adverts Based In LBB

Healthy Lunchtimes Assistants (mainstream and within our SEND provision)

Location:	Thames View Infants, Bastable Avenue, Barking, Essex IG11 0LG
Salary:	£14.78 per hour.
Hours:	1 hour daily (between 11:45-13:15), term time only.
Contract:	Fixed Term Contract Initially (until 31st August 2027).
Required:	As soon as possible.
Website:	https://thamesviewinfants.org/about-us/about-tvi/vacancies/
Email:	Kelly.Ager@thamesviewinfants.org
Closing date:	Friday 24 th April 2026 at Midday (12:00 Noon).

The successful candidates will help our children, across the whole School, get the most from our healthy lunchtimes – whether helping children enjoy our delicious lunchtime menu, carefully supporting reluctant eaters, leading energetic sport and play in our large grounds. Working alongside the current lunchtime team, the HLA will help make our lunchtime experience as healthy as possible for our children.

We're looking for passionate Lunchtime Staff with EYFS, KS1 and/or SEND experience!

Thames View Infants offers a 100% Cooked Meal Lunchtime provision. You will be expected to support the children across the whole school whilst eating. Outside, you will also need to be able to lead fun physical activities that are both engaging and appropriate.

You will need to be punctual, creative and able to demonstrate that you are able to use your own initiative and have a good understanding of the importance of healthy eating and physical activity. You will have a great work ethic, be professional, reliable, committed, resilient and keen to make a difference to the lives of our children and their families. You will have good communication skills, be kind, flexible, able to embrace change and take on board advice. Experience of engaging, working and playing with young children is essential. An up to date First Aid qualification would be desirable.

Closing date: Friday 24th April 2026 (Noon).

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

Thames View Infants is an Outstanding School.

We comply fully with the ethos of safer recruitment and undertake all relevant checks, including enhanced DBS clearance. All candidates must disclose any spent or unspent convictions.

TVI Learning- a company limited by guarantee Registered in England: Company Number:
08163191

Registered Office: co -Thames View Infants, Bastable Avenue, Barking, Essex IG11 0LG

Teaching Assistants

Location:	Thames View Infants, Bastable Avenue, Barking, Essex IG11 0LG
Salary:	Scale 3-4 (depending on experience and qualifications) (£19,806 - £21,269) (pro-rata).
Hours:	27.5 hours (08.45 - 15:15 daily) term-time only, plus possible additional hours for breakfast club, after school clubs or planning meeting.
Contract:	Fixed Term Contracts until August 2027.
Required:	Immediate start/September 2026.
Website:	https://thamesviewinfants.org/about-us/about-tvi/vacancies/
Email:	Kelly.Ager@thamesviewinfants.org
Closing date:	Friday 24 th April 2026 at Midday (12:00 Noon).

Teaching Assistants with EYFS/ KS1, and/or SEND Specialism

Directors are actively recruiting caring and child-centred Teaching Assistants to join the team at our vibrant and friendly Academy. You'll be kind and caring and able to connect with children, able to bring out their best. Recent practical experience of working within similar settings is essential.

You will have a great work ethic, be professional, reliable, committed, resilient and keen to make a difference to the lives of our children and their families. You will have good communication skills, be flexible, able to embrace change and take on board advice. Good time keeping and punctuality is essential.

The post holder's key responsibilities will be to:

- Support mainstream and high needs children across EYFS, KS1 or our Specialist SEND Provision.
- As directed, provide support in class alongside our existing Teaching Assistants implementing support programs, or supporting children with individual needs.
- Work in partnership with the Class Teacher and the Inclusion Team.
- Communicate well with families.

As the successful candidate you will:

- Understand the developmental needs of young children and their families; and be able to form effective partnerships with families within our community.
- Be willing to learn and take on new challenges
- Present as calm, confident and resilient.
- Be an effective team member who is professional, proactive and has a positive disposition.
- Have a good level of written and spoken English.
- Know the importance of safeguarding and child protection when working with vulnerable and very young children.

Accordingly, we will offer you:

- An opportunity to work within an Outstanding Academy, a growing Multi Academy Trust, with additional incentives for running after-school clubs.
- A diverse and vibrant demographic, with a team of aspiring professionals, representing a rich ethnic blend.

- A career opportunity within an up-and-coming locality, with recent regeneration initiatives and good transport links to central London.
- Please note: Due to the expected high response to these vacancies, we reserve the right to close this campaign once we have a suitable pool of applicants, which could be prior to the published application closing date.

Before you apply, come and see us for yourself! Prior visits to school are most welcome and highly recommended. Watch our promo video here: [https://tinyurl.com/TVI-on-YouTube!](https://tinyurl.com/TVI-on-YouTube)

Closing date: Noon on Friday 24th April 2026

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

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TVI Learning- a company limited by guarantee Registered in England: Company Number: 08163191.

