



RIVERSIDE BRIDGE SCHOOL  
INSPIRE, EMPOWER, ACHIEVE

School: Riverside Bridge School Location: IG11 OHZ  
Email: [recruitment@riversidebridge.com](mailto:recruitment@riversidebridge.com)  
Position: Teaching Assistant (equivalent to Co-Educator) Salary: from Scale 4.7 pro-rata  
Contract: Term-time only - Hours: 8.30am to 4:00-pm  
Required: ASAP/ September 2026

### 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.

### 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);
- 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;



Ms L. Amri - Headteacher  
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IG11 OHZ



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- 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, communication, and ICT skills;
- has a proven record of good to outstanding practice in their career;
- possesses some prior experience of working with pupils with special educational needs or is keen to work with our pupils.

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

Working with our pupils can at times be both physically and emotionally demanding, as some pupils may present with behaviours that challenge; therefore, this should be carefully considered before applying for the role. However, staff are fully supported through comprehensive training, clear behaviour policies, and a collaborative team approach to ensure a safe, consistent, and positive environment for both pupils and staff.

The school is unable to provide sponsorship and will offer roles to those with two years remaining on an appropriate visa where applicable.

### *Main Purpose of this Role*

Teaching Assistants are to work under the guidance of the teacher in planning and implementing the whole curriculum with individuals, groups, or the whole class. They provide general support to the teacher in managing and organising the pupils and the classroom, ensuring appropriate support for each pupil based on each pupil's needs. This requires close collaboration with other professionals, such as speech therapists, occupational therapists, and/or physiotherapists. They may be required to supervise the whole class and deliver pre-prepared activities within agreed staffing levels and appropriate risk assessments.

Teaching Assistants are responsible for using behaviour management strategies in line with the school's policies and procedures to contribute to a purposeful learning environment for pupils, appropriate to their age and needs. They assist the teacher in creating and maintaining a purposeful, orderly, and supportive learning environment for all pupils, particularly helping to overcome barriers to learning, including physical, emotional, and behavioural difficulties and promote inclusion of all pupils, ensuring they have equal opportunities to learn and develop.



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### *Key Responsibilities and Duties of this Role*

#### ♦ *Support for pupils*

- support pupils' learning in the most effective way, working with multidisciplinary teams to promote learning for each pupil.
- assist pupils with personal care needs, which may include social, health, hygiene, and welfare matters, such as changing incontinence pads/soiled clothing/sanitary wear, following agreed local manual handling procedures, and administering prescribed medication under agreed guidance.
- support pupils through the delivery of specific learning programmes designed by other professionals e.g. occupational health, speech therapists, and physiotherapists.
- encourage pupils to interact and work cooperatively, ensuring all pupils are engaged in appropriate activities based on their age and needs.
- demonstrate knowledge of complex special needs and the ability to use appropriate programmes such as Total Communication strategies and TeamTeach.
- recognise that pupils may have communication difficulties and be able to use alternative communication techniques if required.

#### ♦ *Support for the Teacher*

- demonstrate a good level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils.
- demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher.
- work closely with the teacher to assist in the planning, development, and delivery of all areas of the curriculum. In the short-term unplanned absence of the teacher, cover all pre-prepared activities to provide continuity for the pupils
- prepare the classroom and outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate.
- work on classroom displays following consultation with the teacher.
- observe, monitor, and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies including online platforms, determined by the teacher.
- adopt a flexible approach to meet the varied needs of the pupils in the classroom and participate in any physical activities as appropriate.
- assist the teacher in assessing pupils' progress in day-to-day lessons and towards their personalised targets.
- support with the weekly marking and formal assessment in line with the school's marking policy.
- provide objective and accurate feedback and reports to the class teacher and other





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professionals as necessary.

- complete basic records accurately and legibly with the details specified by the teachers e.g. complete basic reading/targets records.

◆ **Support for the Curriculum**

- assist in the development of literacy, numeracy, independence and life skills.
- help adapt and plan the development of resources necessary to lead learning activities, considering complex learning difficulties, as well as pupils' interests, language, and cultural backgrounds.
- assist in the training and development of other staff, e.g. agency staff.

◆ **Support for the School**

- comply with and assist in the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion, and data protection, reporting all concerns to the appropriate named person.
- work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and/or others.
- attend relevant meetings and participate in training opportunities and professional development as required.
- provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policies.
- plan, prepare for, and accompany teachers and pupils on visits, trips, and out-of-school activities as required within contracted hours, taking responsibility for pupils and their individual needs under the teacher's supervision.
- assist with the general pastoral care of pupils, including helping those who are unwell, distressed, or unsettled and have emotional and behavioural difficulties.
- implement, as appropriate, visual/speech/physio programmes as determined by therapists and directed by teachers.
- follow the programme of medication for individual pupils as required.
- carry out the duties of fire wardens, first-aiders or EVAC-chair evacuations as assigned when applicable.
- follow Health and Safety regulations and guidelines, including risk-assessment and safety systems.
- promptly report any problems in maintaining standards of health and hygiene to teachers and line managers.
- assist in the physical management of individual pupils, including the fitting of leg/arm gaiters, body braces, and orthotics
- accompany unwell pupils to home or to the hospital, when required.
- adhere to the school's policy on equality and diversity.





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- ensure effective pupil transitions at the beginning and end of the school day, during breaks and lunch times.
- perform daily playground and lunch duties as designated by SLT.
- be responsible for the laundering of clothing and towels as required.
- participate in home visits, complete home/school online diaries, and assist with home/school liaison as required.
- check the condition of learning resources and materials after use and report any damage or losses to the teacher.
- comply with the school's requirements for storage and security of pupils' records.
- collect, collate, and pass on information for the school office promptly.
- maintain confidentiality according to organisational and legal requirements.

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

- 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.
- 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.



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- 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.***

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 <https://www.riversidebridge.com/>.



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