

1st May 2026

SCHOOL VACANCY BULLETIN

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Teacher of Geography

Teacher of Art and Photography

English Teacher

Cover Supervisor

Targeted Support Officer **NEW!**

Communication Support Workers **NEW!**

External Adverts Based In LBB

Healthy Lunchtimes Assistants

Location:	Thames View Infants, Bastable Avenue, Barking, IG11 0LG
Salary:	£15.46 per hour (FTE)
Hours:	1 hour daily (between 11:45-1:15), LLA 1 hour Term-time only, at lunchtime
Contract:	Fixed Term Contracts (until 31st August 2027)
Required:	as soon as possible
Email:	Kelly.Ager@thamesviewinfants.org
Website:	https://thamesviewinfants.org/about-us/about-tvi/vacancies/
Closing Date:	Friday 29th May 2026 (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 support children across the whole school whilst eating. Outside, you will lead fun physical activities and traditional playground games. You will help develop children's speaking and listening, and social communication skills.

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.

We reserve the right to close this campaign once we have a suitable pool of applicants therefore encourage applications to be made as soon as possible to avoid disappointment.

Closing date: Friday 29th May 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.

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.

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@graftonprimary.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.

Class Teacher

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Salary:	MPS and/or UPS
Contract:	Maternity Cover (September 2026- August 2027)
Required:	Monday 1st September 2026
Website:	https://johnperryprimary.co.uk/about/#job_vacancies
Email:	madien@johnperryprimary.co.uk
Interviews:	Monday 18th May
Closing Date:	Tuesday 12th May at 12:00 noon

We are looking for teachers who:

- 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
- Have excellent knowledge of the Primary National Curriculum
- Work in accordance to the SEND code of practice
- Can model exemplary practice and have a proven track record of impact on children's achievement and wellbeing
- Are self-reflective and have the desire to be the best they can be
- Have a professional attitude, are great role models and really want to make a difference for children and families.
- Are great innovators who want to work with others to create exciting new learning opportunities for the children in their care
- Are ambitious for themselves and their children and want to be school leaders of the future.

What we offer:

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

Closing date for applications: Tuesday 12th May at 12:00 noon

Shortlisting: Wednesday 13th May

Interview date: Monday 18th May

Early Career Teachers (ECTs) are welcome to apply.

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

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

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.

ARP Manager

Location:	St Peters RC Primary School, Goresbrook Road, Dagenham, RM9 6UU
Salary:	Inner London - Depending on experience
Contract:	Full time Permanent
Required:	September 2026
Email:	office@st-peter.bardaglea.org.uk
Website:	www.st-peter.bardaglea.org.uk
Interviews:	15th May
Closing Date:	7 th May

ARP Manager for St Peter's ARP (Additionally Resourced Provision) for children with MLD/SLD (Moderate to Severe Learning Difficulties) with some whole school-based teaching responsibility.

The Governing Body of this happy, successful school wish to appoint an enthusiastic and inspirational ARP Manager to join our friendly and dedicated staff team. St Peter's is a two-form entry Catholic Primary school and we are looking to appoint an amazing and forward-thinking ARP Manager for our Additional Resourced Provision with some class-based teacher responsibility in our wider school community. The ARP accommodates 12 children (year 3 to year 6) who have complex learning needs due to cognition and learning difficulties and may have additional learning needs, and medical needs. We are looking for manager for our ARP to work alongside the ARP teacher and her team. with a nurturing and caring attitude, to contribute in shaping a high quality and stimulating provision to support our most vulnerable children.

The candidate should have qualified teacher status with relevant experience and proven skills relating to the teaching of children with complex learning needs. Ideally the candidate will have a SEN post graduate qualification in the area of understanding and supporting children with complex and specific needs.

You will have proven substantial classroom experience and in-depth knowledge of the curriculum, of high quality of teaching and learning, of how to raise standards; particularly in the area of SEND. The school is committed to provide a curriculum that is differentiated to meet the needs of all pupils.

The successful candidate will be an outstanding classroom teacher, who enjoys finding creative ways to adapt and deliver the curriculum to children with special educational needs. Also, you will have proven experience of writing and implementing personalised learning plans for children with a variety of different additional needs. You will also have an ability to work collaboratively with parents to achieve the best possible outcomes for the children.

We want to hear from you if you share:

- Our drive to improve outcomes for all pupils;
- Our pursuit of excellence in teaching and learning;
- Our determination to provide aspirational learning opportunities to our children;
- Our reflective nature – relentlessly committed to the improvement of our practice;
- Our impeccably high standards as professionals;

· Our high expectations of children and young people with SEND including a commitment to ensuring they achieve their full potential.

What we offer:

- A dedicated, highly skilled and supportive staff team
- A dynamic senior management team who will support your career development and empower you to lead and innovate
- Wonderful children who need your help to shine
- Opportunities for further professional development
- A great opportunity to play a leading role in a good school
- A supportive and skilled governing body
- Strong Parish and Community links
- Wonderful areas for outside play
- Free on-site parking, near bus routes and close to underground and mainline train services

The successful candidates will have:

- Experience of working with children with SEND;
- Resilience;
- Experience of working with families in a school setting or similar;
- Good interpersonal skills and can work well as part of a team;
- Good communication skills;
- Good knowledge and understanding of Safeguarding and Child Protection procedures and practice;
- Good knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies;
- Teaching skills which lead to learners with SEND achieving well relative to their prior attainment.