Registered Office: co -Thames View Infants, Bastable Avenue, Barking, Essex IG11 0LG

Early Career Class Teacher

Location: Hunters Hall Primary School, Alibon Road, Dagenham, RM10 8DE
Salary: MPS (inner London rate)
Required: September 2026
Email: office@hunters-hall.bardaglea.org.uk
Interviews: Week Beginning Monday 18th May 2026
Closing Date: Friday 8th May 2026 at 09:00

Are you passionate about supporting our embedded Thrive Approach practice which aims to develop confident, curious, and emotionally resilient individuals?

We are seeking to appoint an enthusiastic, highly motivated and caring teacher. The ideal candidate must have high expectations of achievement and behaviour for all pupils. They must also be a team player who is willing to contribute to the continued improvement of our school.

The pupils at Hunters Hall are positive and enthusiastic learners and fun to work with! Our staff are welcoming, enthusiastic, caring, hardworking and supportive.

We can offer:

- Well-resourced classrooms
- Excellent CPD opportunities
- Supportive colleagues and SLT

We welcome informal visits to the school prior to application and look forward to meeting you. Full job description, person specification and application form are available on our website [Vacancies - Hunters Hall Primary School](#) or by emailing office@hunters-hall.bardaglea.org.uk.

Closing date: Friday 8th May 2026 9:00am

Shortlisting: Tuesday 12th May 2026

Interviews: W/C Monday 18th May 2026

Equality and Diversity

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our children. As a provider of employment and education, we value the diversity of our staff and pupils, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our pupils and staff.

Safeguarding

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

If you are shortlisted for the position you are applying for, you will be required to complete a Declaration giving details of any relevant criminal offences and other relevant information

relating to our safeguarding duty. Further information will be provided on that form. In addition to the Declaration Hunters Hall Primary may undertake online searches for shortlisted candidates (including social media) in accordance with KCSIE 2022.

A copy of Hunters Hall Primary Child Protection and Safeguarding policy and the Safer Recruitment Policy are available on our website at www.huntershallprimary.org.uk

It is an offence to apply for a post involving regulated activity if you are barred from engaging in regulated activity relevant to children.

Following successful application, Hunters Hall Primary will carry out the necessary prohibition checks for any member of staff appointed to carry out teaching work.

Any offer of employment will be made conditional upon a satisfactory enhanced DBS check and barred list check (where applicable to the role in question).

This role is considered exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Class Teacher

Location:	Henry Green Primary School, Green Lane, Dagenham, RM8 1UR
Salary:	Inner London MPS
Website:	<u>Henry Green Primary School – Learning together, Learning for life</u>
Email:	<u>office@henrygreen.org.uk</u>
Required:	September 2026
Interviews:	Week Commencing 4 th May 2026
Closing Date:	Friday 1 st May at Noon

Application Requirements: Qualified Teacher Status (QTS), ECT's warmly welcomed

At Henry Green Primary School, we are proud to be a nurturing and inclusive school where children are at the heart of everything we do. We believe in creating a safe, caring and supportive environment where every child and adult feels they belong and can flourish.

We are seeking to appoint a committed and enthusiastic teacher to join our team from September. This role would suit someone who is passionate about teaching and learning, values relationships, and understands the importance of getting children emotionally and developmentally ready to learn.

About Henry Green Primary School

Henry Green is more than a school – we are a family. Located in Barking and Dagenham, London's most deprived borough, we serve a richly diverse community where 66% of our pupils speak English as an additional language and 27% are disadvantaged. Despite these challenges, our pupils flourish because they feel safe, known, and valued in our nurturing environment.

Our ethos, The Henry Green Family, and our ASPIRE values (Achieve, Succeed, Persevere, Inspire, Respect, Enjoy) guide everything we do. We are proud holders of IQM Flagship Status and recognised by Challenge Partners as an Area of Excellence for Nurturing Regulation and Readiness.

We are committed to creating therapeutic classroom environments and transforming our outdoor play provision to ensure every child enjoys purposeful, healthy play. Our focus on inclusion, emotional wellbeing, and high expectations creates a school where all children can shine.

We are looking for someone who:

- Has a genuine passion for Early Years and Reception teaching
- Is warm, reflective and emotionally available for children
- Understands the importance of play, exploration and language development
- Works well as part of a team and values collaboration
- Has high expectations for all children and believes every child can succeed

We offer:

- A friendly, supportive and values-led school community

- A strong and caring EYFS team
- Children who are happy, curious and eager to learn
- A commitment to staff wellbeing and work–life balance
- High-quality professional development and coaching
- A thorough induction and support programme, including for ECTs
- Leadership that is visible, supportive and child-focused

We are proud of our inclusive practice and our strong sense of belonging for both children and staff.

