



# St Mary's and St John's CE School

Primary SENDCo

Application deadline: 9am on 28 April 2025

In Partnership  
with Wren  
Academies  
Trust



Wren  
Academy



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## Introduction

SMSJ has its roots as far back as 1707, when a parochial school was established at the Sunningfields Road site. Almost 300 years later, St John's Infants and St Mary's Juniors successfully amalgamated, to become a primary school. Our Nursery school then opened in April 2007. Supported by the London Diocesan Board for Schools (LDBS), the school flourished and expanded to a **three form entry in the primary phase**.

As a result of the success of the primary school, the LDBS in partnership with Barnet Local Authority, expanded into the secondary phase in 2014. The success of this development along with the school's popularity and subsequent over subscription, resulted in further expansion to six forms of entry in September 2017.

September 2017 saw the opening of our Stamford Raffles Campus, housing students from years 9 to 13. This includes new facilities such as our fully equipped theatre and stunning Sixth Form Centre.

SMSJ values its long-standing service to the community. Our strong foundation has enabled us to grow into the thriving, multi-faith, high-attaining school we are today, providing excellence in teaching and learning for the children of Hendon and beyond. We welcome young people of all faiths and backgrounds into our close-knit school community.

## Wren Academies Trust

Wren Academies Trust was established in September 2020 with the opening of Wren School Enfield, a new 11-18 secondary school. The development of a second School 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, 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 Headteacher

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

The information given in the documentation here and more general information elsewhere on our website should give you a clear understanding of the School. If you wish to find out more, please contact Caroline Humphreys on 020 8202 0026 and we are happy to organise for you to visit the school, meet our wonderful team and visit the classrooms.

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.

Aaron Doherty  
Headteacher



# Vision and Ethos

**'...with God, all things are possible.'** (Matthew 19:26)

Our Christian vision is drawn from Matthew's gospel which proclaims the Kingdom of God. Jesus teaches his disciples about choice, commitment and Christian hope for transformational change. His wisdom guides us to acknowledge that wealth is not material but that true wealth is gained from working collaboratively for the common good.

A fundamental component of our lives at SMSJ is a confident reassurance that all things are possible. We believe that healing, repair, repentance, forgiveness and reconciliation are always possible. We embrace innovation and transformation with the conviction that with Christ, every day, every task, every situation, every relationship brims with divine possibility. God is always at work in our lives.

We trust in the loving purposes of God: trusting that the foundations of the world are good because they spring from God. Our hope is rooted in the love and faithfulness of God. We strive to equip our students with an awareness of the true value of things together with an understanding of the consequences of our thoughts, words and actions. Christ's sacrificial life and his teaching about love and humility may appear foolish by the world's standards but, in reality, it expresses the Wisdom of God.

We use the Parable of the Good Samaritan as a lens which helps us to further explore the themes of compassion, sacrifice and love and to learn more about the Christian values of wisdom, service and hope.

SMSJ exists to enhance the future life chances and opportunities of our students, whatever their faith or starting point, by providing a centre of educational excellence at the heart of our community. Through hard work, resilience, perseverance and a commitment to our learning, we will create a hope-filled future. Our children will be equipped with the ambition, qualities, qualifications and values necessary to meet the challenges of an ever-changing world, knowing that '...with God, all things are possible'.

'The school is a nurturing environment in which adults and pupils of all ages treat each other with courtesy and respect. Pupils, including those regarded as vulnerable, thrive because they know that they are valued and heard'

*SIAMS Inspection Report February 2025*

**'With God, all things are possible...'**  
(Matthew 19:26)

**Wisdom:** If you are wise, your wisdom will reward you (Proverbs 9:12)

**Service:** I have set you an example that you should do as I have done for you (John 13:14-15)

**Hope:** Always be prepared to give an answer to everyone who asks you to give a reason for the hope that is in you (1 Peter 3:15)

Our Christian vision is drawn from Matthew's gospel which proclaims the Kingdom of God. Jesus teaches his disciples about **choice, commitment** and Christian **hope** for **transformational change**.

His **wisdom** guides us to acknowledge that wealth is not material, but that **true wealth** is gained from **working collaboratively for the common good**.

We **trust** in the loving purposes of God: trusting that the foundations of the world are **good** because they spring from God. Our **hope** is rooted in the love and faithfulness of God.

We strive to equip our students with an **awareness of the true value of things** together with an understanding of the **consequences** of our **thoughts, words and actions**.