Main Responsibilities;

- Alongside the qualified teacher, you will be responsible for the day to day running of the ARP, in consultation with the designated line manager within the School.
- Implementing and teaching a primary curriculum in line with the national guidelines and the pupil's abilities and needs.
- Teaching a relevant and appropriate curriculum for learners year 3 to year 6 with different complex needs.
- Assessing pupil progress and using the school's tracking systems.
- Reporting progress to parents for individual pupils.

The teacher will be committed to safeguarding and promoting the welfare of children and young people. The teacher will follow school policies and the staff code of conduct.

Visits to the school are warmly encouraged, please come and meet us to see for yourself.

To discuss this position further, or to arrange a visit to the school, please contact the school office. office@st-peter.bardaglea.org.uk Phone Number: 020 8270 6524

Application packs are available by contacting the school office.

Closing Date: 7 May 2026

Interviews: 15 May 2026

St Peters RC Primary School is committed to safeguarding children and promoting and the welfare of young people and expects all staff and volunteers to share this commitment. We will ensure that

our recruitment and selection practises reflect this commitment. All successful candidates will be subject to enhanced DBS clearance along with other relevant employment checks. www.st-peter.bardaglea.org.uk

Relief Midday Assistant

Location: Godwin Primary School Finnymore Road Dagenham Essex RM9 6JH
Salary: £15.68 per hour (Approx)
Hours: 11.50pm – 12.50pm or 12.15pm – 1.15pm
(Lower School) (Upper School)
Required: As soon as possible
Email: EMerritt@godwin.bardaglea.org.uk
Closing Date: Friday 8th May 2026

Godwin Primary School is looking to appoint a highly motivated and enthusiastic Relief Mid-day Assistant who can be called on at short notice to support with the supervision of pupils during the lunch break.

You will:

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

Application packs are available by contacting the school on 0208 270 4150 or by emailing EMerritt@godwin.bardaglea.org.uk. Applications made by C.V. or from agencies will not be accepted

Closing date: Friday 8th May 2026

Godwin Primary School is committed to safeguarding and promoting the welfare of children. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applications

Midday Assistant (Relief)

Location: Becontree Primary School Dagenham, Essex, RM8 2QR
Salary: Scale 1, Spinal point 2, £15.46 (per hour)
Hours: Casual
Required: 2/6/2026 (or as soon as all checks are in place)
Email: becontreeinformation@becontreeprimaryschool.com
Website: www.becontreeprimaryschool.com
Interview: week commencing 18th May 2026
Closing Date: Midday on Monday 11th May 2026

Becontree is a two-form, friendly, highly inclusive primary school situated in the London Borough of Barking and Dagenham. We serve a diverse community and we positively welcome applications from all sections of the community. We provide high quality education and care for children aged 3 to 11, with our school value of “Respecting One Another” being central to all aspects of our work.

The Governing Body is seeking to appoint motivated and highly effective midday assistants to join our hard working and supportive team. Successful candidates will work as part of an existing team, under the supervision and direction of 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 contract starts.

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.

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.

Closing date: Midday on Monday 11th May 2026 Shortlisting: Tuesday 12th May 2026

Interview date: week commencing 18th May 2026

Mainstream Midday Assistant

Location:	Becontree Primary School Dagenham, Essex, RM8 2QR
Salary:	Scale 1, Spinal point 2-3, £3,930 - £3,986 (per annum)
Hours:	1 hour 10 minutes per day (5 hours 50 minutes per week), 39 weeks per year
Contract:	Fixed – term contract (12 months)
Required:	2/6/2026 (or as soon as all checks are in place)
Email:	becontreeinformation@becontreeprimaryschool.com
Website:	www.becontreeprimaryschool.com
Interview:	week commencing 18th May 2026
Closing Date:	Midday on Monday 11th May 2026

Becontree is a two-form, friendly, highly inclusive primary school situated in the London Borough of Barking and Dagenham. We serve a diverse community and we positively welcome applications from all sections of the community. We provide high quality education and care for children aged 3 to 11, with our school value of “Respecting One Another” being central to all aspects of our work.

The Governing Body is seeking to appoint motivated and highly effective midday assistants to join our hard working and supportive team. Successful candidates will work as part of an existing team, under the supervision and direction of 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 contract starts.

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.

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.

Closing date: Midday on Monday 11th May 2026 Shortlisting: Tuesday 12th May 2026
Interview date: week commencing 18th May 2026

Higher Level Learning Support Assistant

Location:	John Perry Primary School, Charles Road, Dagenham, RM10 8UR
Salary:	Scale 6, Point 18 – 20 (FTE £35,520 – £36,585)
Hours:	32.5 hours per week (term time only)
Contract:	Permanent
Required:	As soon as possible
Email:	office@johnperryprimary.co.uk
Website:	https://johnperryprimary.co.uk/about/#job_vacancies
Interview:	Week beginning 18th May
Closing Date:	Wednesday 13th May at 12pm

About Our School

John Perry Primary School is a 'Good' three-form entry school with a strong reputation for inclusion, high expectations and positive pupil outcomes across all key stages. We are proud to offer an exciting, aspirational and inclusive curriculum that fosters a genuine love of learning.

