Eastbrook School

Part of the Barking Abbey Family













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"If the teacher makes the weather, the school creates the climate."

Sir Tim Brighouse

Welcome

For me there are three simple things that I want us to achieve:

First, we believe in character education, which is delivered through all schools. Through this we instill the key habits needed for young people to be successful in life. It also pushes us to be the best in everything we do. Across our schools we have some of the best results in the area, we have students at the best universities, we have the most students on apprenticeships in the entire country, we have students on international scholarships and much more. We have all of this because we push our students and each other to try hard and be our best each and every day.

Second, I believe that if you can't see it you can't be it. We want to give our students the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Lastly, we want our students to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know, the more powerful you can be in the world.

The quote from Sir Tim Brighouse symbolises our approach to leadership. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning while minimising workload and maximising impact.

Eastbrook is part of the Barking Abbey family and in joining our community you will be part of a group that educates nearly 5000 students with over 400 staff. We are well regarded with a fantastic reputation due to our supportive culture for staff, inclusive environments for students and excellent academic achievements at all levels.

If you think the way that we do and absolutely believe in the potential of all young people, then we can offer you the chance to make a difference and change our community for the better.
I look forward to receiving your application.

Kind regards,



Tony Roe

Executive Headteacher
Barking Abbey and Eastbrook Schools

Eastbrook School

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"We are what we repeatedly do. Excellence, therefore, is not an act, but a habit."

Aristotle

Welcome

Thank you for expressing an interest in applying to work with us.

At Eastbrook secondary phase, all students are given the opportunity and platform to work, study hard and achieve in all aspects of the curriculum, in and outside of the classroom. We believe that all students should demonstrate good character in all aspects of their life and our curriculum is built around our **PROUD** habits: Principled, Resilient, Open, Understanding and Disciplined. We are a School of Character, which allows students to demonstrate these habits to offer a full and rounded educational experience.

We are very fortunate to have a very new school site, which offers some of the best teaching facilities in the area. Our learning spaces are second to none and include high quality science labs, professional level art and photography studios, the latest technology facilities, high spec music and drama facilities and equipment and multiple spacious sports halls, with professional equipment. All of which give students the best platform for high quality teaching and learning, where teachers are able to teach and learners are able to learn.

We have three key aims for all students that attend Eastbrook School:

- For all students to strive for **Excellence**.
- For all students to feel that they **Belong**.
- For all students to have the platform to **Succeed**.

To achieve these aims, we ask that all students are **PROUD**. **PROUD** of the work that they produce and the effort they put into their learning. PROUD of their achievements and that we have a culture of achievement where we celebrate the successes of others. And finally, but most importantly, that all students, staff and families are **PROUD TO BE** part of the Eastbrook and Barking Abbey family and community.

Eastbrook is an evolving and improving school. If you see potential in all young people and want to help harness and captivate the minds of eager and enthusiastic learners, we can offer you the chance to make a difference and improve our school for the better.

So, welcome once again to Eastbrook School and we look forward to you joining us and contributing to a community that you are **PROUD TO BE** part of.

Kind regards,

Jamie Gibson

Eastbrook Secondary School Headteacher
Barking Abbey and Eastbrook Schools



Eastbrook School

Part of the Barking Abbey Family

"One child, one teacher, one pen and one book can change the world."

Malala Yousafzai

Welcome

Thank you for your interest in applying to work with us.

We believe that a truly exceptional school is one that enables every child to thrive and achieve their very best. A school where academic achievement is strong and the progress of every individual is valued and nurtured. A place where children develop the character virtues that help them flourish not only in school, but throughout life beyond the classroom.

At Eastbrook Primary School, we are proud to place equal importance on both academic success and personal development. We want our children to leave us as curious learners, resilient individuals and kind, thoughtful members of society.

We are looking for an exceptional teacher to join us on this journey.

All staff play a vital role in helping children succeed academically whilst also developing confidence, independence and strong character. We are looking for someone who will model commitment, positivity and professionalism, whilst exemplifying our core virtues of Curiosity, Perseverance, Teamwork, Gratitude and Kindness.

In return, we are committed to providing a supportive and ambitious environment in which staff are genuinely valued. We prioritise professional development, collaboration and staff wellbeing, ensuring that colleagues are given the encouragement, trust and opportunities they need to flourish in their careers.

