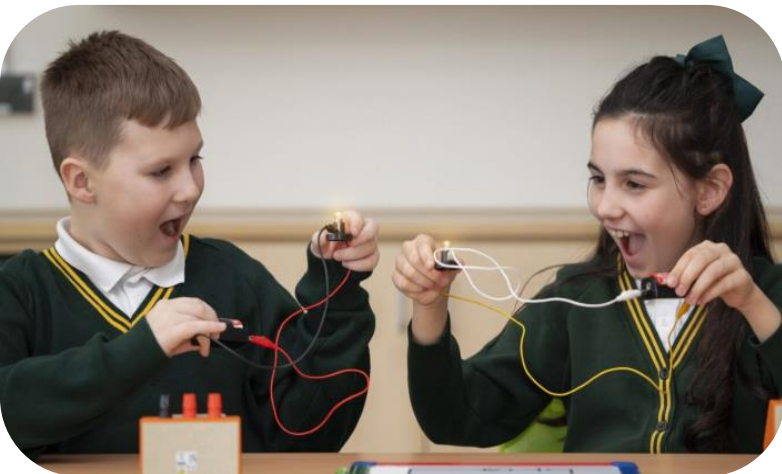


Eastbrook School

Part of the Barking Abbey Family



Eastbrook School

Part of the Barking Abbey Family

*"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 instil 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

Part of the Barking Abbey Family

"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 expressing an interest in applying to work with us.

We believe that a truly outstanding school is one that enables all children to achieve their best.

One where academic attainment is high and the academic progress of individuals is maximised. It is a place where all children acquire the character virtues that lead to success in school and university, in work and life beyond.

We are looking for an outstanding individual to join us on our journey to becoming just such a school.

All staff play a fundamental role in helping students achieve academically, whilst developing their character strengths. You will role model commitment, hard work and good character, and strive to exemplify our core virtues: Curiosity, Perseverance, Teamwork, Gratitude, Kindness.

In return we commit to giving you the time, inspiration, support and coaching to flourish.

If this role matches your vision and you are excited by the possibility of joining our dynamic staff team, then we'd love to hear from you.

Kind regards,

Evan Hollows

**Eastbrook Primary School Headteacher
Barking Abbey and Eastbrook Schools**



JOB INFORMATION

SEN Provision Manager (Autism)

Required for September 2024

Salary Scale: Main/Upper Pay Scale, Plus SEN Allowance, Plus TLR 2b (Inner London)

We are looking for an outstanding and inspirational SEN leader to join us on our continued journey towards excellence.

Eastbrook Primary is part of an all-through school in Dagenham. In Autumn 2021 we opened a new Additional Resource Provision (ARP) for 12 pupils (Reception to Year 4) with Autistic Spectrum Condition. This has now grown to 24 and will expand to 30 in the autumn as we take in Year 7 students for the first time. We are looking to recruit an enthusiastic and experienced practitioner to lead and manage this all-through school provision.

The successful candidate will have the vision, creativity and experience to lead the ARP (known as 'Apollo'), with the support of a wonderful and dedicated team of colleagues. You must have a clear understanding and experience of effective teaching and learning as well as raising and sustaining achievement especially within ASC provision. You must be a strong communicator and team player and be able to engage effectively with the children, their families and staff.

The successful candidate will:

- can lead a team of teachers and support staff.
- can oversee the teaching, learning and assessment of our autistic pupils.
- can liaise with specialist staff and external professionals to coordinate their input to improve practice.
- demonstrate optimism about children and expect the highest possible standards.
- are able to demonstrate excellent teaching and have an excellent record of practice with autistic children.
- have the ability to communicate effectively with parents, including leading annual review meetings.
- have a track record of successfully raising standards and ensuring all pupil groups make good progress.
- have the drive, determination and enthusiasm to enhance the high level of learning in our school.
- possess excellent organisational and communication skills and have the ability to motivate and support colleagues.
- can think strategically and act practically to promote school improvement.
- have a commitment to working in partnership with all school stakeholders, and the local community.

In return we offer:

- a happy and welcoming, fully inclusive all-through school.
- cooperative, well behaved, polite children.
- an investment in your professional development.
- committed staff who work well together as a cohesive, supportive team.
- close, supportive links to the Autism ARPs in local schools.
- excellent, modern facilities – Sports halls, Computing and Art/D&T suites, sensory room, several group rooms, large field and play spaces, woodland, on-site gym facilities and ample car/bike parking including charging points for electric vehicles.

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:	SEN Provision Manager (Autism)
Grade:	Main/Upper Pay Scale, Plus SEN Allowance, Plus TLR 2b (Inner London)
Department:	ASC ARP
Location:	Eastbrook School
Line Manager:	Headteacher
Line Management of:	All through ASC ARP Staff

PURPOSE OF POST

To achieve the highest quality outcomes and standards of learning for all pupils through teaching and leadership.

Work effectively with senior colleagues to ensure consistency of approach in teaching and learning across the ARP.

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

MAIN RESPONSIBILITIES

To lead, under the line management of the Inclusion Leader, the ARP for children with autistic spectrum condition.

To further develop and maintain a flexible process of inclusive learning for pupils with Autistic Spectrum Condition.

To ensure best practice in supporting pupils with Autistic Spectrum Condition through modelling effective teaching methods and providing high quality training.

DUTIES

The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

This job description sets out the duties to be undertaken and performed to the satisfaction of the headteacher and governing body by the post holder in the role of Lead Teacher for Autistic Spectrum Condition Additional Resource Provision (ASC-ARP), known at Eastbrook as 'Apollo'.