As a fully inclusive school, we also host an Additional Resource Provision for autistic children across the primary age range. Our dedicated staff work collaboratively to ensure every child achieves their full potential within a nurturing and stimulating environment.

About the role:

We are seeking to appoint a dedicated and experienced Higher Level Learning Support Assistant (HLLSA) to join our committed and supportive team. This is an excellent opportunity to make a meaningful difference in a vibrant primary school community.

The successful candidate will lead learning across the school, including covering teachers' PPA (Planning, Preparation and Assessment), ECT and leadership time. You will deliver high-quality learning experiences, support pupil progress and contribute to raising attainment for all pupils.

Key Responsibilities and Duties

- Deliver high-quality learning to whole classes or groups, including covering PPA, ECT and leadership release time
- Assess and record pupil progress, including delivering targeted interventions
- Promote inclusive practice, ensuring all pupils can access and achieve within the curriculum
- Prepare resources and support the effective use of ICT in learning
- Build positive relationships with pupils, fostering independence, confidence and engagement
- Work collaboratively with staff to monitor progress and raise attainment
- Provide constructive feedback to support pupil development
- Contribute to a safe, stimulating and well-managed learning environment
- Promote and safeguard the welfare of all pupils in line with statutory requirements
- Maintain accurate records and liaise effectively with colleagues, parents and external agencies
- Undertake wider school duties, including supervision, first aid, extracurricular activities and educational visits

About You

We are looking for someone who:

- Holds HLLSA status (or equivalent experience)
- Has proven experience working within a primary school setting
- Demonstrates a strong commitment to inclusion and pupil wellbeing
- Has high expectations of all pupils and a passion for raising achievement
- Is an excellent communicator with strong interpersonal skills
- Can build positive relationships and act as a role model for pupils
- Is proactive, flexible, and committed to contributing to the wider life of the school

What We Offer

- A diverse, supportive and forward-thinking staff team and Governing Body
- A dynamic and dedicated team committed to continuous school improvement
- High-quality opportunities for Continuing Professional Development
- A welcoming, friendly and successful school environment
- The opportunity to make a real difference in children's lives

To apply for this role, please visit our website on

https://johnperryprimary.co.uk/about/#job_vacancies and download an application form and Job Description/Person Specification.

Closing date: Wednesday 13th May at 12pm

Shortlisting: Thursday 14th May

Interviews: Week beginning 18th May

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 mdien@johnperryprimary.co.uk

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.

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.

Class Teacher

Location: Becontree Primary School, Dagenham, RM8 2QR
Salary: Inner London MPS + SEND Allowance
Contract: Permanent, Full time
Required: 1st September 2026
Email: becontreeinformation@becontreeprimaryschool.com
Website: www.becontreeprimaryschool.com
Interview: Wednesday 20th May 2026
Closing Date: Midday Friday 15th May 2026

Class Teacher within our Additional Resourced Provision (ARP)
for children with Autism

Becontree is a two-form entry, friendly, highly inclusive primary school situated in the London Borough of Barking and Dagenham. We serve a diverse community and we positively welcome applications from all sections of the community. We provide high quality education and care for children aged 3 to 11, with our school motto and core value of “Respecting One Another” being central to all aspects of our work.

The Governing Body is seeking to appoint a motivated and highly effective teacher to join our hardworking and supportive team. This is an exciting opportunity to work with children with complex needs, including those with Autism, Social, Emotional and Mental Health needs, in a safe environment that provides high-quality teaching in a culture of challenge, nurture and support.

This post would not be suitable for an ECT.

We pride ourselves on our high expectations and positive team ethos and welcome applications from passionate, inspirational, reflective and highly effective teachers who have:

- a commitment and passion for inclusive education and a sound understanding of Autism;
- proven experience of teaching children with special educational needs, including Autism, and delivering a personalised curriculum either in a special school, ARP or mainstream school;
- a sound understanding of assessment techniques and an ability to analyse data and plan appropriate courses of action;
- knowledge of, and skills in using, specialist communication systems, e.g., PECS, Makaton and strategies to maximise achievement and effectively manage a variety of challenging behaviours;
- excellent communication and interpersonal skills when dealing with children, staff, parents and other professionals;
- a commitment to their own professional development.

We can offer:

- a diverse, friendly and supportive community of staff and children;
- a dedicated and hardworking team committed to providing a high-quality education for all children;

- equal access to professional development opportunities for all staff;
- a leadership team committed to staff well-being and workload.

If you have what it takes to teach in a challenging but highly rewarding setting, then please get in touch.

Visits to our school are actively encouraged. For an application form, visit arrangements and any further details, please contact Paula Thornton, Strategic Business Lead, via the school office using the contact details provided above.

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 and online media checks.

Closing date: Midday on Friday 15th May 2026

Shortlisting: Friday 15th May 2026

Interview date: Wednesday 20th May 2026

SEND Teaching Assistant Apprentice

Location: Southwood Primary School, Keppel Road, Dagenham, RM9 5LT
Salary: Apprenticeship: Level 3
Contract: 15-18 months, 35 hours per week
Required: June 2026
Website: www.southwoodprimary.co.uk
Interview: Wednesday 20th May 2026
Closing Date: Midday Friday 15th May 2026

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.