Visits

Visits to the school are essential and strongly recommended. Please contact the school office on 020 8270 4466 or email office@henrygreen.org.uk to arrange a visit.

Application details

Closing date: Friday 1st May at Noon

Interviews: Week Commencing 4th May 2026

For an application form and further details, please contact the school via office@henrygreen.org.uk OR visit our website at [Henry Green Primary School – Learning together, Learning for life](#)

Henry Green Primary School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks and relevant safeguarding procedures. We welcome applications from all sections of the community and are proud to be an inclusive employer.

SEND Class Teacher

Location:	Henry Green Primary School, Green Lane, Dagenham, RM8 1UR
Salary:	Inner London MPS
Website:	<u>Henry Green Primary School – Learning together, Learning for life</u>
Email:	<u>office@henrygreen.org.uk</u>
Required:	September 2026
Interviews:	Week Commencing 4 th May 2026
Closing Date:	Friday 1 st May at Midday (12:00 Noon)

Application Requirements: Qualified Teacher Status (QTS)

At Henry Green Primary School, we are proud to be a nurturing and inclusive school where children are at the heart of everything we do. We believe in creating a safe, caring and supportive environment where every child and adult feels they belong and can flourish.

We are seeking to appoint a committed and enthusiastic SEND teacher to join our Inclusion team from September. This role involves working closely with children with a range of additional needs and would suit someone who is passionate about inclusive education, values relationships, and understands the importance of meeting children where they are so they can thrive. The role will include teaching across our specialised classrooms (The Nest), supporting pupils working within pre-formal and semi-formal pathways, and delivering highly personalised learning experiences.

About Henry Green Primary School

Henry Green is more than a school – we are a family. Located in Barking and Dagenham, London's most deprived borough, we serve a richly diverse community where 66% of our pupils speak English as an additional language and 27% are disadvantaged. Despite these challenges, our pupils flourish because they feel safe, known, and valued in our nurturing environment.

Our ethos, The Henry Green Family, and our ASPIRE values (Achieve, Succeed, Persevere, Inspire, Respect, Enjoy) guide everything we do. We are proud holders of IQM Flagship Status and recognised by Challenge Partners as an Area of Excellence for Nurturing Regulation and Readiness.

We are committed to creating therapeutic classroom environments and transforming our outdoor play provision to ensure every child enjoys purposeful, healthy play. Our focus on inclusion, emotional wellbeing, and high expectations creates a school where all children can shine.

We are looking for someone who:

- Has experience working with children with complex needs
- Has a genuine passion for SEND and inclusive practice
- Demonstrates a strong understanding of communication, emotional development, and adaptive teaching approaches
- Is warm, reflective and emotionally available to support children's needs

- Understands the importance of play, exploration and language development in supporting learning
- Works effectively as part of a team and values collaboration
- Has high expectations for all children and is committed to ensuring every child can succeed

We offer:

- A friendly, supportive and values-led school community
- A strong and caring Inclusion and SEND team
- Children who are happy, curious and eager to learn
- A commitment to staff wellbeing and work–life balance
- High-quality professional development and coaching
- A thorough induction and support programme, including for ECTs
- Leadership that is visible, supportive and child-focused

We are proud of our inclusive practice and our strong sense of belonging for both children and staff.

Visits

Visits to the school are essential and strongly recommended. Please contact the school office on 020 8270 4466 or email office@henrygreen.org.uk to arrange a visit.

Application details

Closing date: Friday 1st May 2026 at Noon

Interviews: Week Commencing 4th May 2026

For an application form and further details, please contact the school via office@henrygreen.org.uk OR visit our website at [Henry Green Primary School – Learning together, Learning for life](#)

Henry Green Primary School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS checks and relevant safeguarding procedures. We welcome applications from all sections of the community and are proud to be an inclusive employer.

Midday Assistants

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Salary:	Scale 1
Contract:	Permanent.
Hours:	Monday to Friday, 1.5 hours per day, between the hours of 11:30 to 13:30 (to be arranged), term time only.
Email:	office@johnperry.bardaglea.org.uk
Website:	www.johnperryprimary.co.uk
Interviews:	W/C Monday 27 th April 2026. (exact date to be confirmed at shortlisting stage).
Closing Date:	Monday 20 th April 2026 at Midday (12pm Noon).

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/about/#job_vacancies and download an application form and Job Description/Person Specification.

Closing date: Monday 20th April 2026, at 12pm.

Shortlisting: Tuesday 21st April 2026.

Interview date: WC: Monday 27th April 2026 (exact date to be confirmed at shortlisting stage)

Completed application forms must be returned to the following email address:
hr@johnperryprimary.co.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.