Eastbrook Primary is a welcoming and inclusive community where relationships matter and where every member of staff contributes to shaping the experiences and futures of our children.

If this role reflects your values and you are excited by the opportunity to make a meaningful difference within our school community, we would love to hear from you.

Kind regards,
Evan Hollows

Eastbrook Primary School Headteacher
Barking Abbey and Eastbrook Schools



JOB INFORMATION

PASTORAL LEAD – SECONDARY SCHOOL

Start date: As soon as possible
Salary Grade: Scale 6 Pt 18 – 20, FTE £36,693 - £37,794, to be prorated at approx. £31,562 - £32,509, based on dependent on experience, weeks per year and continuous service) based on working 35 hours per week
Location: Eastbrook Secondary School
Contract: Permanent, term time only, 35 hours per week

A fantastic opportunity has arisen for an inspirational Pastoral Lead to join us on our continued journey towards being exceptional.

Eastbrook School is an all-through school in Dagenham, and we are looking to recruit a dedicated, compassionate and proactive Pastoral Lead to join our team, supporting pupils' wellbeing, behaviour, and personal development across the school.

The successful candidate will play a key role in promoting a positive school culture where every child feels valued, safe, and supported to succeed. They will work closely with pupils, staff, families and external agencies to provide early intervention and effective support for pupils experiencing social, emotional or behavioural challenges.

The role involves leading on aspects of pastoral care, attendance, and behaviour support, and contributing to the school's safeguarding and inclusion agenda. You must be an excellent communicator and a calm, consistent presence who builds positive relationships with children and families.

The successful candidate will:

- Have significant experience of working with children in an educational or pastoral setting
- Be able to demonstrate a strong understanding of behaviour management and child development.
- Be confident, empathetic and solution-focused in supporting pupils' wellbeing
- Be able to engage effectively with pupils, parents and carers to remove barriers to learning
- Have high expectations for all pupils and a commitment to inclusion
- Be well organised, resilient, and able to work effectively as part of a team
- Be committed to ongoing professional development

In return we offer:

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

Eastbrook is an all through school. Whilst staff may be primarily based in secondary or primary, there is an expectation that staff contribute to and work across all key stages.

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

JOB DESCRIPTION

Job Title	Pastoral & Behaviour Lead
Grade	Scale 6 Pt 18 – 20, FTE £36,693 - £37,794, to be prorated at approx. £31,562 - £32,509, based on dependent on experience, weeks per year and continuous service) based on working 35 hours per week
Department	Pastoral Behaviour & Inclusion
Location	Eastbrook Secondary School
Line Manager	Leadership Team
Line Management of	N/A
Collaboration with	SLT, HOY, Safeguarding, Administration, Attendance, Teaching Staff
Working Pattern	Permanent, term time only, 35 hours per week

General Information
The Pastoral Lead is an operational support role working under the direction of the Leadership Team as part of the whole-school Behaviour, Inclusion and Pastoral Team.

Postholders will have primary responsibility for a designated phase, key stage or year group and could operate within lower, middle, upper school or Sixth form teams. However, Pastoral Leads work as **one whole-school team** and will be expected to provide support across Primary, Secondary and Sixth Form according to pupil need and operational priorities.

The postholder will apply the school's behaviour and inclusion expectations consistently while using a tailored and age-appropriate approach that reflects the developmental, emotional and pastoral needs of pupils within each phase. The nature of communication, intervention, support and family engagement should therefore be adapted appropriately for children in Primary, young people in Secondary students in Sixth Form and those who may be integrated into the mainstream setting through Additional Resource Provision (ARP).

A consistent whole-school approach does not mean an identical response for every pupil. Support should be proportionate, developmentally appropriate and responsive to individual need while maintaining clear expectations, boundaries and accountability.

Flexibility, teamwork, professional judgement and a visible presence across the school are essential requirements of the role.

1. Core Purpose
The core purpose of the Pastoral Lead is to provide effective day-to-day behaviour, pastoral and inclusion support which enables pupils to belong, succeed and thrive, engage positively with school and access learning successfully.
Working under the direction of the Head of Behaviour, the postholder will support the implementation of the school's Behaviour and Inclusion Strategy and contribute to a preventative approach based on early identification, timely intervention and consistent follow-through, rather than responding only when difficulties have escalated.

