



Wren  
Academy

# Wren Academies Trust

Primary Teaching Assistant

Start date: November 2025

Closing date: 9.00am, Wednesday 15 October 2025

Candidate Information - October 2025



**Wren  
Academy**

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## Introduction

Wren Academy Finchley opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. It takes its name from Sir Christopher Wren, the famous polymath, with the intent to inspire students to be curious and explore a wide range of academic disciplines. We have come a long way since 2008 and are now an all through school with over 1500 students aged between 4 and 18. The Academy has continued to grow as we opened our Sixth form in 2013 and have taken on new primary cohorts since 2015. Wren Academy Finchley is proud of its successes having secured exceptional academic progress for our students at EYFS, Phonics, KS1, KS2, GCSE and A Level. We have also established a national reputation for excellence in teaching and learning, developing an approach that focuses consistently on enabling young people to be effective learners, regularly hosting visitors from the Republic of Ireland and Netherlands.

## Wren Academies Trust

Wren Academies Trust was established in September 2020 with the opening of Wren Academy Enfield, a new 11-18 secondary school. The development of a second Academy has led to further

collaboration and innovation with subject departments regularly sharing resources and aligning assessments to reduce workload. The trust is continuing to expand with the inclusion of St Mary's and St John's, another Barnet all-through school, due to formally join the Trust in 2025. The size of the Trust provides many opportunities for continued Professional Development and career progression.

Gavin Smith, Executive Principal



## Welcome from the Head Teacher

Thank you for your interest in this post at Wren Academy. We are a supportive and wonderful team looking for someone passionate and enthusiastic to join our team.

The information given in the documentation here and more general information elsewhere on our website should give you a clear understanding of the Academy. If you wish to find out more, please contact Daniela Divaira on 020 8492 6000 and we are happy to organise for you to visit the school, meet our wonderful team and visit the classrooms.

If you decide to apply, please follow this guidance carefully. Your completed application form, must be received by the Academy by 9.00am, Wednesday 15 October 2025.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to meeting you if you are selected for interview.

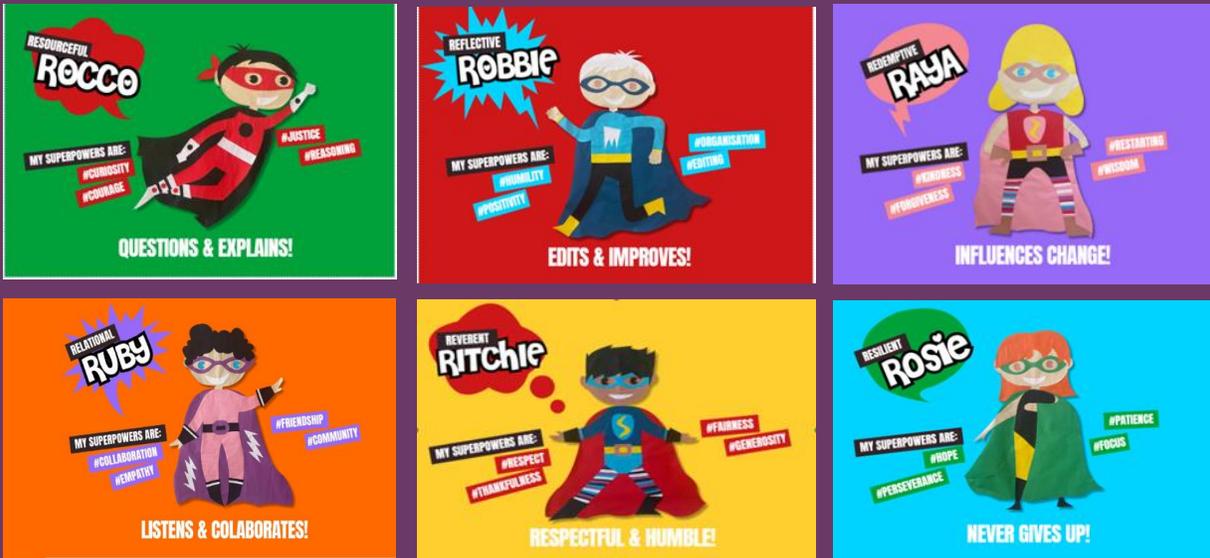
Louisa Taylor  
Executive Headteacher Primary