John Perry Primary School is committed to safeguarding and promoting the welfare of children.

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.

SEND Teaching Assistant Apprentice

Location:	Southwood Primary School, Keppel Road, Dagenham, RM9 5LT
Contract:	15-18 months
Hours:	35 hours per week
Email:	jobs@southwood.bardaglea.org.uk
Website:	www.southwoodprimary.co.uk
Interviews:	Friday 24th April 2026
Closing Date:	Tuesday 21st April 2026 at midday

Apprenticeship: Level 3

Our vision at Southwood Primary School is to create 'a community inspiring futures, nurturing growth, enabling every child to succeed'. We are looking for the right individual to join our dynamic and forward-thinking Inclusion team, to work as a teaching assistant, with a specific responsibility for working with our high-needs pupils both within our mainstream classrooms and our additional needs provision: 'The Den'.

We are looking for someone:

- who has GCSE English and Maths (or Level 2 equivalent) and is willing to undertake further training (Level 3 apprenticeship in supporting teaching and learning);
- who has excellent communication and interpersonal skills to work as a proactive member of our Inclusion Team;
- who has a passion for inclusion and will motivate and inspire all our children to achieve their potential;
- who has the ability to understand and nurture the individual needs of our pupils, families and the whole school community;
- who has experience of working with children with a range of multiple or complex needs, in a school or similar setting;
- who, with support from our SENCO, will analyse children's learning, identify next steps and interact positively to ensure good progress;

We can offer you:

- great children in an engaging and creative environment;
- a school that values and invests in CPD, giving opportunities to develop and progress;
- full support of the Senior Leadership Team to 'be the best you can be'!

For more information and an application form, please visit our website www.southwoodprimary.co.uk or contact the School Office (02082704915) to arrange a visit. Completed application forms should be emailed to jobs@southwood.bardaglea.org.uk or given into the School Office. We look forward to hearing from you.

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

SEND Teaching Assistant

Location:	Grafton Primary School, Grafton Road, Dagenham, RM8 3EX
Salary:	Scale 4
Contract:	1-year fixed term with a view to extend
Hours:	8.30-3.30 Monday to Friday (Term time only) – 32.5 hours per week
Email:	vacancies@graftonprimary.co.uk
Interviews:	Tuesday 12 th May 2026
Closing Date:	Monday 4 th May 2026

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 SEND teaching assistant to join our friendly and supportive team. The successful applicant will be required to support within the classroom, as well as being required to take small intervention groups and working one to one with individual children with additional needs.

Key responsibilities:

- Provide support to students with additional needs, within the classroom, in the intervention room, in small groups and on a 1:1 basis
- Work closely with teachers and other support staff to ensure that all children are included in the learning
- Foster a safe and inclusive learning environment for all pupils
- Deliver targeted interventions to support students with additional needs, including Autism and ADHD
- Collaborate with parents and external agencies as needed

Successful candidates will:

- Have experience of supporting children in a primary school, including those with additional needs
- Believe in the inclusion for all and is able to implement strategies to support the children with SEND
- Have experience in the use of visual strategies to support children with communication needs
- Use positive behaviour management strategies and motivate children to learn and enjoy school
- Have the ability to relate well to children and adults
- Be able to work as part of a team yet at times take initiative and work without close direction or supervision
- Be flexible and adaptable
- 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 further information about the role or to arrange a visit to the school, please contact the school office on 0203 727 5171 or email vacancies@griftonprimary.co.uk

Closing date for applications: Monday 4th May 2026

Shortlisting: 5-6th May 2026

Interviews: Tuesday 12th May 2026

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.

Teaching Assistant/s

School:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Scale 4 - exact salary £25,937 - £27,070 per annum)
Hours:	35 hours per week (Monday-Friday, 8.00am – 4.00pm), term-time, permanent.
Email:	mbrown@robertclack.co.uk
Website:	www.robertclack.co.uk
Required:	1 st September 2026.
Interviews:	To be confirmed – during May 2026
Closing Date:	8am on Monday 11 May 2026

Robert Clack Primary School is looking to recruit Teaching Assistants who are passionate about developing young minds, providing play-based learning opportunities and creating an immersive learning environment where our pupils can flourish. We are a small, friendly and supportive team in a fairly new primary school, which opened in September 2021.

Please note that this post may, at times, involve working one-to-one with allocated pupils who have SEND. However, depending on service need and the ongoing growth of the school, the job role may also involve being allocated to a class at any time to provide general class Teaching Assistant support. We therefore expect applicants to be flexible and willing to be either class-based or to provide small intervention group or one-to-one work with individual pupils.