The postholder will:
- Promote high expectations for behaviour, conduct, attendance, punctuality, uniform and engagement with learning.
- Promote the school's aims, vision and ethos.
- Apply agreed expectations consistently while adapting support appropriately to the age, phase and individual needs of pupils.

- Build positive and professional relationships with pupils and families.
- Identify emerging concerns and provide timely support and intervention.
- Support pupils experiencing behavioural, emotional, social or engagement difficulties.
- Work collaboratively with colleagues to remove barriers to learning and improve pupil outcomes.
- Maintain accurate records and communicate relevant information appropriately.

2. Daily Duties and Operational Support

- The postholder will:
- Maintain a visible and positive presence around the school and consistently reinforce school expectations.
- Work as part of the pastoral duty team at designated points at the start and end of the school day and during break and lunchtime.
- Support the safe and orderly movement and conduct of pupils around the school.
- Respond promptly, calmly and consistently to behaviour and pastoral incidents in accordance with school procedures.
- Provide operational support such as leadership support duties to teaching and support staff when pupils require additional intervention.
- Support pupils who are distressed, dysregulated or struggling to meet expectations, with the aim of returning them successfully to learning.
- Undertake restorative, reflective and mediation work where appropriate.
- Participate in the rota for after-school detentions, including leading and supervising sessions.
- Work as part of the team staffing and operating the Internal Suspension Room, Relocation Room, Blue Room and other designated behaviour support provisions.
- Maintain a calm and purposeful environment within internal provision, ensuring pupils are appropriately supervised, complete assigned work and meet expected standards.
- Support reflection and reintegration following Internal Suspension, Recovery Placements, Formal Suspension or significant behaviour incidents.
- Maintain accurate registers, records and incident information.
- Work flexibly across phases, key stages and year groups including Additional Resource Provisions (ARP), according to operational need.

3. Behaviour, Inclusion and Intervention

The postholder will:

- Apply the school's Behaviour and Inclusion policies and procedures consistently and fairly.

- Work directly with pupils whose behaviour, wellbeing or engagement is affecting successful participation in school.
- Identify emerging concerns and raise these through agreed school processes.
- Deliver agreed and guided one-to-one, small-group, mentoring and pastoral interventions.
- Implement and contribute to behaviour, pastoral and intervention plans.
- Support pupils at risk of repeated sanctions, suspension or disengagement.
- Help pupils understand the impact of their behaviour and develop strategies to improve self-regulation, relationships and engagement.
- Use restorative and relational approaches where appropriate.
- Support agreed reasonable adjustments and strategies for pupils with SEND and other additional needs.
- Monitor pupils receiving support and report progress, changes or emerging concerns to the Head of Year, Head of School, Head of Behaviour.
- Contribute relevant information and professional observations to Team Meetings, Inclusion Leadership Team (ILT) meetings and other pupil-support meetings.
- Review the impact of interventions and raise concerns where support is not achieving the intended outcome.
- Keep all behaviour-related records up to date in the school's MIS system.

4. Student and Family Engagement

- The postholder will:
- Build positive, respectful and trusting relationships with pupils while maintaining clear professional boundaries.
- Promote a culture in which pupils feel safe, valued, listened to and that they belong.
- Listen to pupil views and involve pupils appropriately in planning and reviewing support.
- Encourage pupils to take responsibility for their choices and recognise positive behaviour, engagement and improvement.
- Develop constructive and professional relationships with parents and carers.
- Communicate with families where behaviour, wellbeing, attendance or engagement concerns arise.
- Work with pupils and families to understand barriers and contribute to agreed actions and interventions.
- Participate in meetings with parents and carers and maintain appropriate records of communication.
- Signpost families to appropriate school or external support under the direction of relevant colleagues.

- Attend and contribute to key school events as required, including parents' evenings, open evenings, transition events, rewards events, celebration activities and other whole-school or phase events.
- Support activities which strengthen relationships between pupils, families and the school.
- Proactively promote the work of the Behaviour, Inclusion and Pastoral Team so that pupils, families and staff understand the support available and how to access it.
- Act as a positive ambassador for Eastbrook School and actively promote the school's values, expectations, opportunities and achievements when working with pupils, families and the wider community.

