



Wren
Academy

Wren Academies Trust

Wren Academy Finchley

Teacher of History / Humanities – one term, part-time (3/4 days)

Start date: September 2026

Closing date: 9.00am, Friday 8 May 2026



**Wren
Academy**

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Introduction

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 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, Chief Executive Officer



Welcome from the Principal

Thank you for your interest in this post at Wren Academy Finchley.

Located in the London Borough of Barnet, Wren Academy Finchley is sponsored by the Church of England and Berkhamsted School. The Academy has developed a strong reputation for outstanding teaching and learning, as demonstrated by our Progress 8 figure, which places us in the top 2% nationally. We are an all-through school with an established Sixth Form and a primary phase which opened in 2015. The engaging curriculum, and state of the art buildings have contributed to the Academy's notable success.

Our Learning Culture is important to us and we all work together every day to ensure a calm, purposeful environment. We achieve this through:

- Shared Goals and Vision- We know where we are heading
- Collegiality - We're in this together
- Continuous Improvement and Lifelong learning - We can always get better.

We make no excuses for having high expectations of staff and students. But 'High Challenge' is accompanied by 'High Support.' Middle and Senior leaders ensure that all staff are supported to bring out the best in themselves and others.

This pack and our website should give you a clear understanding of the Academy. However, if you have any questions about the Academy or post, please do not hesitate to contact **Helen Young on 020 8492 6000**.

Please note applications will be considered as they are received.

Finally, thank you for preparing your application for this role. I look forward to meeting you if you are selected for interview.

John Keohane, Secondary Principal



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 become :

Resilient.
Relational.
Redemptive.
Reflective.
Resourceful.
Reverent.



'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*

The Wren CLIMATE Model

The 6 Rs have recently been woven into a new teaching and learning taxonomy, rooted in the latest evidence-based research. This provides a coherent framework and common language for learning which underpins all our activities within Professional Development, Quality Assurance processes and Performance Management structures. We call it Wren 'Climate'.



Academic Outcomes

A student's time at Wren Academy Finchley is their launchpad for life. The Academy has high academic standards and is highly focussed on enabling all students to reach their full potential. Academic Progress is as important to our teachers as Academic excellence. This is coupled with a strong emphasis on developing students' social, cultural and learning skills. Our learning culture embraces all aspects of life at Wren, not just the lessons. Students are happy and make exceptional progress at the Academy as evidenced by the following:

- **Well above average Progress 8 since 2017 ranging from 0.86-1, placing the Academy in the Top 100 schools nationally.**
- **Amongst the highest non-selective schools in Barnet for Attainment 8: (2024: 60, 2023: 62.92)**
- **GCSE 5+ in English and Maths- 2024: 77%, 2023: 81%.**
- **Over-subscribed Sixth Form** with excellent destinations for all students – in 2024, 1 student progressed to Cambridge University and 3 to Oxford University)
- **Excellent A Level outcomes:** Grade Average B, 2024 A*-A: 30%, 2023 A*-A: 29%)

Post 16 Provision and Student Destinations

Our Sixth Form has grown in popularity since opening to our first Year 12 students in 2013. It has rapidly established a reputation for academic excellence, great study support and a rich and varied extra-curricular programme. We now have approximately 300 students across Year 12 and 13 studying a broad range of A Levels.

Whilst many students stay at Wren Finchley for A Levels, students more suited to vocational courses are supported throughout Year 11 to ensure they find the best post-16 education available. Every student is important to us regardless of whether they will study A Levels.

We are delighted with the university and employment destinations our Year 13 students are achieving. We consistently succeed each year in preparing a number of students to continue their studies at Oxford and Cambridge. Most Wren Finchley sixth form students move on to the university of their choice with increasingly high numbers going to Russell Group institutions. Wren Finchley students regularly win places on the most competitive courses, including Medicine, Dentistry and Law. Students also gained places at highly sought-after creative arts institutions such as Central St Martins as well as prestigious apprenticeships with companies such as Deloitte, BBC, Jaguar, and TFL.