Christ's sacrificial life and his teaching about **love** and **humility** may appear foolish by the world's standards but, in reality, it expresses the **Wisdom** of God. Living according to God's wisdom necessitates a life dedicated to **service**, not self.

We embrace **innovation, transformation, healing, repair, forgiveness and reconciliation** with the conviction that with Christ, every day, every task, every situation, every relationship brims with divine possibility. God is always at work in our lives.



# Academic Results

SMSJ 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. 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 specialists teaching Art, French and PE in the Primary as well as 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 Essential Letters and Sounds 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 and Art 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>	<b>73%</b>
<b>Phonics screening</b>	<b>86%</b>
<b>TT check Average</b>	<b>23.1%</b>
<b>KS2 Reading</b>	<b>82%</b>
<b>KS2 Reading Greater depth</b>	<b>34%</b>
<b>KS2 Writing WA</b>	<b>78%</b>
<b>KS2 Writing Greater Depth</b>	<b>17%</b>
<b>KS2 Maths WA</b>	<b>83%</b>
<b>KS2 Maths Greater Depth</b>	<b>34%</b>
<b>Expected Standard in R, W &amp; M</b>	<b>72%</b>
<b>Average score in Maths</b>	<b>106</b>
<b>Average score in Reading</b>	<b>106</b>



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.

SMSJ is partnering with Wren Academies Trust from September 2025 and this partnership is already flourishing. Staff are working collaboratively across the schools to share workload in many areas. There are also plans to invest in the building of Neale House to improve it even further, making it an even more attractive place to work for all staff.

Other benefits of teaching at SMSJ:

- A dynamic place to work
- A diverse, ambitious and hard-working student body
- A highly skilled, professional and inspirational staff
- An aspirational community of local families
- A comfortable and well-resourced working environment
- Excellent in-school career advancement opportunities
- Comprehensive Professional Development and training opportunities
- Staff well-being service
- A very supportive Senior Leadership Team
- The option of a school place for children of staff
- A very supportive Governing Body
- A thriving extra-curricular activities and trips programme
- Excellent public transport links
- Local shops within walking distance
- An Ofsted rating of 'Good' in all 5 categories
- A SIAMS rating of 'Outstanding' in all areas



Further details on the curriculum, structure and ethos our school are available on our website

# Staff Well Being

Here at SMSJ, we value our staff, their passion and 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 SMSJ you will be given time to plan and evaluate your lessons as well as leadership time to lead your subjects effectively. Being part of a three-form entry school, means you have two other year group colleagues as well as phase leaders to support you. 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 phase leaders meets regularly with staff to considers different strategies to reduce workload and improve the quality of the work environment. Currently everyone is working together in supporting a launch of our new feedback policy for September 2025 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.

We also offer a range of benefits such as:

- A two-week October Half term (with no reduction to your Summer holidays)
- A laptop for all staff
- A large, supportive senior leadership team
- A passionate and mutually supportive team



# Job Description

## Reporting

The SENDCo will report to the Headteacher and be a part of the Senior leadership team.

## Job Purpose

To create an inspiring and dynamic learning environment, where all children can learn and make progress reaching their fullest potential. To support the school improvement plan initiatives, led by the Headteacher, to ensure the continued development of the school. The job description should be read alongside the range of professional standards for Qualified Teachers.



# Responsibilities

## Overall Responsibilities

- To support with behaviour management concerns across the school
- To professionally lead and manage SEND in accordance with the SEND Code of Practice
- To lead safeguarding across the school making it a high priority for all, with a focus on vulnerable groups
- To lead, develop and maintain high quality SEN provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate for SEND and Safeguarding
- To contribute to the development of whole academy policy wherever appropriate
- To ensure we have a wide range of support for children with SEMH
- To ensure all children, particularly those with SEND or SEMH needs have the opportunity to have successful and positive playtimes with a range of equipment available to them
- Lead on performance management for a range of teaching assistants across the school
- Play a crucial role in supporting students with medical needs, including coordinating individual Healthcare Plans (IHPs), ensuring inclusion, and liaising with parents and staff.