Closing date: Monday 11th May 2026

Interviews: Friday 15th May 2026

“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.”

Class Teacher

Location: Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Salary: M1-M6 Inner London
Contract: Part time – one day each week (Friday)
Required: September 2026
Email: georgina.coates@eps.barking-dagenham.sch.uk
Website: www.eps.barking-dagenham.sch.uk
Closing Date: Friday 15th May 2026

Eastbury Primary School is a four-form entry school in Barking and Dagenham. We are a fully inclusive school with our own Deaf ARP. We are proud to foster a culture built on resilience, high aspirations, respect, teamwork, creativity. We are committed to creating a nurturing environment where every child is valued as an individual. We believe that, with the right support, challenge and encouragement, every pupil can achieve and succeed.

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

We offer:

- The opportunity to thrive within a highly supportive, friendly and dedicated team of professionals who value collaboration and teamwork
- A strong commitment to your professional growth, with high-quality CPD
- A positive, well-resourced and stimulating working environment where creativity and innovation are encouraged
- Enthusiastic, motivated and welcoming pupils who demonstrate resilience and a genuine love of learning

We are seeking a classroom practitioner who:

- Is passionate about continually developing their practice and striving for excellence
- Is deeply committed to securing the very best outcomes for every child, recognising and valuing each individual
- Shares our belief that every child can achieve and is driven to help them to realise their full potential
- Can inspire, engage and challenge pupils through creative and inclusive teaching
- Has consistently high expectations of both achievement and behaviour, underpinned by mutual respect
- Demonstrates strong interpersonal skills and thrives as part of a collaborative, supportive team

Location

Eastbury Primary School is conveniently located just a 2-minute walk from Upney Station and offers on-site parking.

Our Commitment to Diversity

We are proud of our diverse community and are committed to promoting equality and inclusion. We particularly welcome applications from candidates from ethnic minority backgrounds, helping our staff body reflect the wonderful diversity of our school community.

Visits to the school are warmly welcomed. Please contact the school office to arrange a visit and meet our children and team.

Closing date:
Friday 15th May 2026

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.

Early Years Practitioner

Location: Eastbury Primary School, Dawson Avenue, Barking, IG11 9QQ
Salary: Scale 6 £35,520-£36,585 FTE (Pro rata)
Contract: Full time, term time only
Required: June 26 (One year contract in the first instance)
Email: georgina.coates@eps.barking-dagenham.sch.uk
Website: <https://eps.barking-dagenham.sch.uk/vacancies/>
Closing Date: Monday 11th May 2026

Eastbury Primary School is a vibrant four-form entry school in Barking and Dagenham, proud of our inclusive ethos and diverse community. We are a fully inclusive school with our own Deaf ARP, where every child is valued and supported to thrive.

Our school is set in a beautiful, modern building, featuring a newly developed Forest School and an inspiring outdoor reading area that enrich learning beyond the classroom. We are privileged to serve a community of curious, enthusiastic children who love to learn and explore. Our Nursery provision offers a spacious, welcoming environment where children are encouraged to investigate, create and develop through a wide range of engaging experiences.

We are seeking a talented and passionate Early Years Practitioner to join our dedicated and hardworking EYFS team. This is an exciting opportunity to be part of a school that values collaboration, creativity and high-quality early years education.

What we offer

- Excellent CPD and professional development opportunities
- A supportive, friendly and collaborative staff team
- A positive and well-resourced working environment
- Motivated, enthusiastic pupils who enjoy learning
- A school that genuinely values staff wellbeing and development

We are looking for someone who:

- Holds a degree or NVQ Level 6 qualification
- Is passionate about providing the best educational opportunities for every child
- Can engage, motivate and challenge pupils
- Has high expectations for achievement and behaviour
- Works well as part of a team and has strong interpersonal skills
- Has experience working within EYFS, including supporting children with SEND

Eastbury Primary School is conveniently located just a 2-minute walk from Upney Station and offers on-site parking.

Our Commitment to Diversity

We are proud of our diverse community and are committed to promoting equality and inclusion. We particularly welcome applications from candidates from ethnic minority backgrounds, helping our staff body reflect the wonderful diversity of our school community. Visits to the school are warmly welcomed. Please contact the school office to arrange a visit and meet our children and team. Applications can be found on <https://eps.barking-dagenham.sch.uk/vacancies/>

Please send completed applications to Georgina.coates@eps.barking-dagenham.sch.uk

Closing date: Monday 11th May 2026

Child Protection

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

Learning Support Assistant (Secondary)

School:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Scale 4 (point 7-10), £26,721-£27,888
Hours:	35 hours per week, term time only
Email:	office@sydneyrussellschool.com
Website:	www.sydneyrussellschool.com .
Interviews:	Interviews will be held the week commencing 8th June. Early applications encouraged.
Closing Date:	2nd June 2026

PURPOSE OF JOB:

An LSA will play a key role in creating the conditions for our SEND and most vulnerable students to be successful and achieve their full potential at school in our alternative provision.