Curriculum

Our curriculum is innovative, challenging and engaging. Core subjects are given four hours a week teaching time in single sex teaching groups. The rest of the curriculum is taught in mixed-sex, mixed ability groupings and remains broad until students choose their GCSE options. Most students take 9 GCSEs, allowing maximum curriculum time per subject at KS4.

There is an extended school day on Tuesdays and Wednesdays where all staff are involved in delivering our enrichment programme. This features a broad spectrum of cultural, arts, sports, Citizenship, social, and STEM themed activities to broaden horizons and encourage deeper learning. Five days a year, we have a focus day on which the usual timetable gives way to in depth study of a range of PSHE, CEIAG, and Citizenship issues relevant to young people.

Personal Development

In addition to Focus Days and Enrichment, we ensure the curriculum is enriched through curricular and extra curricular trips. The academy has one of the highest uptakes for the Duke of Edinburgh Bronze and Silver Awards with approximately 200 students completing one of these awards each year. All Year 7 students embark on a residential trip to build their team work skills and build self confidence. Older year groups have the opportunity visit Iceland, Spain, Germany and CERN in Geneva, Switzerland as well as annual ski trips. Our Performing Arts faculty showcases student talent in their end of term showcases and annual Musical which regularly has a cast of over 100 students. To further support learning and social development, we have a house system and there are vertical tutor groups for students Years 7-10. This enables younger students to be supported and guided by older students in their tutor group.

We are also a vibrant and culturally diverse community and actively pursue the aspiration of becoming an anti-racist community. A particular focus of CPD in recent years has focussed on increasing staff understanding of racist language, behaviour and actions. We also have a black student focus group contributing to our wider understanding of the life experiences of our black community.



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) with an innovative programme spread over three hours per week. Within this structure is an increasing focus on engaging with the latest educational research, with many colleagues undertaking small scale research projects related to their practice.

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 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.



Staff Benefits

- A two week October half term break.
- Free refreshments all day and a daily lunch allowance.
- Annual £1000 'Wren Allowance' in recognition of delivering enrichment activities and contributing to the wider life of the Academy.
- Excellent professional development opportunities including support for programmes of further study and planned career development. This includes the opportunity to study for NPQs.
- Timetabled professional development time during the school day
- A pleasant and attractive working environment. Our restaurant, centrally situated, is the heart and hub of our community. This provides a bright, clean, communal space where staff and students can socialise, meet and eat. Over the years, the restaurant has become the foundation for strong relationships across departments and staff groups ensuring that all staff benefit from friendship and support beyond their immediate teams.
- An exceptionally talented and mutually supportive staff team of teachers and student services colleagues. Our staff body is inclusive and representative of the community in which we serve. We have consistently recruited a talented and committed staff who share the ambition of creating a uniquely successful school
- Children of colleagues working at Wren are given priority for a place
- Talented, courteous and ambitious students
- All staff, whatever their role, are equally valued and the contribution of student services colleagues to the life and success of the Academy is celebrated



Department Information

The History Department at Wren Academy Finchley forms part of a vibrant and highly successful Humanities Faculty. We offer a dynamic, supportive and intellectually ambitious environment in which both students and staff are encouraged to thrive. History is a popular and academically successful subject at all key stages, with strong uptake at GCSE and A Level and a growing number of students progressing to study History and related disciplines at leading universities, including Russell Group institutions.

Our curriculum is carefully sequenced to develop students' historical knowledge alongside disciplinary thinking. Across all key stages, students are explicitly taught to work with **second-order historical concepts**, including **significance, change and continuity, cause and consequence, and diversity**. They are also supported to analyse **historical interpretations** and to understand how historians use evidence to construct and challenge conclusions about the past. Lessons are enquiry-led, purposeful and challenging, encouraging students to make connections between past and present and to articulate well-reasoned historical arguments.

