



RIVERSIDE BRIDGE SCHOOL  
INSPIRE, EMPOWER, ACHIEVE

**School:** Riverside Bridge School

**Location:** IG11 OHZ

**Email:** [recruitment@riversidebridge.com](mailto:recruitment@riversidebridge.com)

**Position:** Assistant Headteacher with whole school responsibility for Attainment. Maternity Cover with potential to extend)

**Salary:** Inner London Leadership Scale (L9) Required: Start: September 2026 (or earlier)

**Location:** IG11 OHZ

**Visits to the school are recommended**

### Who are we?

Riverside Bridge School is a vibrant and inclusive special school located in the London Borough of Barking and Dagenham. Opened in September 2015, the school serves pupils aged 4-18 with a wide range of complex and layered needs.

Our pupils present with Autism Spectrum Disorder, Severe Learning Difficulties, Profound and Multiple Learning Difficulties and associated communication, sensory and physical needs. Many pupils are non-verbal and require highly personalised approaches to communication, emotional regulation and engagement.

Through our innovative Flow curriculum, structured across Pre-formal, Semi-formal and Formal pathways, we strive to enable every pupil to thrive, develop independence and lead fulfilling lives within their communities. The curriculum is underpinned by our five drivers: Sense of Self, Sense of Community, Sense of Culture, Sense of Wonder and Sense of Future.



Ms L. Amri - Headteacher  
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As the school continues to develop, we are strengthening consistency of impact across pathways and refining systems to ensure that progress from complex starting points is both ambitious and defensible. This role will play a central part in that next phase.

### 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.

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.

### Main Purpose of the Role

The Assistant Headteacher will play a pivotal leadership role in supporting the Headteacher, Senior Deputy Headteacher and Deputy Headteachers in driving the school's vision and strategic objectives within a specialist SEND setting.



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This maternity cover post, with the potential to extend, is a non-teaching leadership role focused on whole-school improvement, staff development, curriculum leadership and ensuring consistently high-quality provision across all key stages, including EYFS and Sixth Form.

All Assistant Headteachers at Riverside Bridge School:

- lead a designated whole-school strategic area
- oversee a curriculum pathway or key stage, including line management of associated teaching and support staff

Pathway leadership may sit within any phase of the school, from EYFS through to Sixth Form, depending on experience and school need.

For this post, the successful candidate will lead on whole-school attainment, alongside the full Assistant Headteacher remit.

Although this post currently holds responsibility for attainment, strategic responsibilities within the Senior Leadership Team may evolve over time in response to school priorities. This flexibility supports the development and progression of senior leaders and enables them to broaden their strategic experience over time.

## Key Responsibilities and Duties

### Leadership of Curriculum and Educational Pathways

- oversee and lead provision across designated classes within one of the school's three curriculum pathways (Pre-formal, Semi-formal or Formal)
- ensure fidelity to the Flow curriculum and the school's developmental principles
- champion the implementation of the five drivers across all teaching and learning
- ensure curriculum provision is adapted to meet the diverse and complex needs of pupils, including those with SLD, ASC, communication disorders and physical or sensory needs
- maintain high expectations for teaching, learning and pupil progress
- monitor and evaluate the quality of education through learning walks, moderation and review
- line manage teaching and support staff within the allocated pathway



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### **Additional Strategic Responsibility: Whole-School Attainment**

For this appointment, the Assistant Headteacher will hold whole-school responsibility for attainment.

The postholder will:

- lead the development and refinement of assessment systems across EYFS to Sixth Form
- ensure progress from complex and varied starting points is accurately identified and consistently tracked across all curriculum pathways
- oversee whole-school data systems to ensure reliability and consistency
- analyse attainment and progress data to identify trends, patterns and group performance, including vulnerable cohorts
- support subject and pathway leaders to interpret and use assessment information effectively
- ensure moderation processes strengthen accuracy of assessment
- provide clear reports on pupil progress and attainment to Senior Leaders and Governors
- ensure attainment information informs whole-school improvement priorities

Strong knowledge and practical experience of data analysis, spreadsheet systems and reporting processes is essential. The postholder must be confident in handling complex datasets and translating analysis into clear improvement actions within a specialist SEND context.