5. Safeguarding, Attendance and Collaborative Working

- The postholder will:
- Promote the safeguarding and welfare of pupils at all times and follow the school's safeguarding procedures.
- Recognise when behaviour, presentation or changes in circumstances may indicate a safeguarding concern and report concerns promptly.
- Maintain confidentiality and share information appropriately in accordance with safeguarding and data-protection requirements.
- Work collaboratively with the Safeguarding, Attendance, SEND, wider teaching staff and support teams.
- Recognise links between behaviour, attendance, wellbeing, safeguarding and engagement with learning.
- Support agreed attendance interventions where pastoral or behavioural barriers are affecting regular attendance.
- Contribute to ILT, Early Help, Team Around the Child and other pupil-support processes where required and when requested.
- Implement agreed actions arising from pupil-support meetings.
- Share relevant information with colleagues to support a coordinated approach around the pupil.
- Liaise appropriately with external professionals and agencies under the direction of relevant school leaders.

6. Professional Behaviours and Responsibilities

- The Pastoral Lead is expected to demonstrate high standards of professional conduct and to contribute positively to the effectiveness and development of the wider team.
- The postholder will:
- Work under the direction of the Head of Behaviour and implement agreed priorities, systems and approaches consistently.

- Participate fully in regular line-management meetings, using these to review workload, pupil caseloads, priorities, professional practice and development.
- Prepare appropriately for line-management discussions and follow through agreed actions within required timescales.
- Attend and contribute constructively to Pastoral Team meetings, ILT meetings, briefings and other relevant staff meetings.
- Share information, professional observations and effective practice appropriately with colleagues.
- Participate fully in supervision, appraisal and performance-development processes.
- Undertake relevant training, continuing professional development and staff development activities identified by the school or through line management.
- Apply learning from training and professional development to improve practice.
- Contribute to team development by sharing effective approaches, resources and learning with colleagues.
- Be receptive to professional feedback and challenge and demonstrate a willingness to reflect on and improve practice.
- Work collaboratively as part of one whole-school Behaviour, Inclusion and Pastoral Team rather than operating solely within an allocated phase or year group.
- Demonstrate professionalism, integrity, fairness, reliability, discretion and appropriate confidentiality.
- Act as a positive role model for pupils and consistently uphold the school's values and expectations.
- Maintain clear professional boundaries with pupils and families.
- Maintain accurate and timely records using agreed school systems.
- Promote equality, inclusion and respect in all aspects of the role.
- Work in accordance with school policies and procedures, including safeguarding, behaviour, attendance, equality, data protection and health and safety.
- Work flexibly across Primary, Secondary and Sixth Form according to pupil and operational need.
- Undertake other duties reasonably commensurate with the grade and responsibilities of the post.

7. Overall Purpose

- Through visible and effective operational support, early intervention, positive relationships and consistent professional practice, the Pastoral Lead will contribute to a calm, safe and inclusive school where:
- expectations are clear and consistently reinforced;
- emerging concerns are identified early;
- pupils receive timely and appropriate intervention;

- support is adapted appropriately to age, phase and individual need;
- pupils are supported to reflect, improve and successfully re-engage with learning;
- families are actively engaged as partners;
- pastoral, behaviour, attendance, safeguarding and inclusion teams work collectively; and
- every pupil is supported to belong, succeed and thrive.

This job description describes the principal duties of the role and is not intended to be exhaustive. It may be reviewed and amended, following appropriate consultation, to reflect the changing needs and priorities of Eastbrook School.