# Vision and Ethos

*Do justice, love kindness, walk humbly with your God - Micah 6v8*

Wren Academy Finchley is an inclusive, comprehensive school, welcoming students and staff from all faiths and none. As an all-through Church of England Academy, we are inspired by an encounter between Jesus and a tax collector called Zacchaeus. We believe that fairness, kindness and walking humbly with God (Micah 6:8) are the keys to full flourishing for all. Our Christian values are relatable to all students and staff, whatever their beliefs and personal convictions and provide a moral compass for helping students become the best version of themselves in both character and academic progress. To achieve this goal, we are conscious that good learning and behavioural habits should be taught. We use our '6Rs' framework to unite our Christian Vision with our ambition for academic progress by developing habits in students so that they can learn these superpowers



*'The effective climate for learning and promotion of exemplary behaviour transforms the lives of pupils. Relationships are warm and harmonious because of the culture of kindness'*

SIAMS Inspection Report February 2023

# Academy Information 2024-2025

Wren Academy Secondary phase opened in September 2008 as a new school sponsored by the London Diocese of the Church of England and Berkhamsted School. We now have over 1100 students in Years 7 to 13.

In September 2015, we opened a Primary phase of the school making Wren an all through school. We are a 2-form entry Primary phase and the majority of the children transition through into the secondary phase and reap the rewards of the all-through set up of our school.

We are a highly sought after school with an excellent reputation and long waiting lists for each year group. Parents are positive and supportive of the school ethos and appreciate the friendly and approachable staff team we have.

The Academy has high academic standards coupled with a strong emphasis on developing students' social and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students make exceptional progress at the Academy and our performance was judged as 'outstanding' by Ofsted in a full Section 5 inspection during 2018, including an 'Outstanding' grade for Early Years and our Sixth form.

The inspectors described; 'The early years provides a superb start to children's education. Children rapidly gain skills and knowledge that provide a firm foundation for their progression through the school'. They described our behaviour as 'From Reception Year upwards, pupils of all ages are helpful and polite, demonstrating impeccable behaviour in lessons and around the school.'



# Academic Results

Wren is a comprehensive school that welcomes students of all academic abilities and maximises their potential. We are also a vibrant and culturally diverse community.

Our curriculum is innovative, challenging and engaging with strong links to our Christian Vision. As we grew one year at a time, we have worked hard to develop an inspiring and engaging curriculum which means teachers are fully supported with planning to match our creative and inspiring curriculum. We have secondary specialists teaching Art, French and PE in the Primary as well a Music company delivering Music lessons. This means that all areas of our curriculum are delivered to a high standard and teachers get PPA covered effectively.

We use Read Write Inc. to teach phonics and White Rose to deliver Maths to ensure the core skills are taught to a high standard and then we also have a range of strategies to encourage creative writing and cross curricular work.

Our wider curriculum is designed based on enquiry-based questions and core concepts which allows the children to reflect on their learning and make links to their future.

We go above and beyond our curriculum with opportunities such as different 'Wows and Wellbeing' projects and we also participate in specialist weeks such as STEM week.

Cultural capital is a huge priority for us and we offer children a wide range of trips and experiences throughout their school life.

We focus on every child making progress and getting better. We invest in specialist interventions and high quality teaching which has resulted in excellent academic outcomes for all.

In 2024 our results were:

<b>EYFS – GLD</b>	78%
<b>Phonics screening %</b>	92%
<b>TT check Average</b>	23.25
<b>KS2 % Reading</b>	93%
<b>KS2% Reading Greater depth</b>	55%
<b>KS2 % Writing WA</b>	80%
<b>KS2 Greater Depth(GD)</b>	23%
<b>KS2 Maths WA</b>	90
<b>KS2 Maths Greater Depth</b>	42
<b>Expected Standard in R, W &amp; M</b>	78
<b>Average score in Maths</b>	108.4
<b>Average score in Reading</b>	110.2
<b>Average score in SPAG</b>	110.4



## Staff Benefits

Year on year we have recruited a talented and committed staff who share the ambition of creating a uniquely successful school. Colleagues are encouraged to innovate and to develop new ways of learning and working together.

Wren has benefitted from a £23.4 million building programme with our Sixth Form Centre, being completed in October 2012 and our Primary in 2016. We now have a campus that is architecturally innovative and visually impressive with a high emphasis being placed on environmental sustainability. The buildings provide for a wide range of teaching and learning approaches with larger, flexible learning areas and smaller group rooms alongside more traditional classrooms. The working environment for all staff is of a high quality.