The person we require will:

- Have successful previous experience of working with children.
- Have clear knowledge and understanding of the principles of child development and learning processes within either EYFS and/or Key Stage 1 or 2.
- Be supportive, nurturing and understanding with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Demonstrate good communication skills both orally and written.
- Have a good standard of literacy and numeracy.
- Have NVQ2 for Teaching Assistants (or equivalent) or be willing to work towards the qualification.
- Work well as part of a team.
- Be extremely patient, adaptable, flexible and willing to listen.
- Be willing to support pupils with basic hygiene needs and support them towards gaining independence.

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.

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 post, please refer to the recruitment pack and download the application form, which are available on our website. Please submit your

completed application form to Maddie Brown, HR Administrator on
mbrown@robertclack.co.uk

CVs ONLY WILL NOT BE ACCEPTED. They will only be accepted if accompanied by a completed 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.

Teacher of PE

Location:	Barking Abbey School (Both Longbridge & Sandringham Campuses) Barking, IG11 8UF
Salary:	MPS/UPS
Contract:	Permanent
Hours:	32.5 Hours Per Week
Required:	September 2026
Website:	https://mynewterm.com/jobs/101241/EDV-2026-BASSSAHC-33037
Email:	Jobs@barkingabbey.school.co.uk
Interview date:	W/C 4 th May 2026
Closing date:	27 th April 2026

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?

An exciting opportunity has arisen at Barking Abbey School for a dedicated and inspiring Teacher of PE to work in this highly successful department. Experience teaching theory classes at KS4 (GCSE PE) and KS5 (CTEC Sport & A Level PE) is desirable but not essential. We offer a comprehensive extra-curricular programme, in which we would expect the successful candidate to take a full and active role.

Barking Abbey is a 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/>

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.

ASD Co-educator

Location:	Jo Ricahrdson Community School, Castle Green, Gale St, Dagenham, RM9 4UN
Salary:	Scale 4 – 5 (dependent on experience) Approximately £25,937 – £29,626 (£30,288 - £33,987 full time equivalent).
Hours:	35 hours per week. Term time only. Mon 08:00 – 16:15. Tues/Thurs/Fri 08:00 – 16:00, Wed 08:00 – 15:15.
Required:	June 2026
Website:	https://jorichardson.org.uk/
Email:	recruitment@jorichardson.org.uk
Interview date:	Friday 1 st May 2026
Closing date:	Friday 24 th April 2026 at 07:00

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 2024/25 JRCS achieved another set of excellent outcomes at both KS4 and KS5. 69% of our students achieved a level 4+ in both English and Maths and 48% achieved a level 5 pass in both English and Maths. At KS5 our A*-C grade was 84%; with 64% 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 <https://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.

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.

School Cleaner

Location:	Barking Abbey School, Longbridge Road, Barking, IG11 8UF
Salary:	Scale 2 (Pt3 £15.68ph - Pt4 £15.90ph) to be pro rata'd in addition to pension benefits and holiday pay.
Hours:	13.75 hours per week, Monday to Friday, Term Time only. (additional hours optional in holiday periods).
Contract:	Permanent.
Required:	As soon as possible.
Website:	https://mynewterm.com/jobs/101241/EDV-2026-BASSSAHC-18365
Email:	Jobs@barkingabbey.school.co.uk
Interview date:	24 th April 2026
Closing date:	20 th April 2026

Are you looking for a part time role that fits around other commitments?

Would you like a job that makes a difference to the lives of Students in a school that is passionate about providing the very best opportunities for all?

If so, this could be the role for you...

We are looking for cleaners to work as part of our premises team who are fundamental to the daily smooth operation of the school.

Morning and Evening shifts are available to suit your needs

Working hours can be selected from any of the following:

Monday to Friday:

05:30 to 08:15

15:30 to 17:45

The position offers: An attractive remuneration package, good employment terms the provision of uniform. Induction training and on- going training and development opportunities.

In return we can offer:

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

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

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

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

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

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

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

Jobs@barkingabbeyschool.co.uk

Closing Date for Applications: 20th April 2025

Interview Date: 24th April 2025

Please apply via MNT. The link is below:

<https://mynewterm.com/jobs/101241/EDV-2026-BASSSAHC-18365>

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.

Qualified Class Teacher

Location:	Trinity School, Heathway Dagenham, RM10 7SJ
Salary:	MPS/UPS + SEN1/2 (Depending on experience)
Website:	https://trinityschool.face-ed.co.uk/Vacancies
Interviews:	To be confirmed
Closing date:	20 th April 2026

Trinity School is a vibrant, modern, all-age special school for students aged 3 to 19 with a wide range of learning needs, including moderate, severe, profound, and complex difficulties. A significant number of our pupils are diagnosed with Autism Spectrum Condition (ASC).

