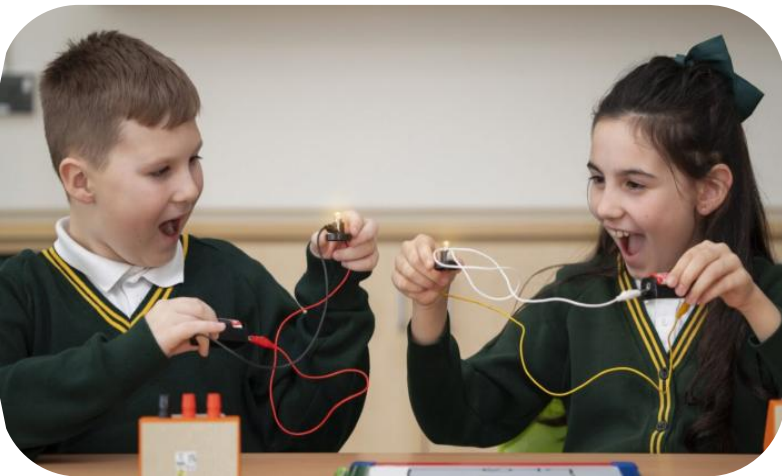




Eastbrook School

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 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

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 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 join our school community, we would love to hear from you.

Kind regards,
Evan Hollows

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



Teaching Assistant

Start Date: September 2026

Salary Scale: Scale 5 (Pt12-15, £32,535 - £33,987) Prorated salary range is likely to be approx. £27,986 - £29,235 (also dependant on experience, weeks per year and continuous service) Based on working 35 hours per week, Term time only.

Permanent with 12-month probation period, 35 Hours per week, term time only

We are seeking a compassionate, proactive and flexible Teaching Assistant to join Eastbrook Primary School from September 2026. This is an important role supporting pupils' learning, wellbeing, independence and inclusion across the primary phase. At Eastbrook Primary, our Teaching Assistants are not attached permanently to one class or year group. Instead, they work flexibly across the school, responding to the needs of pupils and staff. This may include supporting learning in class, delivering academic interventions, providing targeted support for pupils with SEND, or contributing to therapeutic and pastoral provision. We are looking for someone who can build positive relationships with children, work well as part of a team and respond calmly and professionally to the changing needs of a busy primary school. The successful candidate will support pupils individually, in small groups and within whole-class settings, helping them to access learning, develop confidence, regulate their emotions and experience success. The role will also include supporting children during less structured parts of the school day, including playtimes and lunchtimes, and helping to ensure that pupils are safe, included and able to play and interact positively. The successful candidate may also be required to support pupils with personal care, intimate care, medical needs or physical needs, following appropriate training and always with dignity, sensitivity and professionalism. This post would suit someone with experience of working with children in a school or similar setting, who is calm, caring, reliable and committed to helping every child feel safe, understood and ready to learn.

The successful candidate will:

- have experience of working with children in a school, early years, childcare or similar setting;
- understand how to support children's learning, wellbeing, independence and social development;
- be able to support pupils across the primary age range, rather than within one fixed class or year group;
- deliver interventions and support programmes under the direction of teachers, SENCOs or senior leaders;
- use calm, consistent and positive approaches to support behaviour and emotional regulation;
- support pupils with SEND, including pupils with communication, sensory, physical, social, emotional or learning needs;
- be willing to support pupils with personal care, intimate care, medical needs or physical needs, following appropriate training;
- communicate effectively with pupils, colleagues and parents or carers, under the direction of teaching staff or senior leaders;
- keep accurate records and share relevant information with staff as needed;
- have high expectations for all pupils and a clear commitment to safeguarding, inclusion and equality;
- be well organised, flexible and able to work effectively as part of a team;
- be committed to ongoing professional development.

In return we offer:

- A Good school with a welcoming and supportive community.
- A student-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 industry level 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	Teaching Assistant
Grade	Scale 5
Department/phase	Primary
Location	Eastbrook Primary School
Line manager	Headteacher / Senior Leader / SENCO as directed

PURPOSE OF THE JOB:

The Teaching Assistant will work with teachers, senior leaders, the SENCO and other colleagues to support pupils' learning, independence, wellbeing and inclusion across Eastbrook Primary School.

Teaching Assistants at Eastbrook Primary work flexibly across the school. The role is not attached permanently to a specific class or year group. The post holder may be deployed to support whole-class learning, individuals, small groups, academic interventions, SEND provision, pastoral or therapeutic support, or wider aspects of the school day, depending on the needs of pupils and the school.

The post holder will help pupils access the curriculum, develop confidence and independence, build positive relationships and experience success. They will promote pupils' safety, dignity, self-esteem and social inclusion, contributing to the effective working of the school and the wider Eastbrook community.