PERSON SPECIFICATION

PASTORAL LEAD
Assessment Methods (A – Application, I – Interview, T – Practical Task)

Area	Criteria	E/D	Assess
Qualifications & Professional Development	Educated to Level 3/A Level standard or able to demonstrate an equivalent level of relevant professional experience and competence.	E	A
	Relevant qualification or training in working with children or young people, pastoral support, youth work, mentoring, counselling, behaviour, SEND or education.	D	A
	Current safeguarding/child protection training or willingness to complete required training immediately on appointment.	E	A, I
	Evidence of relevant continuing professional development and a commitment to further training and development.	E	A, I
Experience	Experience of successfully working with children or young people in a school, educational, pastoral or comparable setting.	E	A, I
	Experience of supporting pupils experiencing behavioural, social, emotional, wellbeing or engagement difficulties.	E	A, I
	Experience of building effective relationships with parents and carers and supporting families to overcome barriers affecting pupils.	E	A, I
	Experience of delivering one-to-one, small-group, mentoring or targeted interventions.	E	A, I
	Experience of implementing or contributing to behaviour, pastoral or pupil-support plans.	D	A, I
	Experience of supporting pupils with SEND or additional vulnerabilities.	D	A, I
	Experience of working across more than one educational phase or age range.	D	A, I
	Experience of contributing to Early Help, Team Around the Child or other multi-agency work.	D	A, I
Behaviour, Inclusion & Pastoral Knowledge	Good understanding of effective approaches to promoting positive behaviour, inclusion, wellbeing and engagement.	E	I, T

PERSON SPECIFICATION

	Understanding of the importance of **early identification and intervention** in preventing concerns from escalating.	E	I, T
	Ability to maintain high expectations, clear boundaries and accountability while providing appropriate support.	E	I, T
	Understanding that behaviour may be influenced by factors including SEND, safeguarding, attendance, wellbeing, relationships, family circumstances and engagement with learning.	E	I, T
	Understanding of restorative and relational approaches and how these can support reflection, reintegration and improved behaviour.	D	A, I
	Understanding that approaches should be adapted appropriately to the **age, developmental stage, phase and individual needs** of pupils while maintaining consistent school expectations.	E	I, T
Operational Behaviour Support	Ability to respond calmly, confidently and consistently to challenging behaviour and emotionally charged situations.	E	I, T
	Ability to de-escalate situations safely and support pupils to reflect and return successfully to learning.	E	I, T
	Ability to supervise pupils effectively in internal exclusion, reflection and other behaviour-support provision.	E	I, T
	Ability to maintain appropriate standards and expectations during duties, breaktimes, lunchtimes, transitions and after-school reflection sessions.	E	I
	Ability to recognise when a situation requires additional support or escalation to the Behaviour and Inclusion Manager or another appropriate leader.	E	I, T
Intervention & Monitoring	Ability to deliver structured individual and group interventions in accordance with agreed plans.	E	I, T
	Ability to monitor pupil progress and recognise whether intervention is having the intended impact.	E	I, T
	Ability to identify patterns or emerging concerns from pupil information and professional observations.	E	I, T
	Good organisational, administrative and record-keeping skills, with attention to accuracy and follow-through.	E	A, T

PERSON SPECIFICATION

	Ability to use school information, behaviour and safeguarding systems effectively, or demonstrate the ability to learn new systems quickly.	E	A, T
Student & Family Engagement	Ability to build positive, respectful and trusting relationships with pupils while maintaining clear professional boundaries.	E	A, I
	Excellent listening and communication skills and the ability to adapt communication appropriately for different ages and phases.	E	I, T
	Ability to build constructive relationships with parents and carers, including where conversations may be difficult or challenging.	E	A, I
	Ability to communicate concerns sensitively, professionally and solution-focused.	E	I, T
	Commitment to involving pupils appropriately in decisions about their support and recognising the importance of pupil voice.	E	I
	Willingness to attend and contribute positively to key school events including parents' evenings, open evenings, transition and reward events.	E	A, I
	Ability to act as a positive ambassador for the Pastoral Team and Eastbrook School and to promote the support available to pupils and families.	E	I
Safeguarding, Attendance & Collaborative Working	Sound understanding of safeguarding responsibilities, confidentiality and appropriate information sharing.	E	A, I
	Ability to recognise when behaviour, presentation or changes in circumstances may indicate a safeguarding concern and know when and how to report it.	E	I, T
	Understanding of the relationship between attendance, behaviour, wellbeing, safeguarding and successful engagement with education.	E	I, T
	Ability to work collaboratively with pastoral, safeguarding, attendance, SEND, teaching and other support teams.	E	A, I
	Ability to work constructively with external professionals and contribute appropriately to multi-agency support.	D	A, I