SPECIFIC RESPONSIBILITIES AND DUTIES

To lead, manage and develop the ASC ARP, ensuring a high standard of provision for all pupils.

To develop, uphold and support the relevant policies and procedure for SEND, the ASC ARP and the wider school.



JOB DESCRIPTION

To ensure ASC ARP children's needs are met through inclusive practice, making full use of the additional resources available.

MANAGEMENT, ORGANISATION AND LIAISON

To maintain, update and oversee records of support and progress for pupils with ASC and ensure these are shared with all relevant staff.

To collect, interpret and make use of assessment data to inform provision for pupils and to provide accurate information for all staff and stakeholders.

To monitor the impact of teaching and learning activities planned and delivered to meet the needs of ASC pupils across the whole school.

To liaise with internal staff regarding pupils needs and their provision.

To plan, conduct and write up Educational Health Care annual reviews in accordance with the SEND code of practice.

To monitor and review SEND targets on a termly basis.

To establish and maintain a high level of parental engagement and communication through various platforms such as workshops and parent meetings.

To manage and ensure the successful transition of pupils entering the ARP and then transitioning to other educational establishments.

To prepare reports about the ARP provision.

To liaise and meet with external parties such as schools, local authority SEND officers and specialist professionals

To co-ordinate the planning, resourcing, and learning environments (inside and out) of all ASC ARP learning groups.

To oversee all aspects of the work of the ASC ARP staff body.

To create and manage provision maps and timetables for pupils.

To contribute to the active monitoring and promotion of equal opportunities, with specific reference to pupils with ASC.

LEADERSHIP, DEVELOPMENT, AND TRAINING

To line manage some staff with the support of the Inclusion Leader.

To oversee the management of ASC information to mainstream teachers and other relevant staff and external bodies.



JOB DESCRIPTION

To undertake staff development regarding the teaching, learning and management of pupils with ASC in the mainstream classes.

To develop additional understanding of, and expertise in profiles and diagnoses such as PDA, OCD, ADHD.

GENERAL RESPONSIBILITIES

Teaching pupils in the ARP according to their individual starting points and educational needs.

Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group.

Making effective use of ICT to enhance learning and teaching.

Undertaking careful planning and delivery of the curriculum, including adapting the curriculum to suit the needs of all learners.

Contribute to the annual review of pupils Education Health and Care Plans (EHCPs).

Ensuring careful and ongoing assessment of the pupils' learning to inform further planning.

Work as part of a team to track the progress of individual children and intervene where pupils are not making progress.

Ensuring that the curriculum meets the needs of all learners, using the starting points of children as the basis for planning.

Work alongside the speech and language therapist and school leaders to incorporate relevant strategies into daily practice.

Plan, teach and review against the outcomes outlined in pupils Education Health and Care Plans (EHCPs).

Participating in planning and staff meetings.

Contributing to the whole school ethos by taking a leading role in creating an autism-friendly environment.

Contributing towards the development of the school and implementation of whole school policies.

Undertaking training for further development as a specialist teacher.

Undertaking other duties, which may be reasonably assigned by the Headteacher to ensure the smooth running of the ARP and wider school.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Headteacher, within the grading level of the post and the competence of the post holder.

This job description is current at the advertised date but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.



PERSON SPECIFICATION

Person Spec for ARP Manager	Essential	Desirable
Qualifications		
Educated to degree level.		
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS.		
Experience		
Must have taught in Early Years and/or Key Stage 1.		
Must have at least 2 years' experience leading an element of SEN provision in a primary establishment.		
Will have had experience of teaching children with special educational needs, including autism.		
Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching.		
Must have a sound knowledge of the National Curriculum for all subjects for both Primary Key Stages and EYFS Statutory Framework.		
An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings.		
Familiarity with assessment systems for children that are working below key stage standards.		
Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> • Participation and implementation of the School Behaviour Policy. • Awareness of Health and Safety implementation in the work place. • Implementation of the school Equal Opportunities Policy. • SEND information report. 		
Knowledge of effective strategies to include, and meet the needs of all pupils, in particular those with autism spectrum conditions and speech and language needs.		
Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN.		
Professional Skills and Abilities		
A teacher with good ICT knowledge and skills relating to class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching.		
Must be able to plan for effective learning for all the pupils in ASC-ARP, setting clear learning intentions and differentiated tasks.		
Must be able to keep records of pupil progress in line with school policy.		
Must be able to use assessments of pupils learning to inform future planning.		
Ability to plan and work collaboratively with colleagues and external professionals.		
Personal Qualities		
Must be able to positively engage and work with parents and carers.		
A proactive team member who is able to respond flexibly to differing circumstances.		
Must have good communication skills both verbal and written.		
Must be able to manage own work load effectively and respond swiftly to tight deadlines.		
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.		
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.		
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others.		
A commitment to equal opportunities in all aspects of the role and around the workplace.		
Must have resilience.		



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 **PROUD** values - Principled, Resilient, Open, Understanding and Disciplined.

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:	29 th April 2024
INTERVIEW DATE:	To be confirmed



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.

APPLICATION

Complete the application form and send it by email to Jobs@eastbrookschool.org or via TES.

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:

Eastbrook School
Dagenham Road
Dagenham, Essex RM10 7UR
Tel: 020 3780 3609
Email: office@eastbrookschool.org

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.