Key Responsibilities

Teaching, learning and intervention

- Work with teachers and other colleagues to raise the learning, attainment and progress of pupils.
- Support pupils individually, in small groups and within whole-class settings, helping them to access the curriculum and take part in learning.
- Deliver specific educational programmes or interventions to individuals or groups, such as phonics, reading, writing, mathematics or other targeted support, following appropriate training.
- Support pupils to develop independence, resilience, confidence and positive attitudes to learning.
- Use relevant strategies to support pupils with a range of needs, including those with special educational needs and disabilities.
- Provide clear verbal feedback to pupils during learning, in line with school approaches.
- Observe and record pupil responses, progress and areas of need, sharing relevant information with teachers and other staff.
- Support pupils' use of resources, equipment and technology to enhance learning.
- Help prepare resources and learning spaces so that pupils can access learning safely and successfully.
- Supervise pupils and maintain good order when a teacher is temporarily unavailable, in line with school expectations and the grade of the role.
- Support pupils and colleagues during educational visits, enrichment activities and wider curriculum opportunities.



JOB DESCRIPTION

Supporting pupils with SEND and additional needs

- Support pupils with SEND, including pupils with autism, communication needs, sensory needs, physical needs, social, emotional and mental health needs or learning difficulties.
- Implement individual support strategies, provision plans, behaviour support plans, risk assessments or care plans under the direction of teachers, the SENCO or senior leaders.
- Support pupils to develop communication, interaction, independence, self-regulation and social skills.
- Implement, as appropriate, programmes advised by professionals, such as speech and language, occupational therapy, physiotherapy, communication or sensory programmes, following suitable training.
- Assist with the physical management or medical supervision of pupils where required, following appropriate training and agreed procedures.
- Support pupils with personal care and intimate care needs where required, ensuring that this is carried out with dignity, sensitivity and respect.
- Share relevant observations with teachers, the SENCO and other staff to inform planning, provision and review.

Therapeutic, pastoral and emotional support

- Build positive, respectful and trusting relationships with pupils, helping them to feel safe, understood and ready to learn.
- Support pupils who may be distressed, dysregulated or finding it difficult to meet expectations, using calm, consistent and relational approaches.
- Deliver or support therapeutic-informed interventions such as Thrive, ELSA, Lego Therapy, social skills groups, emotional regulation work or similar programmes, where appropriate training has been provided.
- Help pupils to develop positive relationships, resolve minor conflicts, reflect on their behaviour and return to learning successfully.
- Promote pupils' self-esteem, social inclusion and sense of belonging.
- Support pupils during transition points, including movement between lessons, playtimes, lunchtimes, changes in routine or reintegration after absence or incidents.
- Contribute to a positive, inclusive and caring culture across the primary phase.

Behaviour, routines and wider school life

- Use effective behaviour support strategies consistently, in line with the school's behaviour policy and agreed approaches.
- Support teachers and colleagues in maintaining a safe, calm and purposeful learning environment.
- Reinforce school routines, expectations, values and virtues through daily interactions with pupils.
- Support children during playtimes and lunchtimes, including playground supervision, structured play, safe social interaction and positive behaviour.
- Undertake, as required, playground set-up and dinner hall duties to support safe, cooperative and inclusive play and dining.
- Look after children who are upset, unwell or have had accidents, exercising care, dignity and professionalism.
- Promote pupils' independence, responsibility and ability to make positive choices.
- Make a positive contribution to the wider life and ethos of the school.



JOB DESCRIPTION

Working with colleagues, families and professionals

- Work collaboratively with teachers, support staff, senior leaders, the SENCO, pastoral staff and other relevant professionals.
- Communicate effectively with staff about pupils' learning, wellbeing, behaviour, progress or concerns.
- Communicate with parents and carers as appropriate and under the direction of teachers or senior leaders.
- Develop effective professional relationships with colleagues across the primary phase and wider school.
- Support the sharing of information so that informed decisions can be made about pupils' provision and support.
- Work constructively under the direction of teachers and senior leaders, responding positively to guidance, feedback and changing priorities.
- Support agreed classroom and school procedures, including when supply teachers or other adults are covering classes.
- Provide administrative, organisational or display support where this directly supports pupils, staff or the effective running of the school.

Safeguarding, health, safety and welfare

- Always promote the safeguarding and welfare of all pupils.
- Follow the school's safeguarding and child protection procedures, reporting concerns promptly to the Designated Safeguarding Lead or Deputy DSL.
- Maintain confidentiality and share information appropriately in line with safeguarding, data protection and school procedures.
- Promote equality of opportunity and actively support an inclusive school culture.
- Follow school procedures relating to health and safety, first aid, medical needs, personal care, intimate care and risk assessments.
- Support pupils' physical, emotional and social wellbeing throughout the school day.
- Ensure that pupils are treated with dignity, respect and care at all times.

Professional responsibilities

- Participate in relevant training identified by the school and take an active role in identifying personal CPD needs.
- Take part in the school's appraisal and professional development processes.
- Maintain high standards of attendance, punctuality, professionalism and conduct.
- Uphold public trust in the education 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.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.



