



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

School: Riverside Bridge School
Location: IG11 0HZ
Email: bridge@riverside.bardaglea.org.uk

Position: Reading Intervention HTLA
Salary: Scale 5.12 pro-rata
Contract: Term-time only
Hours: 8.30am to 4.00pm
Required: ASAP

Who are we?

Riverside Bridge School is a vibrant and inclusive special school located in the heart of the London Borough of Barking and Dagenham. Opened in September 2015, our school serves families and pupils from across the local area and beyond, providing a nurturing and supportive environment for children and young people aged 4-18 with a wide range of complex needs.

Our pupils come to us with diverse needs, including Autism Spectrum Disorder, Profound and Multiple Learning Difficulties, and Severe Learning Difficulties. However, despite their individual challenges, we are committed to enabling each and every one of our pupils to thrive, develop, and lead fulfilling, happy, and as independent a life as possible.

Through our innovative 'Flow' curriculum, tailored to the unique needs of our learners, we strive to foster spontaneous communication, emotional regulation, and a love of learning. Our dedicated team of professionals work tirelessly to create an environment where our pupils can succeed, build confidence, and make meaningful connections with the world around them.

What makes Riverside Bridge School a truly exceptional place to work in?

At Riverside Bridge School, we value our staff immensely. Each member of our team plays an integral role in our school, contributing to the enriching learning experiences we provide for our pupils. We firmly believe that a supportive and engaging environment for our staff directly translates into the best possible outcomes for our pupils.



Ms L. Amri - Acting Headteacher
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Here are some key aspects that underscore our commitment to staff development and well-being:

- specialised curriculum and teaching methods designed to create a rewarding and fulfilling environment for our staff, allowing you to thrive in your professional journey;
- regular training opportunities providing both internal and external training sessions to ensure that our staff are continually developing their skills and knowledge;
- contemporary facilities that support both pupils and staff in delivering outstanding learning experiences;
- a supportive and collaborative environment that fosters a genuinely positive culture where everyone is welcomed, listened to, and encouraged to work together.
- well-being initiatives designed to help staff feel supported and engaged in their roles, promoting a healthy work-life balance.

Joining Riverside Bridge School means becoming part of a dedicated team that is committed to both your professional growth and the well-being of our pupils. You will have the chance to make a lasting impact on our exceptional pupils' lives.

Who are we looking for to work at Riverside Bridge School?

We are committed to finding enthusiastic and dedicated individuals who will contribute positively to our school community.

We are looking for a member of staff who:

- holds GCSEs in English and maths of a grade C or above (4-9);
- Level 4 HTLA qualification - essential
- is proficient in phonics instruction;
- is specifically knowledgeable in using the Read Write Inc. program;
- has a good understanding of child development and learning processes;
- has delivered an intervention program or supported an intervention programme;
- has the ability to motivate and support pupils in their learning and personal development;
- is able to demonstrate they are able to organise themselves and others;
- is able to be flexible in their approach to working and works as a member of a team;
- Knowledgeable and proficient in IT systems and programs in order to complete data input tasks
- brings to us a positive “can do” approach and is keen in being trained in the appropriate techniques and strategies;
- exhibits strong teamwork skills, along with the ability to take on leadership roles when necessary;
- shows a commitment to their own professional development;
- demonstrates effective personal organisation and communication
- possesses some prior experience of working with pupils with special educational needs.



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We believe that these qualities are essential for fostering an inclusive and supportive learning environment for all our pupils.

Main Purpose of this Role

The main purpose of the Reading Intervention Assistant role at Riverside Bridge School is to provide targeted, evidence-based reading support and intervention to pupils who are making slower progress in their reading development. As a Special School catering to pupils with complex needs, including Severe Learning Difficulties, Moderate Learning Difficulties, and autism spectrum disorder, the Reading Intervention Assistant will play a crucial role in helping these pupils acquire and strengthen their foundational reading skills.

Reporting to the Literacy Lead, the Reading Intervention Assistant will work closely with teaching staff to assess, monitor, and support the reading progress of pupils across all age groups and pathways. By delivering tailored, adaptive reading interventions, the Assistant will help to unlock each pupil's potential, foster a love of reading, and equip them with the necessary skills to become confident, independent readers.

Aligned with the school's vision of enabling all pupils to thrive, develop, and lead fulfilled, happy, and rewarding lives, the Reading Intervention Assistant will be instrumental in supporting the school's commitment to providing a personalised, responsive curriculum that meets the unique needs of each learner.