PERSON SPECIFICATION

	Ability to share relevant information professionally and contribute effectively to ILT and other pupil-support processes.	E	I
Teamwork & Professional Practice	Ability to work effectively as part of **one whole-school Pastoral, Behaviour and Inclusion Team**, rather than solely within an allocated phase or year group.	E	A, I
	Willingness and ability to work flexibly across Primary, Secondary and Sixth Form according to pupil and operational need.	E	A, I
	Ability to work effectively under the direction of the Behaviour and Inclusion Manager and implement agreed approaches consistently.	E	I
	Ability to participate constructively in line-management meetings, team meetings, supervision and appraisal.	E	I
	Receptive to professional feedback and able to reflect on and develop own practice.	E	I
	Commitment to undertaking relevant training and professional development and applying learning to practice.	E	A, I
	Ability to work independently when appropriate while recognising professional boundaries and when advice or escalation is required.	E	I, T
Personal Qualities	Calm, resilient and able to maintain professional judgement under pressure.	E	I
	Warm, approachable and empathetic while maintaining consistently high expectations.	E	I
	Reliable, organised and able to prioritise a varied operational workload.	E	A, I
	Demonstrates integrity, fairness, discretion and appropriate confidentiality.	E	A, I
	A positive role model who treats pupils, families and colleagues with dignity and respect.	E	I
	Commitment to equality, inclusion and improving outcomes for all pupils.	E	A, I
	Strong commitment to ensuring every pupil has the opportunity to **belong, succeed and thrive**.	E	A, I

EXPECTATIONS OF STAFF

In addition to the specific requirements of the advertised role, all members of staff are expected to adhere to the areas outlined below:

ALL STAFF

To promote the vision, culture and ethos of the school.

To help maintain excellent behaviour across the whole school.

To contribute to the effective working of the school.

Role model the school's values and virtues.

Support the school's values and ethos by contributing to the development and implementation of policies, practices and procedures.

Help create a strong school community, characterised by excellent behaviour and caring, respectful relationships.

Help develop a culture and ethos that is committed to high academic achievement and the development of good character.

Undertake and, when required, deliver or be part of the appraisal system and relevant training and professional development.

Implement and adhere to Eastbrook School's Code of Conduct and safeguarding policies, ensuring the health and well-being of students is maintained at all times.

Undertake other various responsibilities as directed by the Headteacher.

TEACHING STAFF

To achieve the highest quality outcomes and standards of learning for all students.

Plan, prepare and teach engaging and effective lessons of the highest standard that motivate, inspire and develop students'' skills, knowledge, character strengths and a love of learning.

Use regular assessments to set targets for students, monitor students' progress and respond accordingly to the results of such monitoring.

Develop and maintain high expectations of routines, behaviour and attainment for your classroom and the wider school.

Ensure that all students are on track to achieve at least nationally expected standards of attainment and, where this is not the case, intervene appropriately to address the identified gaps in learning.

Enrich the curriculum with extra-curricular activities and educational visits that reinforce learning.

Maintain regular and productive communication with students, parents, carers and colleagues.

Implement and promote Eastbrook School's Code of Conduct and safeguarding policies, ensuring the health and well-being of students is maintained at all times.

PERSONAL AND PROFESSIONAL QUALITIES

In addition to the specific requirements of the advertised role candidates will have:

An understanding of, and a commitment to, the vision and values of the school.

An understanding of how to establish and instil consistently high standards of behaviour and a culture of high achievement.

A genuine belief in the potential of every child to be skilled, knowledgeable and virtuous.

An appreciation of the value of data to identify weaknesses and inform continual improvement.

The drive and perseverance to continually reflect, evaluate, improve and learn.

Integrity and a willingness to take personal responsibility for their own actions.

Excellent organisational skills and ability to work effectively and efficiently with others.

A strong ethos of service and the desire to work collaboratively with partner stakeholders, agencies and peers, within and beyond the school.

Commitment to equality of opportunity and the safeguarding and welfare of all students.



VISION & APPROACH

Eastbrook is a happy, purposeful place where young people and adults enjoy learning together. We have a clear vision for the school that is based on a broad understanding of what success looks like for our students.



Our vision is for Eastbrook to be a school where academic attainment is high and the academic progress of individuals is maximised; a place where all young people acquire the character habits that lead to success in school and university, in work and life beyond.