JOB DESCRIPTION

- Carry out any other reasonable duties relevant to the role and grade as requested by the Headteacher or Senior Leadership Team.
- Although the role is primarily based within the primary phase, Eastbrook is an all-through school and there is an expectation that you will support across both the primary and secondary phases as and when required.

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 Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the time of advertising for the role 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

Qualifications and Training

Criteria	E/D
Good standard of education, including English and mathematics at GCSE grade C/4 or equivalent.	E
Qualification or training in supporting teaching and learning, childcare, early years, education, SEND or a related area.	E
Safeguarding/child protection training, or willingness to complete immediately on appointment.	E
Evidence of continued professional development relevant to the post.	E
Level 3 qualification in Supporting Teaching and Learning, childcare, early years, education or a related area.	D
Training in phonics, reading intervention, mathematics intervention or other academic support programmes.	D
Training in Thrive, ELSA, Lego Therapy, speech and language, occupational therapy, trauma-informed practice, restorative practice or similar approaches.	D
First aid qualification.	D

Experience

Criteria	E/D
Experience of working with children in a school, early years, childcare, educational or similar setting.	E
Experience supporting children's learning individually, in small groups or within a classroom setting.	E
Experience supporting children with a range of needs, including pupils with SEND.	E
Experience using positive approaches to support behaviour, relationships and emotional regulation.	E
Experience working collaboratively with teachers, support staff and other professionals.	E
Experience supporting pupils' independence, confidence, self-esteem and social inclusion.	E
Experience keeping simple and accurate records of pupils' learning, progress, behaviour or wellbeing.	E
Experience delivering targeted academic interventions, such as phonics, reading, writing or mathematics.	D
Experience delivering or supporting therapeutic-informed interventions, such as Thrive, ELSA, Lego Therapy, social skills or emotional regulation work.	D
Experience supporting pupils with personal care, intimate care, medical needs or physical needs.	D
Experience supporting pupils during playtimes, lunchtimes, educational visits or wider school activities.	D



PERSON SPECIFICATION

Knowledge & Criteria

Criteria	E/D
Understanding of how children learn and how adults can support learning effectively.	E
Understanding of the importance of inclusion, independence, belonging and high expectations for all pupils.	E
Understanding of the needs of pupils with SEND, including communication, sensory, physical, social, emotional or learning needs.	E
Understanding of effective strategies for promoting positive behaviour and emotional regulation.	E
Understanding of safeguarding, child protection, confidentiality and appropriate information-sharing.	E
Understanding of the importance of professional boundaries when working with pupils, families and colleagues.	E
Awareness of the importance of playtimes, lunchtimes and less structured times in supporting pupils' wellbeing and social development.	E
Awareness of phonics, early reading, mathematics intervention or other targeted academic support.	D
Awareness of therapeutic-informed approaches such as Thrive, ELSA, Lego Therapy, restorative practice or trauma-informed practice.	D
Awareness of the challenges and strengths of diverse urban communities.	E

Skills and abilities

Criteria	E/D
Ability to build positive, respectful and trusting relationships with children.	E
Ability to work effectively with pupils across the primary age range, rather than within one fixed class or year group.	E
Ability to support pupils' learning under the direction of teachers and senior leaders.	E
Ability to deliver individual or small-group interventions using agreed plans and resources.	E
Ability to support pupils with SEND and adapt approaches to meet individual needs.	E
Ability to use calm, consistent and positive approaches when supporting behaviour.	E
Ability to communicate effectively with pupils, colleagues and parents or carers, as appropriate.	E
Ability to work collaboratively as part of a team.	E
Ability to follow instructions, use initiative appropriately and seek support when needed.	E
Ability to maintain confidentiality and act with professionalism.	E
Ability to keep accurate records and share relevant information with staff.	E
Ability to support pupils safely and sensitively with personal care, intimate care, medical needs or physical needs, following appropriate training.	E
Ability to be flexible and respond positively to the changing needs of the school.	E
Competent use of ICT to support learning, communication and record keeping.	E
Ability to remain calm and professional under pressure.	E



PERSON SPECIFICATION

Personal qualities

Criteria	E/D
Warm, kind, approachable and child-centred.	E
Calm, patient and resilient.	E
Flexible and willing to work across the school according to need.	E
Reliable, punctual and well organised.	E
Reflective and committed to professional development.	E
Positive, proactive and solution-focused.	E
Committed to equality, diversity, inclusion and anti-discriminatory practice.	E
High expectations for pupils' learning, behaviour, wellbeing and achievement.	E
A positive role model who demonstrates integrity, respect, kindness and care.	E
Willing to contribute to the wider life and ethos of Eastbrook Primary School.	E



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.eastbrookschoo.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	03/07/2026 (9.00am)
INTERVIEW AND TASKS	W.C 06/07/2026



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@eastbrookschoo.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.