MAIN ACTIVITIES:

The LSA will be required to:

- To provide support for students, teachers and the school in order to maximise the progress of all students.
- To support those identified as having additional learning needs, complex needs and or social emotional and mental health, by utilising their levels of knowledge and skills when assisting with planning, monitoring, assessing and managing students' progress and attainment within our alternative provision.
- To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.
- To provide and support a personalised programme for students with complex needs to further develop their behaviour for learning.
- To support with intimate care needs as required.
- To keep abreast of current legislation in relation to special educational needs, approaches to student learning and attend training where appropriate.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle.
- To complement teachers' delivery of the curriculum and contribute to the development of students, school policies and strategies.

Key Responsibilities:

Main Duties and Responsibilities

Support for the Students

- Implement strategies that enable students with special educational needs including social emotional, mental, and health needs to meet their learning objectives and progress targets. This will include providing individual support to students and groups of students both in lessons and in other contexts.
- Set challenging and demanding expectations that promotes self-esteem and independence.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work.

- Act as a reader/scribe/invigilate for identified students.
- Use gap analysis data to inform and deliver interventions/focus groups.
- Plan, deliver, adapt and customise curriculum materials for intervention and focus groups.
- To act as a Thrive Practitioner for allocated students, delivering structured Thrive sessions across the school day in line with individual profiles and action plans.
- To monitor, review and record the impact of Thrive interventions, adapting provision to meet students' changing social and emotional needs.

Support for the Teacher:

- Undertake student record keeping and updating records, information and data, producing reports as required.
- Monitor students' responses to learning activities and accurately record achievement/progress as directed.
- Adhere to the Teacher/Learning Support Assistant agreement.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
- Use equipment/resources required to meet the objectives of the lesson.
- Provide information for discussions and meetings with teachers.
- Attend relevant meetings/training.

Support for students in the absence of the teacher:

- To ensure that students whose teachers are absent follow the agreed next steps of learning.
- To create a calm and purposeful environment in which students can meet expected outcomes for the lesson.
- To liaise with teachers, Heads of Department, Heads of Year and Phase Leaders, where appropriate regarding cover work and follow up any issues that may have arisen.
- To register and record student attendance.

Support for the School:

- Contribute to the overall ethos and culture of the school.
- Participate fully in the wider life of the school.
- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- Liaise with parents/carers of identified students; ensure that there is regular communication with and reporting to parents/carers and that all paperwork is completed accurately and in a timely manner, in particular for review purposes.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.
- Maintain good relationships with colleagues and work together as a team.
- Participate fully in the School's Self-Review, Appraisal/Staff Review and School Improvement Plan procedures.

Experience in any of the following areas would be an advantage

- Thrive Approach Training
- Training on Neurodiversity.
- Intimate care.

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. This document summarises the main responsibilities of the post. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

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

- The post holder is required to uphold the school's policy in respect of child protection matters

- The post holder will be subject to the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate and all relevant statutory and institutional requirements

- 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

Head of History

School: Barking Abbey School (Longbridge Road, Barking, Essex, IG11 8UF)

Salary: MPS/UPS + TLR 2C

Hours: 32.5 Hours Per Week, Full Time

Contract Type: Perm

Required: September 2026

Email: Jobs@barkingabbeysschool.co.uk

Website: <https://mynewterm.com/jobs/101241/EDV-2026-BASSSAHC-93340>

Interviews: w/c 18th May 2026

Closing Date: 15th May 2026

Head of History

Start Date: September 2026

Salary: MPS/UPS + TLR 2C

We are seeking to appoint a dedicated and inspirational individual to lead our thriving and successful department. They 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 and pedagogical 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. Our Outstanding Ofsted Report (February 2024) stated that “Leaders have designed a highly ambitious curriculum for all pupils. Teachers have excellent knowledge of the subjects that they deliver. Pupils’ work is consistently of high quality”. Ofsted highlighted the department for well planned and sequenced lessons that have a clear rationale: “Pupils apply their knowledge across different time periods, such as when studying the Norman invasion, the reign of Henry VIII or migration. This enables pupils to identify and debate more-complex issues of causation when they go on to study history at GCSE and A Level”

- Curriculum knowledge mapped clearly.
- SEND have ambitious curriculum.
- Recapping and revisiting through retrieval and do now.
- Strong subject knowledge across the department.
- Books reflect curriculum plans. Regular opportunities to revisit and recap; Pupils find this useful.
- Effective questioning.
- Clear understanding of pedagogy by teachers and Leaders.

Therefore, joining Barking Abbey School represents a rare opportunity to join an outstanding department.

This is an exciting time to join us. Our curriculum has geographical scope, depth, utilises enquiry questions & allows students to develop their understanding of key second-order concepts. We are a successful department, achieving an ALPS 3 score at KS5 in Summer 2025, with over a third of students achieving the highest grades at KS4.

Wellbeing & professional development, particularly subject knowledge, is prioritised in the department, in which you will be supported. The History Department is vibrant and ambitious and leads on several highly successful extra-curricular activities involving various trips to local archives, museums, workshops, to name just a few.

The full current curriculum for all year groups can be viewed on our website:
<https://www.barkingabbeysschool.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 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.barkingabbeysschool.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.

Teaching Assistant

School: Robert Clack School, Gosfield Road, Dagenham, RM8 1JU

Salary: Scale 4 – actual salary range £20,749 - £21,656 per annum)

Hours: 28 hours per week (Monday-Friday, 8.40am – 3.00pm), term-time, permanent

Contract Type: Permanent

Required: 1st September 2026.