We are seeking an enthusiastic and dedicated Class Teacher to join our friendly and successful team. This is a key role within our school, supporting pupils with severe and multiple learning difficulties across all age groups. Experience in specialist SEN settings is highly desirable, but we also welcome applications from teachers who are passionate about improving outcomes for children and young people with SEND.

We're looking for someone who:

- Delivers engaging, differentiated lessons tailored to individual needs
- Has confidence teaching across ASC and PMLD pedagogies
- Is flexible and able to work across our four departments: Primary, Secondary, Further Education Centre (FEC), and Learning & Life Centre (LLC)
- Is committed to ongoing professional development
- Motivates pupils to achieve their best
- Can lead and manage a team of teaching assistants effectively

What we offer:

- A supportive and inclusive school community
- Opportunities for professional growth and development
- A chance to make a meaningful impact in the lives of our pupils and their families

We are committed to maintaining and continually improving the high standards of provision at Trinity School. If you share our dedication to providing exceptional education and care, we would love 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.

Applicants who were not successful in previous shortlisting and interview processes need not apply

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.

Qualified PE Teacher

Location:	Trinity School, Heathway Dagenham, RM10 7SJ
Salary:	MPS/UPS + SEN1/2 (Depending on experience)
Website:	https://trinityschool.face-ed.co.uk/Vacancies
Interviews:	To be confirmed
Closing date:	20 th April 2026

Trinity School is a vibrant, modern, all-age special school for students aged 3 to 19 with a wide range of learning needs, including moderate, severe, profound, and complex difficulties. A significant number of our pupils are diagnosed with Autism Spectrum Condition (ASC).

We are seeking an enthusiastic and dedicated PE Teacher to join our friendly and successful team. This is a key role within our school, supporting pupils with severe and multiple learning difficulties across all age groups. Experience in specialist SEN settings is highly desirable, but we also welcome applications from teachers who are passionate about improving outcomes for children and young people with SEND.

We're looking for someone who:

- Delivers engaging, differentiated lessons tailored to individual needs
- Has confidence teaching across ASC and PMLD pedagogies
- Is flexible and able to work across our four departments: Primary, Secondary, Further Education Centre (FEC), and Learning & Life Centre (LLC)
- Is committed to ongoing professional development
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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.

Keyworker

Location:	Trinity School, Heathway Dagenham, RM10 7SJ
Salary:	Scale 5: £27,985 (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:	As soon as possible
Website:	https://trinityschool.face-ed.co.uk/Vacancies
Interviews:	To be confirmed
Closing date:	20 th April 2026

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.

Our Additional Resources Provision (which includes The Living and Learning Centre) provides specialist education, care and support for pupils currently aged between 8 and 19 years, with a diagnosis of Autism, other complex learning disabilities and associated behaviours of concern. The provision helps to equip these pupils with vital communication, regulation and independent living skills.

The job will require the successful candidate to work closely with one individual student and to take responsibility for the delivery 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 Teachers.

Applications are welcomed from individuals who:

- have proven good experience of working directly with primary, secondary and/or sixth form aged pupils who have a diagnosis of Autism and/or other complex learning disabilities.
- have some experience of working with individuals who demonstrate complex behaviours of concern.
- have some experience of supporting the development of augmentative and alternative communication systems.
- can prove that they have the patience and resilience to work with children and young people with complex needs.
- have awareness and understanding of a structured teaching approach (e.g., schedules, visual support, structured classrooms, etc.).
- 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 complex behaviours of concern.
- are committed to continuous professional development.
- have a positive "can do" attitude and are very willing to learn.
- can work flexibly across the provision with a strong commitment to teamwork.
- 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/grade 4 or above).
- possess a good standard of both written and verbal communication skills.
- are willing to follow assessment and recording procedures, as well as following relevant curriculum tasks.

What we offer our teams:

- A vibrant, friendly and diverse school community.
- A supportive staff team, with guidance and mentoring from highly experienced leaders.
- Access to an extensive calendar of training and professional development opportunities across the academic year.
- Support from our onsite team of Speech and Language Therapists, the Behaviour Team and Specialist School Nurses.
- Extensive Employee Assistance Programme.
- The development of specialised, state of the art facilities (to open in mid-2026).

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 an interview

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.

Midday Assistant

Location: Little Learners Nurseries-St Margaret's, Barking
Salary: £ 9,750
Hours: 11.30-14.30 Monday-Friday
Required: As soon as possible
Email: alison.brown@genesistrust.net
Closing date: 1st May 2026

The Little Learners Nursery Group includes St Saviour's Nursery and St Mary's Nursery—both Ofsted Outstanding and based in Walthamstow. We have a brand-new nursery opening in January 2025 at St Margaret's in Barking.

