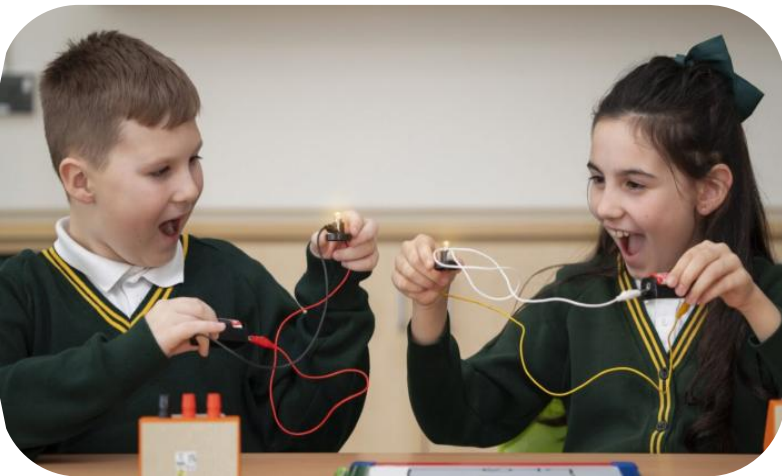




Eastbrook School

Part of the Barking Abbey Family



Eastbrook School

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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

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 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**



Pastoral Lead

Start Date: September 2026

Salary Scale: Scale 6 (Pt18-20, £35,520 - £36,585) Prorated salary range is likely to be approx. £30,553 - £31,469 (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 driven Pastoral Lead to join Eastbrook Primary School from September 2026. This is a pivotal role that forms part of our Inclusion team in supporting pupils' wellbeing, behaviour, attendance and personal development. We are looking for someone who can build trusting relationships with pupils and families, respond calmly and consistently when pupils are distressed, dysregulated and find it difficult to meet expectations and contribute to a positive and inclusive culture across the school.

The successful candidate will work directly with pupils to effectively deliver supportive measures to help manage and understand their behaviour. They will work closely with key stakeholders such as the SENCO, Senior Leaders, Safeguarding, Families and External Agencies to deliver a collaborative approach where barriers to learning are removed and the school's ethos of helping every child feel safe, understood and ready to succeed is embedded.

The successful candidate will be line managed by and work closely with the Behaviour and Standards Manager to drive forward the school's overall vision for Behaviour and Inclusion. The Pastoral Lead will be an integral part of the team ensuring accurate records of behaviour are kept, meaningful and informed action is taken and strategies to reduce challenges in engagement and behaviour are implemented. We are looking for someone who will have a visible presence around the school and be part of the Eastbrook School Community. This post would suit someone with significant experience of supporting children with social, emotional, behavioural or pastoral needs, who is calm under pressure, highly organised, professional and deeply committed to inclusion.

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 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:	Primary Pastoral Lead
Grade:	Scale 6
Department:	Primary / Inclusion and Pastoral Support
Location:	Eastbrook Primary School
Line Manager:	Behaviour and Standards Manager
Line Management of:	N/A

PURPOSE OF THE JOB:

The Primary Pastoral Lead will provide a complementary service to teachers and other staff, helping children to overcome barriers to learning, develop positive relationships, regulate their behaviour and access the curriculum successfully. The post holder will be line managed by the Behaviour and Standards Manager and will work closely with them to ensure a consistent, strategic and effective approach to behaviour, attendance, safeguarding and pastoral support across the primary phase.

The post holder will work with a range of pupils, giving priority to those who need the most support, particularly pupils experiencing social, emotional, behavioural, family or attendance-related barriers. The role is focused on pupils' wellbeing, safety, behaviour, attendance and education, with a wider remit that includes working with families, colleagues and external agencies.

The Pastoral Lead will act as a listener, trusted adult, motivator, role model and facilitator for learning. They will help children feel safe, understood and ready to learn, while also supporting staff to use agreed strategies consistently.