## Key Responsibilities

- Overseeing the day-to-day operation of the primary phases' SEN policy
- Coordinating provision for children with SEN
- Being the Designated Teacher for Looked After Pupils
- Leading training for adaptive teaching across the school
- Deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN

## Key Responsibilities (continued)

- Organising and leading PLP meetings with teachers and parents to ensure communication is effective
- Liaising with early years providers, other schools, educational psychologists, BICS, Autism Advisory Team, Educational Psychologists, the Inclusion Advisory Team, health and social care professionals including speech and language therapists and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and academy governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the primary phase keeps the records of all pupils with SEN up to date
- To gather evidence and complete EHCP applications when needed
- Liaising with the SENCo in the secondary phase to look at cross phase work to improve the progress of children with SEND
- Liaising with the DSL in the secondary to ensure Wren Academy safeguarding policies are up to date and all staff understand them
- Begin to lead and mentor other SENDCos in the trust and supporting others in the local authority
- To ensure effective safeguarding training is completed by all staff and volunteers
- To keep safeguarding procedures at the forefront of everything by adding regular posts, notices and assessment questions in staff briefings.
- To ensure all safeguarding concerns are followed up effectively, communicating with parents, staff, children and the Multi Agency Safeguarding Hub

- To maintain record for concerns regarding children's wellbeing and organise appropriate support such as working with BICS, Lego Therapy, drawing and talking therapy or external agencies
- To ensure we have a whole school approach to managing feelings and emotions
- Respond and follow up behaviour management issues across the school and communicate with parents following the school policy

## Teaching and Learning

- To model, plan and deliver booster sessions or interventions focusing on children with SEN across the school in order to improve the progress of SEN pupils
- To research and introduce a wide range of interventions across the school
- Identify and adopt the most effective teaching approaches for pupils with SEND and train teachers to follow these approaches
- Monitor, evaluate and adjust teaching and learning activities to meet the needs of pupils with SEND
- Identify and teach the basic skills that will develop pupils' ability to work independently
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEND
- Meet the needs of individual pupils, including SEND and Looked After Children (PEPs)
- Evaluate assessment data and discuss next steps with the Leadership Team
- Observe interventions across the school and provide feedback in order to improve the practice
- Guide teaching assistants and teachers across the school with planning effective interventions and support programmes as well as delivering individual provision plans.
- Model behaviour management strategies to staff
- Lead on training sessions for all staff to develop their inclusive and adaptive teaching

**This Job Description is current at the date shown but, in consultation with you, may be changed by the Headteacher, to reflect or anticipate changes in the job commensurate with the salary and job title.**

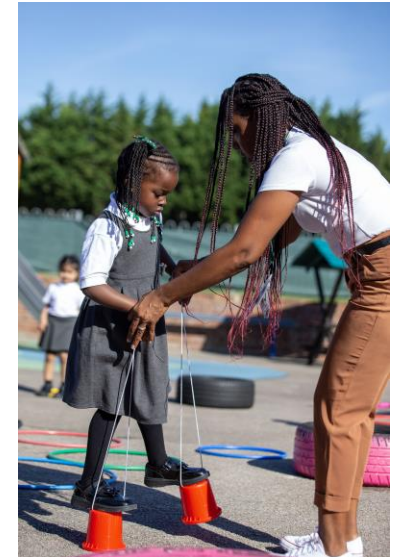
# Person Specification

## Professional Skills and Experience

1. Possess a good degree and QTS, with a record of professional development relating to whole school leadership
2. Be an excellent teacher with the ability to inspire all students in their learning
3. Have a minimum of three years' experience as a middle or senior leader with a track record of implementing and managing change
4. Possess proven ability to lead and role model on delivery of school ethos and policies
5. Have relevant experience of working in comprehensive and multi-cultural environments
6. Have experience of writing development plans and school improvement documents which lead to the raising of standards and outcomes
7. Demonstrate success in raising attainment and standards of teaching and learning
8. Have the qualities required to have a strong and visible presence around the school which has a positive impact on both staff and students
9. Possess strong leadership and management skills which ensure that all members of the school community reach their full potential
10. Demonstrates sound technical understanding of school leadership issues
11. Have demonstrable experience of leading others in successful curriculum innovation
12. Has a track record of improving the teaching and learning of classroom practitioners.

## People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian vision in the school.
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. Possess the inspiration to motivate and lead staff as a whole and the ability to build on the strengths and expertise of individual colleagues
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion
6. Possess outstanding written and verbal communication skills
7. Relates positively to all parents so that they are actively engaged in the life of SMSJ and the progress of their child
8. Be able to build constructive working relationships with local schools and colleges, employers, the local authority and national organisations
9. Be able to embody SMSJ's values in everyday work and practice, particularly those of justice, kindness and humility.



## How to Apply

### 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.

The deadline for applications to be received is 9am on 28 April 2025.

### Selection process

The selection process may have a combination of tasks, activities, lesson observations and 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 school 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.