We are looking for someone who has excellent communication skills to supervise children during the lunch period. This post will involve providing lunch time for our babies and toddlers and pre-schoolers.

The successful applicant must enjoy the company of children and be able to form positive relationships.

Do you have:

- Experience of working with children
- An understanding of how children develop and learn
- Have the ability to work on your own initiative.

If you are interested in the position, please submit your application to Alison Brown on the contact details below. An application form and job description can be downloaded from the advert.

Early application is encouraged as we review applications throughout the advertising period and reserve the right to close the advert earlier than the stated deadline.

Contact Information

Alison Brown
alison.brown@genesistrust.net

Teacher of Design & Technology and Food Technology

School:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Inner London MPS
Email:	office@sydneyrussellschool.com
Website:	https://sydneyrussellschool.com/recruitment
Required:	September 2026
Closing Date:	7 th May 2026 (early applications encouraged).

Purpose of the role:

The DT and Food technology departments offer curriculum pathways across KS3 and KS4, with ambition to expand to KS5.

We seek to appoint an exceptional subject specialist teacher to join our team. They will be responsible for the academic progress of the students they teach, continually driving and improving student achievement. There is scope, for the right candidate, to contribute to the department's development and expansion through the introduction of vocational pathways.

The appointed candidate will be committed to their own professional development, will actively contribute to a positive working atmosphere which encourages cooperation and promotes the highest standards of education, contributing towards the best outcomes for student achievement and staff development.

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.

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

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 Geography

School: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: Inner London MPS (TLR negotiable based on the successful candidate's proven experience)
Email: office@sydneyrussellschool.com
Website: <https://sydneyrussellschool.com/recruitment>
Required: September 2026
Closing Date: 14th May 2026 (early applications encouraged).

Purpose of the role:

Our geography 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 geography 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 geography, 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

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.

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

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.

Music Teacher

School: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary: Main Pay Scale/Upper Pay Scale (Inner London).
Email: mbrown@robertclack.co.uk
Website: www.robertclack.co.uk
Required: September 2026.
Interviews: To be confirmed. During April/early May 2026.
Closing Date: Rolling advert to Monday 20th April 2026 at 08:00

Appointment:

Robert Clack School is continuing to expand further in September 2026. We are therefore looking for an enthusiastic and inspirational teacher of Music to join our 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.
- 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:

mbrown@robertclack.co.uk

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

REQUIRED FOR: September 2026.

APPLICATION CLOSING DATE: Rolling advert to 8am on Monday 20th April 2026.

INTERVIEWS TO BE HELD: To be confirmed. During April/early May 2026.

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

Teacher of Art and Photography

School: Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary: Inner London MPS (suitable for a trainee teacher, ECT or more experienced teacher)
Email: office@sydneyrussellschool.com
Website: www.sydneyrussellschool.com
Required: September 2026
Closing Date: Monday 4th May 2026

Purpose of the role:

The Art & Photography department offers curriculum pathways across KS3, KS4 and KS5. We seek to appoint a subject specialist teacher who will be responsible for the academic progress of the students they teach, continually driving and improving student achievement, with knowledge, experience and flexibility to support curriculum delivery across the wider creative areas of DT and Food Technology (KS3).

The appointed candidate, working under the direction of the Head of Department, will be committed to their own professional development, will actively contribute to a positive working atmosphere which encourages cooperation and promotes the highest standards of education, contributing towards the best outcomes for student achievement and staff development.

Main purpose

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.

All staff are responsible for promoting and safeguarding the welfare of students by always ensuring compliance with the school's Safeguarding and Child Protection Policy. All staff must report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

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.

English Teacher

School: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary: Main Pay Scale/Upper Pay Scale (Inner London).
Email: mbrown@robertclack.co.uk
Website: www.robertclack.co.uk
Required: September 2026.
Interviews: To be confirmed. During May 2026.
Closing Date: 08:00am on Monday 11 May 2026.

APPOINTMENT:

We are looking for an enthusiastic and inspirational Temporary English Teacher to join our growing team in September 2026.

At Robert Clack School, we encourage pupils to develop a love of language and literature, while exploring a range of important themes and contexts. All pupils develop key skills in reading, writing, speaking and listening. They read a range of fiction and non-fiction texts, and are given the opportunity to improve their writing skills through various methods (narrative and descriptive pieces, discursive essays, letters etc.), along with speaking and listening skills via classroom activities (role play, group debate, presentations etc.).

Many pupils take part in extra-curricular activities in English such as BBC School Report, reading groups, theatre trips and poetry competitions. We also deliver intervention and revision for our students.

We are a high achieving department, that attained fantastic results in the summer. We are looking for an enthusiastic, responsive and reflective teacher to help students to continue to make progress in English.