Email: mbrown@robertclack.co.uk

Closing Date: 8am on Tuesday 12 May 2026.

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: mbrown@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

Part time Music Teacher

School:	Trinity School, The Heathway, Dagenham, Essex, RM10 7SJ
Salary:	MPS/UPS + 1/2 SEN Points
Hours:	0.6 hours per week
Email:	hr@trinity.bardaglea.org.uk
Website:	https://trinityschool.face-ed.co.uk/Vacancies
Required:	September 2026
Interviews:	21/22 May 2026
Closing Date:	13 May 2026 at 4pm

(dependent on experience and qualification)

We would consider applications from music teachers without QTS paid on the Unqualified scale

Trinity School is a large, all-through maintained special school in Barking and Dagenham, serving over 300 learners with severe, profound and complex learning needs. Many of our learners have autism, and all require a highly personalised, developmentally informed approach to education.

Our vision is to provide a joyful, inclusive learning environment where every learner is supported to engage, communicate and thrive. Learning at Trinity is not linear; it is carefully sequenced, revisited and embedded over time. We place a strong emphasis on engagement, communication, independence and meaningful progression.

As part of our ongoing work to strengthen the quality and consistency of teaching and learning, we are seeking a skilled and motivated Music Teacher to join our team.

The Role

Music plays a vital role within our curriculum: supporting communication, regulation, engagement and expression across all pathways. This is not a traditional subject delivery role; it requires a teacher who understands how to use music as a vehicle for learning and development.

You will:

- Plan and deliver high-quality, inclusive music provision across a range of developmental stages
- Adapt music teaching to meet the needs of learners with complex needs, including those who are pre-verbal or have sensory processing differences
- Use music to support communication, interaction and emotional regulation
- Contribute to the ongoing development of a sequenced, pathway-aligned music curriculum
- Work closely with class teams, therapists and leaders to ensure consistency and impact

We are seeking a teacher who:

- Has experience teaching music within an educational setting
- Can play one or more musical instruments to a strong standard
- Understands that in a specialist setting, progress may be small, but must be meaningful and intentional

- Has high expectations and an unapologetically aspirational mindset for all learners
- Can translate curriculum intent into clear learning intentions (not just activities)
- Is reflective, adaptable and committed to refining their practice

You do not need to be a special school expert already but you must bring a strong foundation in teaching and a willingness to learn and adapt to meet the needs of our learners

Teachers at Trinity:

- Lead classes supported by skilled support staff
- Work within a structured curriculum framework with clear pathways
- Are part of a robust professional development programme, including weekly cycles of planning, review and feedback
- Contribute to a culture of consistency, alignment and continual improvement

We Offer

- A strong culture of professional learning and development
- Clear curriculum frameworks and leadership support
- A collaborative staff team committed to improving outcomes for learners
- Well-resourced learning environments
- Dedicated time for joint planning and curriculum development
- The opportunity to be part of a school that is actively shaping and refining specialist practice

Visit Us

We strongly encourage prospective applicants to visit the school. This is an opportunity to see our approach in action and understand the expectations and support in place.

If you are committed to delivering high-quality teaching and want to make a meaningful difference in a specialist setting, we would welcome your application.

For further details and to request a visit please contact: hr@trinity.bardaglea.org.uk

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

Safer Recruitment Practice

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.

Teaching Assistants

Location: Oxlow Bridge School – Wantz Road, Dagenham, RM10 8PP

Salary: Scale 4

Hours: 32.5 hours per week (term time only + inset days) - Part-time considered for experienced candidates

Contract: Permanent

Required: 1st September 2026.

Email: office@oxlowbridge.com

Website: www.oxlowbridge.com - www.mynewterm.com

Closing Date: Thursday 15th May 2026 at 12pm

Interviews: Wednesday 3rd- Friday 5th June 2026

Partnership Learning, a successful Multi-Academy Trust, is seeking to appoint a number of Teaching Assistants for Oxlow Bridge School. Oxlow Bridge is a new, purpose-built special school which opened in September 2025. Facilities 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 cohort fall within the category of having Profound and Multiple Learning Difficulties (PMLD) and are sensory based learners.

The staff team work together to develop a shared vision and ethos for the school with pupils at the centre. It is a school where every child has the opportunity to thrive, learn and develop in their own unique way by access to a Safe, Meaningful, Individualised, Learning Experience.

We are looking to appoint an additional 5 enthusiastic and dedicated Teaching Assistants to join our small team.

From September 2026, our pupils will range from Nursery to year 3. We will then continue to grow slowly over the next few years and when full, will offer places to 90 pupils up to the age of 19.

The main job role will be:

- to work as part of a wider team to support pupils to enable them to achieve their maximum learning potential in all areas
- to work under the direction/guidance of teaching staff to supervise and assist pupils (one to one or in small groups) across a wider range of learning activities. These could take place both within a classroom and in wider learning environments.
- After appropriate training, to support pupils with their daily care needs and physical programmes which will be embedded into their personalised learning plans

We particularly welcome applicants with previous SEN experience, healthcare experience or those who have worked in Early Years. We are also open to discussions on part-time working.

How to Apply

Applications can be made online only, by application form available at

www.MyMewTerm.com - this link can also be found on our website at

www.oxlowbridge.com - CVs will not be accepted.