### **Staff Development and Whole-School Initiatives**

- oversee and lead a range of classes across the school's three distinct SEN curriculum pathways (Pre-formal, Semi-formal, Formal), ensuring fidelity to the Flow curriculum and the school's developmental principles.
- champion the implementation of the 'Flow' curriculum and the school's five drivers, ensuring these underpin all teaching and learning approaches.
- ensure curriculum provision is adapted to meet the diverse and complex needs of pupils, including those with SLD, ASC, non-verbal communication needs, and other associated conditions.
- support and develop the use of evidence-informed approaches, including formative assessment, to track pupil progress and inform personalised learning.



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- lead training, CPD, coaching, and mentoring programmes for teaching and support staff to build capacity in delivering high-quality, inclusive education tailored to the school's diverse pupil cohort.
- act as a key driver in embedding whole-school initiatives that align with the school's vision and values, including behaviour management approaches such as the Zones of Regulation.
- provide leadership and support in the professional development of staff, fostering a culture of continuous improvement and reflective practice.

#### **Pupil Support and SEN Coordination**

- support the management and review of Education, Health and Care Plans (EHCPs), including contributing to assessment processes, annual reviews, and the development of continuous provision plans.
- collaborate with multidisciplinary teams, parents, carers, and external professionals to ensure cohesive and effective support for pupils' learning and personal development.
- promote and support personalised approaches to behaviour management and emotional regulation in line with the school's ethos of respect, understanding, and positive relationships.

#### **Whole-School Leadership and Strategic Contribution**

- contribute to the strategic leadership and operational management of the school, supporting the Headteacher and Deputy Headteachers in achieving the school's aims and objectives.
- monitor, evaluate, and report on progress towards school priorities, particularly relating to curriculum delivery, pupil outcomes, and staff development.
- support the maintenance of a safe, inclusive, and positive learning environment.



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## Skills and Competencies

The successful candidate will demonstrate:

- deep understanding of the needs of pupils with complex SEND, including SLD, ASC, communication disorders and physical or sensory needs
- experience of leading curriculum delivery and staff development within a SEND or specialist setting
- expertise in curriculum design and implementation for pupils with diverse and complex abilities
- strong understanding of personalised learning and assessment strategies
- experience analysing attainment and progress data to inform school improvement
- high proficiency in spreadsheet systems and data management
- excellent communication and interpersonal skills
- strong organisational skills and the ability to manage multiple priorities effectively

This role is suitable for a leader already working within a Senior Leadership Team or for an experienced middle leader with a minimum of two years' leadership experience who is ready to progress to senior leadership.

Prior experience within a special school setting is preferred.

Strong knowledge of complex SEND is essential.

## Safeguarding

- Uphold and promote the highest standards of safeguarding and child protection in line with statutory guidance such as Keeping Children Safe in Education and the school's safeguarding policies.
- Work closely with the Designated Safeguarding Lead (DSL) and other relevant staff to ensure the safety, wellbeing, and best interests of all pupils.
- Ensure that safeguarding practises are embedded within all aspects of school life, particularly in relation to vulnerable pupils with complex needs.
- Maintain vigilance and professional responsibility in recognising and reporting concerns promptly and effectively.



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### Additional Information

This job description outlines the main responsibilities of the role but is not exhaustive. The postholder may be required to undertake additional duties appropriate to the level and responsibility of the post, as directed by the Deputy Headteachers, Senior Deputy Headteacher or Headteacher.

*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.*

Closing date: Monday April 13<sup>th</sup> 2026  
Friday Shortlist date: Thursday 16<sup>th</sup> 2026  
Interview date: Thursday 23<sup>rd</sup> April 2026



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