- Children of colleagues working at Wren for over two years are given priority for a place in Reception or Year 7
- An exceptionally talented and mutually supportive stable staff team who are open to change and driving things forward positively
- Talented, courteous and ambitious students
- A pleasant and attractive working environment
- Excellent professional development opportunities with personalised training and opportunities for career development
- A range of staff wellbeing projects
- Free refreshments and lunchtime allowance in our restaurant offering high quality food
- Use of a school iPad and/or laptop
- A 'no written comments' marking policy which focuses on effective assessment and verbal feedback
- Effective and supportive teaching assistants who attend training with teachers
- Long term planning available and resources to support teachers to deliver the most effective lessons

Further details on the curriculum, structure and ethos of the Academy are available on our website: [www.wrenacademy.org](http://www.wrenacademy.org).

## Staff Well Being

The Wren Finchley campus, architecturally innovative and visually impressive, is a lovely environment to work in with lots of natural light and clear lines of visibility.

Teachers are encouraged to innovate and adopt a research-focused approach to improving their practice. All teachers joining Wren receive a high-quality professional development experience. Our aim is simple- we want teachers to become better practitioners. We explicitly prioritise Continuous Professional Development (CPD) and offer coaching for subject leaders to really learn how to be a leader and develop their practise. We also have excellent mentors and Year group partners who support staff completing their ECT programme.

At Wren you will be given time to plan and evaluate your lessons. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers at work and having them observe you is a professional entitlement and is a key element of how we learn as professionals.

Our senior leadership team and our wellbeing committee meets each half term and considers different strategies to reduce workload and improve the quality of the work environment. The group were integral in supporting the launch of our new feedback policy in September 2024 which focusses on in-class feedback and a reduction in 'traditional' marking beyond summative assessments. We have also reduced the end of year reports to make them more meaningful for parents, but a huge reduction in workload for teachers.



# Teaching Assistant

Starting As Soon As Possible

Salary £22,972 - £23,300 per annum

NJC Scale Points 3-4

Paid for working 38 weeks of the year, 35 hours a week

## Job Description

The Primary Teaching Assistant works under the instruction and guidance of both class teachers and subject specialists. They support the delivery of quality learning and teaching helping to raise standards of achievement and provide pastoral care for pupils. At Wren Academy we value our teaching assistants and give them support and assistance in order that they may effectively and happily perform their duties. Our teaching assistants may be asked to support the whole class or work 1:1 with a SEN pupil directed by the SENDCo.

## Reporting

The Primary Teaching Assistant will report to their Class Teachers and to the Primary Headteacher, and they should work closely and collaboratively with their Line Managers.

## Job Purpose

Support the delivery of high quality teaching and learning to develop children's academic progress and assist the teacher in the behaviour management of pupils and the classroom. The Teaching Assistant will also undertake classroom administration tasks as directed by the teacher.

To have an impact on children's learning and progress.

## Particular Responsibilities

- Teach guided groups effectively, as directed by the teacher, ensuring the needs of the children of all abilities are met
- To implement planned support programmes for particular pupils with differing learning needs
- Help foster good relationships at all levels
- Write, type and record detailed comments regarding the children's learning
- Use IT to take photos and record children's achievements
- Lunchtime and playtime supervision

## Key Tasks

- Assist the teacher in preparing resources, the classroom and outdoor areas for learning
- Prepare activities for SEN children and plan intervention groups
- Under the teacher's direction, support small groups of children in their allotted task monitoring their learning and progress in order to feed back to the teacher
- Provide a warm, friendly, supportive atmosphere that is conducive to the social and emotional needs of the children



## Key Tasks

- Listen to individual children read, record progress and pass on concerns to the teacher
- Assist the teacher in organising an attractive and stimulating classroom and school by displaying the children's work to the best possible advantage
- Follow all codes of practice in relation to school discipline, health and safety regulations and the reporting of accidents
- Cover for colleagues in their absence
- Take a full part in staff meetings and training, when relevant
- Support the pupils and school as a whole, by attending school productions, functions and any events as requested
- Support the Christian ethos of the school
- Monitor and participate in playtime activities ensuring the children are safe and engaged
- Co-operate fully with all other members of staff and help promote good working relationships
- Foster the development and continuation of good parent/teacher relationships
- Inform the teacher of any concerns about any individual child or group of children
- Follow all safeguarding guidelines
- Take the children to and from the drop off area to meet parents.
- Opening the gate and greeting students and parents in the mornings