Key Stage 3

At Key Stage 3, History is taught in mixed-attainment groups. In Years 7 and 8, students follow an **Integrated Humanities curriculum**, combining History and Geography to help students understand how different disciplines contribute to shaping societies. From Year 9, History is taught as a discrete subject, allowing for deeper subject specialism and a strong foundation in preparation for GCSE-style assessment.

The Key Stage 3 curriculum places particular emphasis on developing secure substantive knowledge alongside historical skills, including careful source analysis, structured written argument and extended explanations. We also make regular use of **retrieval practice and low-stakes quizzing** to support long-term learning.

Key Stage 4

At Key Stage 4, students study **Edexcel GCSE History**.

Current topics include:

Medicine Through Time 1250-present

Elizabethan England 1558-1588

The Cold War 1941-1991

The USA 1954-75

The department is in the process of further developing the Medicine Through Time course and welcomes new colleagues who are keen to contribute creatively to curriculum planning and resource development. Assessment is regular, outcomes are moderated carefully, and staff are supported through collaborative planning and professional development to ensure confidence and consistency in judgements.

Key Stage 5

At A Level, students follow the **AQA specification**, studying:

Britain, 1951–2007

Russia, 1855–1964

Students also complete the **Non-Exam Assessment (NEA)**, which is selected from a curated shortlist of topics, though many students are supported in developing their own independent enquiry questions based on personal historical interests. The department is eager to continue refining the delivery of these courses and would particularly welcome applicants interested in shaping the long-term development of post-16 History.



Department Information

Enrichment and Wider Learning

The History Department places a strong emphasis on extending learning beyond the classroom and bringing the past to life. Our enrichment offer includes:

Year 10 visits to the Churchill War Rooms

KS5 study trips to Munich and Nuremberg

Year 12 visits to the National Maritime Museum

Visiting speakers, including sessions with the **National Archives**, **Generation 2** **Generation Holocaust speakers**, and the **Sir Martin Gilbert Learning Centre**

There is also the potential for future cross-trust collaboration, including the early development of a shared trip with St Mary's and St John's. Teachers joining the department will be encouraged to contribute to and shape enrichment opportunities in line with their own interests and expertise.

Teaching, Learning and Technology

We make strong and purposeful use of technology to enhance students' historical understanding. All students have access to tablets, and Microsoft Teams is used to support learning, assessment and retrieval. Students regularly engage in **detailed source work using archives and digital collections**, including resources from organisations such as the National Archives, particularly when studying topics such as the Blitz and twentieth-century Britain.

Lessons are carefully adapted to meet the needs of all learners, ensuring accessibility while stretching the most able. Teachers work collaboratively to review, refine and develop shared resources, and there is a culture of openness and professional dialogue within the department.

In Conclusion

The History curriculum at Wren Academy Finchley is delivered through innovative, well-planned and intellectually rich lessons that aim to secure exceptional progress and foster a lifelong curiosity about the past. History is a popular subjects with good uptake at GCSE and A Level with very positive ourcomes. We are a reflective, forward-looking department and welcome applications from teachers who are enthusiastic about curriculum development, scholarly history and working collaboratively within a strong professional culture.

We look forward to receiving your application and hope to welcome you to our thriving and ambitious History Department.

“Do justice, love kindness, walk humbly with your God” – Micah 6:8

Please contact Daria Dakhno-Cogger, Head of History if you wish to discuss your application further.

Miss Daria Dakhno-Cogger

Head of History

D.Dakhno-Cogger@wrenacademy.org



Wren Academies Trust

Wren Academy Finchley

Teacher of History

Main payscale or UPs plus Wren Finchley Allowance

Required for September 2026 – one term, part time (3 / 4 days)

Job Description

Teachers are expected to secure high standards of learning and achievement for all students through the delivery of excellent teaching. They should plan, teach and assess to ensure that all students achieve in line with or better than key stage value added estimates. It is essential that they give active support to the vision and ethos of Wren Academy.