To ensure this success we have developed a character and academics curriculum, offering an educational experience that stimulates an appetite for learning, and encourages and guides our students to achieve beyond their perceived potential.

We take an inclusive approach that maintains a focus on the well-being and progress of every young person. We provide a safe place for learning through the application of our positive behaviour system and we achieve better results by establishing a partnership between parents and teachers.

All the adults who work at the school are committed to this clear vision and are driven by our shared understanding of what success for our students looks like and how we achieve that success together.

To find out more, take a look at our website:

www.eastbrookschool.org

OUR COMMITMENT TO YOUR DEVELOPMENT

At Eastbrook we know that investing in you is an investment in our students' success.

The Senior Leadership Team at Eastbrook School highly values staff professional development, at all levels.

Weekly personal and professional development time provides the opportunity for staff to train, discuss ideas and collaborate with colleagues, as well as reflecting on your own and others' practice.

In addition, the school will support you in developing your specific talent and furthering your career. Whether you are interested in developing an area of expertise or whether you are interested in developing as a leader, we will support you in identifying the appropriate course.

At Eastbrook, you will be encouraged and supported to find and pursue your own development path, from professional qualifications such as the NPQ courses to academic qualifications, such as masters degrees.



RECRUITMENT TIMELINE

CLOSING DATE FOR APPLICATIONS	**18/11/2026 (9.00am)**
NOTIFICATION SENT TO SHORTLISTED CANDIDATES	**TBC**
INTERVIEW AND TASKS	**TBC**

SAFER RECRUITMENT

Eastbrook is committed to safeguarding and promoting the welfare of children and young people in our school. In order to meet this responsibility, our school follows a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail on request.



DISCLOSURE

Eastbrook requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment – this will depend upon the nature of the offence(s) and when they occurred.

SHORTLISTING

Only those candidates meeting the right criteria will be taken forward from application.

INTERVIEW

Shortlisted candidates will take part in an interview process that includes teaching a lesson and an interview. We will be assessing all candidates on their commitment to our values as well as their teaching ability and experience. During interview, candidates may be asked to address any discrepancies, anomalies or gaps in their application form.

REFERENCE CHECKING

As appropriate, references from your previous and current employer will be taken up following interview. Where necessary other previous employers may be contacted to gather further information.

ENCOURAGING DIVERSITY

Eastbrook School is committed to eliminating discrimination and encouraging diversity amongst our employees. Barking and Dagenham is one of the most diverse London boroughs. Our aim is that our workforce is representative of the people that live in the borough and that each employee feels respected and able to give their best.

To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.



SCHOOL INFORMATION



Eastbrook School is an Ofsted rated Good, all-through school in the London Borough of Barking and Dagenham and is part of the Barking Abbey family. Founded in 1933, Eastbrook has a well-established history of serving the local community, with many generations of families attending as students and even joining as staff. The primary school opened in 2016 and is growing in size year on year. The secondary school transferred into new, state of the art buildings in 2017, benefitting from purpose-built specialist learning environments with industry level resources.

VALUES AND VISION

Our curriculum is built around our Primary Virtues: **Curiosity, Perseverance, Teamwork, Gratitude, Kindness** and our Secondary **PROUD** habits: **Principled, Resilient, Open, Understanding** and **Disciplined**. We are a School of Character which allows students to build and demonstrate these habits through a full and rounded educational experience.

Eastbrook School promotes a student-centred, progress focused ethos within a welcoming and supportive community. At Eastbrook, we believe that a truly outstanding school is one that enables all students to achieve their best. One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all students acquire the character habits that lead to success in school and university, in work and life beyond.

Staff deliver an inclusive and challenging curriculum, with regular and robust assessment, and outstanding pastoral care.

The proportion of students who speak English as an additional language or come from minority ethnic groups is high. The proportion of children who are eligible for the Pupil Premium is well above average. The Pupil Premium is additional funding given to schools for children in specific groups, including those in the care of the local authority and those known to be eligible for free school meals.

Contact Us:
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Getting Here:
Ample onsite parking is available.
The nearest tube station is Dagenham East on the District Line.
Bus routes 174 stopping outside and 103 nearby.