Interested candidates can arrange a visit to the school or ask any questions by emailing

office@oxlowbridge.com

Closing date: 15.05.2026 - 12pm
Interview date/s: 03.06.2026 - 05.06.2026

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.

Higher Level Teaching Assistant

Location: Oxlow Bridge School – Wantz Road, Dagenham, RM10 8PP

Salary: Scale 6

Hours: 32.5 hours per week (term time only + INSET days)

Contract: Permanent

Required: 1st September 2026.

Email: office@oxlowbridge.com

Website: www.oxlowbridge.com - www.mynewterm.com

Closing Date: Thursday 15th May 2026 at 12pm

Interviews: Wednesday 3rd- Friday 5th June 2026

About Oxlow Bridge School

Partnership Learning, a successful Multi-Academy Trust, is seeking to appoint a Higher Level Teaching Assistant (HLTA) for Oxlow Bridge School. Oxlow Bridge is a new, purpose-built school for pupils with Profound and Multiple Learning Difficulties (PMLD) and opened in September 2025.

The school features a hydrotherapy pool with moveable floor, large adaptable classrooms, well-designed sensory outdoor areas and state-of-the-art ICT facilities.

Our pupils are sensory-based learners with complex needs, and our staff team share a strong vision where every child has the opportunity to thrive through a Safe, Meaningful, Individualised Learning Experience.

About the Role

We are looking to appoint an enthusiastic, skilled and dedicated HLTA who will take a leading role within our class teams.

- Leading, planning and recording learning activities for small groups of pupils under teacher direction.
- Creating positive and engaging classroom environments using a wide range of resources.
- Supervising and deploying support staff within the class team.
- Supporting pupils' independence through modelling total communication approaches.
- Following individual behaviour, care and medical plans accurately.
- Recording and reporting on pupils' learning and progress.

The role also includes supporting pupils with their personal care needs and physical programmes after appropriate training, which may include eating and drinking support, tube feeding, toileting and medical tasks such as seizure management.

We welcome applicants with SEN/PMLD experience, team-leading experience, healthcare or therapeutic backgrounds, or Early Years experience.

What We Offer

- A strong, supportive and values-led team.
- A brand-new specialist school environment.
- High-quality training including PBS, medical competencies and total communication.
- Opportunities for professional development across the Trust.

How to Apply

Applications can be made online only via the application form at www.MyNewTerm.com – this link can also be found on our website at www.oxlowbridge.com. CVs will not be accepted.

Visits to the school are warmly welcomed. To arrange this or ask questions, please email ffice@oxlowbridge.com.

Closing date: 15.05.2026 – 12pm

Interview dates: 03.06.2026 – 05.06.2026

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.

Class Teacher

Location: Genesis Education Trust- St Margaret's, Barking
Salary: Main Pay Scale
Contract Type: Permanent
Required: September 2026
Email: alison.brown@genesistrust.net
Closing date: 8th May 2026

Are you a passionate teacher ready for your next step whether that's beginning your career as an Early Career Teacher or building on your experience in a new setting?

St Margaret's, part of the Genesis Education Trust, is seeking a committed and enthusiastic Class Teacher to join our team in April 2026. We welcome applications from both Early Career Teachers and experienced practitioners who share our ambition for excellence and our commitment to helping every child flourish.

At Genesis Education Trust, we are proud of our strong track record in developing teachers at every stage of their career. Early Career Teachers benefit from a structured and supportive induction programme, a dedicated mentor, regular instructional coaching and a reduced timetable in line with statutory entitlement. Our professional development offer is research-informed, high quality and carefully sequenced to help new teachers build confidence and expertise quickly.

Experienced teachers will find meaningful opportunities to further develop their practice, contribute to curriculum development and take on additional responsibilities. Through Trust-wide collaboration and high-quality professional development, we provide clear pathways towards middle and senior leadership for those who wish to progress.

We are looking for a teacher who is passionate about high-quality teaching and learning, holds high expectations for all pupils and is reflective and committed to continuous professional growth. You will bring energy, creativity and dedication to the classroom and contribute positively to our collaborative and supportive staff team.

St Margaret's is a vibrant, forward-looking school community with a shared drive to secure the very best outcomes for our pupils. This is an exciting opportunity to join a school where professional growth is genuinely valued and supported.

Genesis Education Trust is committed to safeguarding and promoting the welfare of children and young people. All applicants must be willing to undergo Child Protection screening, including checks with past employers and an enhanced DBS check. References will be requested prior to interview.

Early applications are encouraged, as we review submissions throughout the advertising period and reserve the right to close this advert before the stated deadline.

For an informal discussion about the role, please contact:

Miss Alison Brown
Email: Alison.brown@genesistrust.net Tel: 07706 330217

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.

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.

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

Targeted Support Officer

School:	Sydney Russell School, Parsloes Avenue, Dagenham, RM9 5QT
Salary:	Scale 5 point 12-15, £27,986-£29,235
Hours:	35 hours per week. Normal working hours will be 08.00-16.00 but there may be a need to be flexible on some.
Email:	office@sydneyrussellschool.com
Website:	www.sydneyrussellschool.com
Required:	June 2026
Interviews:	Interviews will be held week commencing 18th May 2026. Early applications encouraged.
Closing Date:	15th May 2026.