You must be passionate about teaching and promoting a lifelong enjoyment of English. 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. Applications are welcomed from both Early Career Teachers and experienced teachers.

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

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

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. This is a fantastic opportunity for a talented, ambitious professional to join the dedicated teaching team within our school.

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:

mbrown@robertclack.co.uk

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

REQUIRED FOR: September 2026.

APPLICATION CLOSING DATE: 08:00am on Monday 11 May 2026.

INTERVIEWS TO BE HELD: To be confirmed. During May 2026.

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

Cover Supervisor

School:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Scale 5 - £21,989 to £22,970 per annum (exact salary)
Hours:	27.5 hours per week – 8.30am-3.00pm (1-hour unpaid break) Monday to Friday, term-time only
Email:	mbrown@robertclack.co.uk
Website:	www.robertclack.co.uk
Required:	September 2026.
Interviews:	May 2026.
Closing Date:	08:00am on Tuesday 5 th May 2026.

We are seeking to appoint a Cover Supervisor to work under the guidance of teaching staff to deliver cover lessons in the classroom and supervise lessons during the short and long term absence of teachers. Classes will cover a range of subjects, pupil numbers and pupil abilities. This is a good opportunity for someone looking to gain experience in a secondary school teaching environment.

The successful candidate must be proactive and able to use their initiative with regards to checking for daily cover requirements. They should also have the following skills and experience:

- Good levels of literacy and numeracy;
- A variety of communication skills to respond to the needs of individual children;
- Excellent behaviour management skills;
- Able to develop positive working relationships with pupils;
- Flexibility and adaptability;
- Able to deliver cover lessons across a range of subjects to different pupil ages and abilities;
- Patience and a calm manner.

REQUIRED FOR: September 2026.

APPLICATION CLOSING DATE: 8am on Tuesday 5 May 2026.

INTERVIEWS TO BE HELD: May 2026.

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

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

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

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Geography Subject Leader (Site)

School:	Robert Clack School, Gosfield Road, Dagenham, RM8 1JU
Salary:	Main Pay Scale/Upper Pay Scale (Inner London) plus TLR2c of £8,611 per annum.
Email:	mbrown@robertclack.co.uk
Website:	www.robertclack.co.uk
Required:	September 2026.
Interviews:	May 2026.
Closing Date:	8am on Friday 1 May 2026.

APPOINTMENT:

We are looking for an enthusiastic and inspirational Geography Subject Leader (Site) to join our Geography Department from September 2026.

Reporting to the Subject Leader, you will be appointed to hold a curriculum leader responsibility at one of our three school sites. However, all of our Subject Leader (site) TLR roles are not site specific. Therefore, it is possible that this role could be deployed to hold responsibility at any one of the three school sites in the future, if required, along with a key stage curriculum responsibility.

This role provides an exciting opportunity for an outstanding Geography Teacher who is looking for a curriculum responsibility in a large multi-site school. You must be a talented, passionate and ambitious professional. You must also be able to demonstrate a strong commitment to delivering high quality teaching and learning, whilst promoting outstanding progress for all pupils. Previous curriculum leadership experience is desirable, but we will also consider applications from highly effective classroom teachers who aspire to become part of a Geography curriculum leadership team. The school prides itself on teamwork and achievement.

From KS3 onwards, pupils participate in field work studies to enhance their understanding of the human and physical geographical environment. At KS3 pupils are taught about the earth, weather systems, environments, continents and natural hazards in order to understand how they work and how the actions of people play a fundamental role in the preservation of our planet. We ensure that pupils learn key geographical skills, which can be developed further at KS4.

At KS4, Geography is growing in popularity and the GCSE course focuses on geographical issues and an investigative approach towards the need for careful management of both human and physical environments. During their studies, pupils learn to understand different viewpoints, values and attitudes, while refining their problem solving and decision making skills, all crucial to ensuring that they are equipped with the necessary knowledge to pursue careers in industry and business.

At KS5, pupils study human and physical geography in more depth, while completing their investigations and coursework during a four-day fieldtrip.

We are looking for someone who has the following:-

- Successful experience of and a good subject knowledge of the Geography curriculum at Key

Stages 3, 4 and 5 (ages 11 to 18).

- A record of good to outstanding teaching and of securing high levels of pupil progress.
- Proven track record of good classroom practice with students obtaining excellent value added

results and GCSE and A Level grades.

- Experience of the use of assessment and data in improving pupil progress.
- Able to lead and manage staff, while working effectively and supportively within a team.
- Experience of or a commitment to wider school responsibilities.
- Exceptional interpersonal and organisational skills.
- Qualified Teacher Status.
- An appreciation and an understanding of a school at the heart of the community.
- Current or recent successful subject leadership experience (desirable).

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INTERVIEWS TO BE HELD: During May 2026.

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