Key Responsibilities

Key working relationships

The Pastoral Lead will work under the direction of the Behaviour and Standards Manager, who will provide day-to-day line management, support, supervision and strategic oversight of the role. The post holder will also work closely with the Headteacher, SENCO, Designated Safeguarding Lead, class teachers, support staff, families and external agencies.

Pastoral support, wellbeing and behaviour

- Build positive, respectful and trusting relationships with pupils, families and colleagues.
- Provide timely support for pupils who are distressed, dysregulated or finding it difficult to meet expectations, helping them to return to learning safely and successfully.
- Use calm, consistent, relational and trauma-informed approaches to support pupils' social, emotional and behavioural development.
- Devise, implement and evaluate individual and small-group programmes to support wellbeing, emotional regulation, social skills, conflict resolution and positive behaviour.
- Work with teachers and support staff to develop, implement and review individual behaviour, pastoral or support plans.



JOB DESCRIPTION

- Support pupils before, during and after playtimes and lunchtimes, including planning structured activities and safe spaces where needed.
- Help pupils manage and resolve conflict using restorative, reflective and age-appropriate strategies.
- Contribute to the safe and successful reintegration of pupils following suspension, extended absence or significant incidents.
- Support pupils with SEND, including pupils with autism, communication needs, sensory needs or social, emotional and mental health needs.
- Take responsibility, as agreed, for the organisation and use of designated pastoral spaces, including the Blue Room.

Family support, attendance and wider barriers to learning

- Work directly with families where home circumstances, attendance, wellbeing or behaviour may be creating barriers to successful learning.
- Develop positive relationships with parents and carers, maintaining professionalism, confidentiality and clear boundaries.
- Support transition points for pupils and families, including new admissions, phase transitions, reintegration after absence and changes in provision.
- Contribute to attendance work by identifying pastoral barriers to regular attendance and supporting agreed actions with pupils and families.
- Signpost families to appropriate school, local authority, voluntary sector or specialist support services.
- Contribute to Early Help, Team Around the Child and other multi-agency processes as required.

Safeguarding and inclusion

- 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.
- Play an active role in Inclusion Leadership Team meetings and contribute to planning for vulnerable pupils.
- Work collaboratively with the Behaviour and Standards Manager, SENCO, safeguarding team, class teachers, support staff and external agencies to ensure effective support for pupils.
- Contribute to risk assessments, support plans and safety planning where required.

Intervention, records and impact

- Identify, in partnership with school staff, pupils who would benefit from mentoring, pastoral support or therapeutic-informed approaches such as Thrive, ELSA, Lego Therapy or similar interventions.
- Plan, deliver, monitor and evaluate interventions, including pupil voice and evidence of impact.
- Maintain accurate records of pastoral work, behaviour incidents, intervention plans, reviews and communications with families.
- Input and retrieve relevant information using the school's management information and safeguarding systems.



JOB DESCRIPTION

- Prepare behaviour, attendance or pastoral reports for senior leaders, governors, the local authority, Ofsted or other relevant bodies as required.
- Use available data to identify patterns, evaluate support and inform next steps.

Support for colleagues and whole-school culture

- Model effective approaches to de-escalation, emotional regulation, restorative conversations and positive behaviour support.
- Support identified staff by modelling strategies, sharing resources and helping to build confidence in agreed approaches.
- Work alongside the Behaviour and Standards Manager to contribute to a consistent, inclusive and positive behaviour culture across the primary phase.
- Support the school's virtues, values, routines and expectations through daily interactions with pupils and staff.
- Organise or contribute to training for staff where appropriate and agreed with the Behaviour and Standards Manager or senior leaders.
- Network with other pastoral leads or relevant professionals to share effective practice.

Professional responsibilities

- Participate in relevant training identified by the Senior Leadership Team and take an active role in identifying personal CPD needs.
- Comply with the school's policies on safeguarding, behaviour, attendance, health and safety, equality, confidentiality and data protection.
- Promote equality of opportunity and actively support an inclusive school culture.
- Carry out risk assessments in consultation with relevant staff where appropriate.
- Undertake administrative duties relevant to the post.
- 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 the pastoral team across both the primary and secondary phases as and when required.
- Carry out any other reasonable duties relevant to the role and grade as requested by the Behaviour and Standards Manager, Headteacher or Senior Leadership Team.