## Assessment

- To continue personal development as agreed in performance management.
- To engage actively in the performance review process
- To address the performance management targets set by the line manager.
- To contribute in the implementation of our whole school development plan

## Professional Behaviour

- To maintain high standards of professional behaviour towards colleagues and students
- To lead by example and to follow the Academy's dress code and code of conduct
- To carry out duties in a friendly, helpful and professional manner
- To have a flexible approach and to be prepared for the unusual

## Other Specific Duties

- To play a full part in the life of the Academy community, to support its distinctive aim, ethos and policies, and to encourage staff and students to follow this example
- To support the Academy in meeting its legal requirements as a Church School
- To have a record of excellent health, attendance and punctuality



## Person Specification

### Qualifications

- GCSE levels A-C in literacy and numeracy, or the equivalent
- Willingness to gain a first aid qualification Experience of teaching in a range of year groups (ECTS welcome to apply)

### Experience

- Experience of working with young children
- Experience of working with children with Autism and/or speech and language delay

### Skills

- Ability to assist children on an individual basis, in small groups and during whole class work
- Clearly explain tasks and foster children's independence
- Can successfully supervise children, modelling defined behaviour management policies
- Ability to work with guidance, but under limited supervision
- Liaise and communicate effectively with others
- Demonstrate good organisational skills Possess good written and verbal communication skills

### Knowledge

- Knowledge of the needs of young children An understanding of child development and the ways in which children learn
- Knowledge of positive behaviour management strategies
- Knowledge of safeguarding children

### Personal competencies and qualities

- Enthusiasm and a positive outlook
- The ability to work independently and collaboratively as a member of a team
- Creativity in problem solving together with a willingness to take on or try new approaches and ideas
- Be committed to maintaining a distinctive and inclusive Christian ethos in the Academy
- A positive attitude towards professional development and their own learning
- Flexibility
- Reliability and integrity
- Good personal organisation
- Good attendance and punctuality record



# Person Specification

## Advantageous

- A degree with aspirations of becoming a teacher in the future A relevant qualification in Childcare and/or Education
- A First Aid qualification
- Experience of working in all phases of the school
- Experience of covering classes in the teacher's absence
- Can describe, in simple terms, the process of behaviour management with children
- To support children with special educational needs appropriately
- To be confident with the use of IT to support children's learning
- Knowledge of how to monitor, record and make basic assessments about individual progress
- An awareness of the roles played by various adults in a child's education
- Ability to work under pressure
- Sense of humour
- Flexibility
- Have an interest or experience of working with students who have specific learning needs such as Autism, ASC or Dyslexia

## People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian vision in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.
5. Possess integrity, optimism, credibility, resilience, calmness and a willingness to try new things.
6. Possess excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.
10. Embody our vision and values every day work and practice, particularly those of justice, kindness and humility.



# How to Apply

## Application deadline

Completed application forms must be received by 9.00am, Wednesday 15 October 2025, however applications will be considered as they are received.

## Completing your application

Candidates are asked to read the details carefully, especially the Job Description and Person Specification. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Please complete your application through [MyNewTerm](#). CVs will not be accepted.

## Selection process

The selection process may have a combination of written tasks, activities and a panel interview. Further details will be provided to the candidates shortlisted for interview.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Please ensure that referees are warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

## Equality, Diversity and Inclusion

The Trust is committed to inclusion and is an equal opportunities employer. We aim to create a welcoming, respectful and safe environment for all members of our community, from every ethnicity, gender, sexual orientation, age, ability/disability, religion and background. We know that more diverse teams are stronger teams, and that the more inclusive we are, the more our staff and pupils will feel a sense of belonging and will thrive. To enable us to make any reasonable adjustments, please let us know what you would require when you submit your application.

## Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). The Trust may carry out online searches on shortlisted applicants and all applicants will be required to provide details of their online profile, including social media accounts, as part of their application.

The post is exempt from the Rehabilitation of Offenders Act 1974. The Trust is therefore permitted to ask job applicants to declare all convictions and cautions on a self-declaration form in advance of attending an interview (including those which are "spent" unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children.

## GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.



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