PURPOSE OF JOB:

We are seeking an enthusiastic and committed individual to join our Pastoral and Inclusion team, with a key focus on Targeted Support (TS). The core purpose of the role is to support students in improving their behaviour and engagement, ensuring they meet the school's high expectations for conduct, learning, and personal development. The successful candidate will play a central role in enhancing the TS provision, working closely with students, staff, and parents to deliver consistent, high-quality support. Through effective guidance and positive interventions, you will help students make sustained improvements, enabling them to thrive academically and socially within a culture of high standards and accountability.

MAIN ACTIVITIES AND RESPONSIBILITIES

- Enhance and develop the Targeted Support (TS) provision over time, ensuring it meets the evolving needs of students.
- Serve as TS Form Tutor for a key stage, including:
 - o Supporting investigations into behavioural incidents and determining appropriate sanctions.
 - o Working closely with parents, including making phone calls and holding meetings.
 - o Leading form time, break, and after-school sessions to help students regulate and reflect on their behaviour.
 - o Developing strategies and personalised targets to improve behaviour and engagement.
 - o Monitoring and reviewing progress, liaising with teachers and pastoral staff to ensure consistent support.
 - o Support students with successful reintegration out of TS, working with teaching staff to ensure a smooth and sustained return.
 - o Maintain accurate and timely records of all communications and interventions on school systems (e.g. Bromcom/MyConcern/Edukey), ensuring a clear audit trail.
- Provide administrative support to the wider TS team, including making phone calls home and booking meetings.
- Proactively plan tutorial activities to address common student challenges and equip them with strategies to overcome barriers to learning and behaviour.
- Develop and maintain Individual Education Plans (IEPs) for all TS students, regularly reviewing them and liaising with teachers to ensure consistent implementation.
- Contribute to the assessment and review of TS students with additional needs, including providing evidence and reports to support referrals and applications for Education, Health and Care Plans (EHCPs)

- Facilitate mediations between TS students and staff, or between TS students themselves, to resolve conflicts constructively.
- Lead on Restorative Justice course delivery and collaborate with colleagues to develop resources and new courses.
- Oversee attendance support for TS students, including first-day calling.
- Act as the first point of contact for TS students who are dysregulated, providing support to help them manage their behaviour, follow instructions, and re-engage safely with school routines.
- Manage administration for Rapid Response and Early Help referrals.

OTHER DUTIES

- Act as a Student Marshall when required, supervising during breaks and lesson changeovers, managing incidents, and intervening to prevent escalation.
- Serve as an Inclusion Coordinator when required, supervising designated inclusion and relocation areas and overseeing after-school detentions.
- Implement school policies on Equal Opportunities, Anti-Bullying, Child Protection, and Behaviour, reporting concerns through the appropriate channels.
- Be flexible in responding to the needs of the school, including duties beyond normal working hours where necessary.

We expect our Targeted Support Officer to:

- Maintain high expectations of students and support them in meeting behavioural and personal goals.
- Make clear to students what is expected of them, consistently reinforcing positive behaviour.
- Reward and praise students when they demonstrate the right choices and effort.
- Build positive relationships with students, valuing their efforts and achievements.
- Make time to get to know individual students, understanding their needs and motivations.
- Apply behaviour management strategies consistently, separating the behaviour from the individual.
- Be flexible and prepared to adapt approaches to influence positive behaviour change.
- Collaborate effectively with colleagues to enhance TS provision and resolve issues.
- Engage confidently and constructively with parents, keeping them informed and involved in their child's progress.
- Remain professional and composed, resetting relationships after incidents and reporting concerns promptly.
- Always report incidents in writing and keep their Line Manager informed of situations that may escalate, allowing timely intervention.
- Demonstrate loyalty to the students and staff, maintaining integrity and consistency in all interactions.

The nature of the role is such that flexibility and self-motivation are crucial to success.

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. This document summarises the main responsibilities of the post. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

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
- Will be subject to the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate and all relevant statutory and institutional requirements
- 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
- All staff will be expected to participate in the school's performance management scheme.

Communication Support Workers

School:	Eastbury Community School, Hulse Avenue, Barking, IG11 9UW
Salary:	APT & C Scale 6 (Level 6) £27,991 - £28,824 (Actual Salary) APT & C Scale 5 (Level 3) £25,639 - £26,783 (Actual Salary)
Hours:	32.5 hours per week, term time only - Possible job share opportunity available – minimum of 16 hours per week (pro rata salary)
Contract:	One-year fixed term/permanent
Email:	kdunnell@eastbury.bardaglea.org.uk
Website:	www.eastbury.bardaglea.org.uk
Required:	As soon as possible
Interviews:	20 May 2026
Closing Date:	Monday 11 May 2026

Eastbury Community School is seeking a dedicated, organized, and enthusiastic Communication Support Workers

About Us:

Eastbury Community School is a diverse and inclusive 3-19 school that values academic excellence, personal growth, and community engagement.

The Role:

We are looking for experienced communication support workers at Level 6 (or currently at Level 3 but in training or with a desire to train to Level 6) to join our well-established, vibrant and award-winning Additional Resource Provision (ARP) for 20 Deaf Children. 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.

Native Language Users are welcome to 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 11 May 2026 and interviews will be held on 20 May 2026.

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.