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
Educated to Level 3, A Level equivalent or above.	E
Qualification or training in working with children or young people, such as NVQ Level 3/4 Supporting Teaching and Learning, youth work, counselling, mentoring, family support or a related area.	E
Safeguarding/child protection training at Level 2 or above, or willingness to complete immediately on appointment.	E
Evidence of continued professional development relevant to the post, such as behaviour management, safeguarding, mentoring, ELSA, Thrive, trauma-informed practice, restorative practice or de-escalation.	E
First aid qualification.	D
Further qualification in pastoral support, social work, counselling, education, SEND or family support.	D

Experience

Criteria	E/D
Experience working with children in a school, educational, pastoral or family-support setting.	E
Experience supporting children with emotional, social, behavioural or mental-health-related needs.	E
Experience using calm, consistent and positive approaches to support behaviour and emotional regulation.	E
Experience working effectively with parents and families to remove barriers to learning, wellbeing or attendance.	E
Experience developing, implementing or reviewing behaviour, pastoral or support plans.	E
Experience delivering one-to-one or small-group programmes to support wellbeing, emotional regulation, social skills or behaviour.	E
Experience supporting pupils with SEND, including autism, communication needs, sensory needs or SEMH needs.	E
Experience keeping accurate records and using school systems to record incidents, concerns, actions and impact.	E
Experience contributing to multi-agency work, Early Help, Team Around the Child or similar processes.	D
Experience leading or supervising other staff.	D
Experience running lunchtime, after-school, enrichment or structured social activities.	D



PERSON SPECIFICATION

Knowledge & Criteria

Criteria	E/D
Strong understanding of factors that affect children's emotional, social and behavioural development.	E
Understanding that behaviour is communication and that children may need support to develop regulation, relationships and readiness to learn.	E
Knowledge of effective strategies for promoting positive behaviour, inclusion and belonging in a primary school.	E
Understanding of safeguarding, child protection, confidentiality and appropriate information-sharing.	E
Understanding of attendance as both an educational and safeguarding issue.	E
Awareness of the needs of vulnerable pupils, including pupils affected by poverty, trauma, family difficulties, SEND, social exclusion or significant change.	E
Awareness of local and national agencies that support families and vulnerable children.	E
Understanding of trauma-informed practice, restorative approaches, Thrive, ELSA, Lego Therapy or similar therapeutic-informed approaches.	D
Understanding 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, families and colleagues.	E
Excellent interpersonal and communication skills, both oral and written.	E
Ability to manage challenging behaviour calmly, safely and effectively.	E
Ability to de-escalate situations and support pupils to repair, reflect and return to learning.	E
Ability to work independently, prioritise effectively and seek support when needed.	E
Ability to work collaboratively as part of a team around the child.	E
Good organisational and record-keeping skills.	E
Ability to plan, deliver, monitor and evaluate interventions.	E
Competent use of ICT and school management/safeguarding systems, such as Arbor, CPOMS or Edukey.	E
Ability to analyse information and prepare clear reports for senior leaders, governors or external partners.	E
Ability to maintain professional boundaries, confidentiality and emotional resilience.	E
Ability to work constructively under the direction of the Behaviour and Standards Manager, using guidance, feedback and agreed priorities to shape effective pastoral support.	E



PERSON SPECIFICATION

Personal qualities

Criteria	E/D
Warm, empathetic, approachable and child-centred.	E
Calm, resilient and able to remain composed under pressure.	E
High expectations for pupil behaviour, attendance, wellbeing and achievement.	E
Committed to equality, diversity, inclusion and anti-discriminatory practice.	E
Reflective and committed to professional development.	E
Flexible and willing to adapt to the changing needs of the school.	E
A positive role model who demonstrates integrity, respect, kindness and care.	E
Solution-focused, proactive and able to follow through on agreed actions.	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)
NOTIFICATION SENT TO SHORTLISTED CANDIDATES	TBC
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.