This Job Description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Job Purpose

The primary purpose of the teacher is to ensure that the standard of teaching and learning is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Tasks

To create a curriculum that inspires students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students.
2. Planning lessons which address the full range of learners' needs.
3. A willingness to teach some KS3 Humanities, as well as Secondary KS3-KS4 History.

4. Planning for progression and designing effective learning sequences within lessons that develop understanding and skills.
5. Having high expectations of all students so that they are able to achieve their academic potential.
6. Having high expectations of all students so that they are able to achieve their academic potential.
7. Adopting high standards of behaviour in their professional role and setting a positive example in dress, punctuality and attendance.
8. Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of Wren Academy students.
9. Playing a role in the delivery of the Academy's enrichment curriculum, and Focus Days.
10. Creating a purposeful and challenging classroom environment that encourages students to become more effective learners through interactive display.
11. Liaising with colleagues to deliver schemes of learning in a collaborative manner.
12. Planning for the involvement of teaching assistants and other support staff to ensure targeted impact on the achievement of students on the EAL, SEN, Looked After Children and Inclusion registers.



Continued...

13. Monitoring and evaluating the quality of learning within each lesson.
14. Being an enthusiastic user of the Academy's information technology systems.
15. Providing written feedback and learning targets for all students within the agreed time span.
16. An additional TLR for Head of House is available for the right candidate. If you wish to be considered for this role, please make this clear in your application.
17. Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality.
18. Designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
19. Setting work for students who are absent from the Academy.
20. Planning cover work that has clear objectives and expected outcomes if absent from the Academy.
21. Using every opportunity to engage colleagues and parents in the learning of Wren Academy students.
22. Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.



To provide a secure and safe learning environment for all students so that they develop into self confident and self motivated learners by:

1. Being an enthusiastic and effective form tutor who is fully committed to embracing an inclusive and safe environment.
2. Building respectful, supportive and constructive relationships with all students.
3. Having a strong commitment to promoting equality of opportunity and high quality pastoral care.
4. Maintaining the highest standards of behaviour so that all students are able to learn effectively.
5. Providing a proactive presence around the school embodying the Academy's high expectations to students.
6. Knowing when to draw on the expertise of colleagues who have responsibility for safeguarding children and individual learning needs.
7. Attending and participating in parent evenings and open evenings.
8. To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.

Reporting

Teachers will be line managed by an Assistant Principal or Head of Department.



Person Specification

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students to become effective, self directed learners.
3. Have the skills and experience necessary to achieve outstanding examination results.
4. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
5. Have experience of teaching a range of year groups including examination classes.
6. Show evidence of having developed the learning capacity of students.
7. Be able to support and role model on delivery of school ethos and policies.
8. Show evidence of continued professional development.
9. Have relevant experience of working in comprehensive and multicultural environments.
10. Know how to use, with guidance, statistical information to evaluate the effectiveness of their teaching and to monitor the progress of those that they teach.
11. Be willing to act upon advice and feedback and being open to mentoring and coaching.
12. Be receptive and constructively critical of whole school innovation which will lead to benefits and improvements in teaching and learning.
13. Demonstrate the ability to set up and operate effective self-evaluation systems.
14. Have a commitment to extra-curricular activities and be able to follow procedural and safeguarding guidelines to ensure these run smoothly.

People, Relationships and Communications

Be committed to maintaining a distinctive and inclusive Christian vision in the Academy.

1. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
2. Have qualities which earn the trust and respect of students, staff, parents and governors.
3. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.
4. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
5. Possess excellent written and verbal communication skills.
6. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
7. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
8. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.
9. 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, Friday 8 May 2026, 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](#).

Internal applicants should submit their personal statement to recruitment@wrenacademiestrust.org. Please note, your statement should not exceed two sides of A4 (Arial font size 12).

CVs will not be accepted.

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 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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