Key Responsibilities and Duties of this Role

Targeted Reading Intervention

- Work one-to-one or in small groups with pupils who require additional support in developing their reading skills.
- Deliver evidence-based reading interventions, such as the Read Write Inc. programme, using adaptive techniques and strategies to meet the specific needs of each pupil.
- Collaborate with the Literacy Lead and teaching staff to assess pupils' reading levels, identify areas for improvement, and design tailored intervention plans.
- Maintain detailed records of intervention sessions, pupils' progress, and next steps.

Assessment and Monitoring

- Actively participate in the school's Read Write Inc -based assessment cycle, contributing to the ongoing evaluation of pupils' reading attainment and progress.
- Provide regular feedback to teaching staff and the Literacy Lead on the impact of reading interventions and the changing needs of pupils.
- Support the administration of reading assessments and contribute to the analysis of assessment data.



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Resource Management

- Manage and maintain a clean, organised, and well-resourced intervention workspace to facilitate effective learning.
- Liaise with the Literacy Lead and the Read Write Inc. consultant to ensure the availability of appropriate resources and materials.
- Support the development, organisation and maintenance of the school's reading resources, including books, phonics materials, and other relevant materials.

Collaboration and Professional Development

- Work closely with teaching staff, the Literacy Lead, and other relevant professionals to ensure a consistent, holistic approach to supporting pupils' reading development.
- Participate in regular training and professional development opportunities to stay up-to-date with best practices in reading instruction and intervention.
- Contribute to the wider life and ethos of the school, supporting the school's vision and values.

The above duties are neither exclusive or exhaustive and the postholder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the postholder.

Skills and Competencies

- Strong knowledge and understanding of evidence-based reading instruction, including phonics-based approaches.
- Ability to adapt teaching and intervention strategies to meet the diverse needs of pupils with Special Educational Needs and Disabilities (SEND).
- Passion for supporting the learning and development of pupils with special needs, and a belief in their ability to succeed
- Good level of subject and curriculum knowledge relevant to the role and the ability to apply this effectively in supporting teachers and pupils.
- Ability to work collaboratively with multidisciplinary teams, including teachers, therapists, and other professionals, to promote effective teaching and learning.
- Effective behaviour management strategies aligned with the school's policy and procedures, contributing to a purposeful learning environment
- Adaptability and flexibility to meet the varied needs of pupils in the classroom, including the ability to participate in physical activities as appropriate.
- Knowledge and understanding of complex special educational needs, with the ability to use appropriate programmes such as Total Communication strategies and Team Teach.
- Strong communication and interpersonal skills, with the ability to work collaboratively with teachers, other professionals, and parents & carers and build positive relationships with a wide range of stakeholders.
- Strong organisational skills, with the ability to prioritise tasks and work under pressure.



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- Thorough understanding of safeguarding policies and procedures, with the ability to ensure compliance with relevant regulations.
- Commitment to the school's vision, values, and priorities, and the ability to promote them effectively.
- Adaptability and flexibility to respond to the changing needs of the school community.
- ⊖ Ability to participate in physical activities as appropriate.
- Attention to detail and the ability to maintain accurate and legible records and reports.
- Positive and proactive approach to problem-solving, with the ability to work independently and as part of a team.
- Physical and mental stamina to work in an environment with a varied intensity of demands from pupils, including the potential need for physical intervention.

Professional Development

Riverside Bridge School is committed to supporting the professional development of all its staff. The school provides all staff with opportunities to attend training sessions relevant to their position, participate in peer-to-peer learning, and engage in reflective practice to continually improve their skills and knowledge.

All staff are also encouraged to take on additional responsibilities and projects that align with their career aspirations and the school's strategic priorities, if they wish.

Safeguarding

Safeguarding and promoting the welfare of children is of paramount importance at Riverside Bridge School. All staff play a critical role in safeguarding all pupils and are expected to:

- adhere to the school's safeguarding and child protection policies and procedures, as well as relevant statutory guidance, e.g. Keeping Children Safe in Education;
- report any concerns to the Safeguarding Team;
- collaborate with the Safeguarding Team to ensure the best interests of pupils are prioritised;
- promote a culture of safeguarding and child protection throughout the school community;
- undertake regular safeguarding training to ensure knowledge and understanding of the school's policies and procedures are up-to-date.

Riverside Bridge School is committed to safeguarding and promoting the welfare of all pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for any successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants



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This is an exciting and challenging role in which the successful candidate that will be able to make a real difference in the lives of our pupils. If you share our passion for special education and our vision to “Inspire, Empower, Achieve” and are ready to take on this rewarding opportunity, we encourage you to apply.

Application forms and further details are available from our school website www.bridge.riversidecampus.com and should be returned by email by the closing date below.

Closing date: 13th January 2025
Shortlist date: 20th January 2025
Interview date: 28th/29th January 2025



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