



Wisdom-Service-Hope

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

St Mary's and St John's CE School

Head of Design & Technology

Application deadline: 9.00am Monday 11th May 2026

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, Chief Executive Officer

Welcome from the Co-Principals Secondary

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 Karen Ryan or 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. We look forward to meeting you if you are selected for interview.

**Ms Hannah Mason & Ms Alice Thomas
Co-Principals Secondary**



Vision and Ethos

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'

Academic Progress

At St Mary & St John's CE School, we are deeply committed to securing strong progress and maximising the potential of every pupil. Our students consistently achieve results above national averages, making excellent progress across the cohort and frequently exceeding expectations.

This success is underpinned by high-quality teaching, strong relationships and a shared culture of aspiration. For teachers, it reflects a supportive and purposeful environment where professional expertise has a direct and meaningful impact on student outcomes.

At the heart of the school is a powerful, future-focused curriculum designed to enhance the life chances of all learners, regardless of their starting point. Carefully planned, dynamic and responsive, the curriculum equips students with essential knowledge, intellectual confidence and well-developed character.

Teachers play an active role in shaping and refining the curriculum, drawing on subject expertise and innovation, while supporting students' moral, spiritual and personal development.

Joining St Mary & St John's means becoming part of a collaborative community committed to excellence, professional growth and preparing young people for the demands of the 21st century.



Staff Well Being

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 ensure the sharing of best practice and to reduce workload.

Benefits of teaching at SMSJ:

- Two-week October Half Term
- We support flexible working, staff have a half day flexible PPA per fortnight
- In class feedback policy which eliminates retrospective marking
- Curriculum driven assessment rather than exam weeks encouraging staggered assessment marking
- Concise curriculum design and centralised planning and resourcing
- Consistent, whole school commitment to learning systems leading to excellent student behaviour, including silent corridors
- High quality CPD with implementation time to embed training
- Established coaching culture and focus on career progression
- Supportive appraisal policy and no formal observations
- No written school reports
- Paid lunch duties
- Centralised reflections (detentions)
- Colleagues can leave school every Wednesday, Thursday and Friday from 3:15pm (Monday/Tuesday - 4pm finish)
- Nursery wrap around provision for staff members with children at SMSJ, staff are allocated a place for their children (in line with The School's Admissions Policy)

- Access to free counselling and other wellbeing support
- Termly staff social events and tea and cake Fridays
- SMSJ school personalised staff planners
- Car park and off-street parking



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

Job Description

Reporting

Assistant Principal

Job Purpose

- Lead, develop and manage the teachers, trainees and support staff in the department
- Lead, develop and enhance the teaching practices and enrichment programme in the department.
- Ensure excellent progress and outcomes

Key Responsibilities

Strategic direction and development of Design and Technology

- Lead the development of an appropriate curriculum, resources and schemes of work for Design and Technology to ensure appropriate provision, which leads to excellent progress, is in place at all key stages
- Develop and implement policies, plans and practices for the development of Design and Technology which reflect the school's priorities and commitment to high achievement and effective teaching and learning
- Monitor the impact of such policies and plans and practices, taking further action when appropriate
- Create a climate which enables staff teaching Design and Technology to develop and maintain a positive attitude and confidence in teaching
- Ensure that Design and Technology aims, policies and practices are understood by all ensuring a consistent quality of education across the department.

Vision

- Set and lead the strategic direction of the department

Commitment to Learning

- Ensure disruption-free learning in all classrooms
- Maintain high expectations in corridors, including silence and punctuality
- Enforce consistent use of the Commitment to Learning policy and monitor its impact
- Address poor conduct within departmental lessons and implement effective interventions

Knowledge and Expertise

- Ensure that centralised precision planning, in line with the school's priorities, is available and regularly quality assured
- Continuously review and evaluate the curriculum to ensure relevance, compliance, engagement, and strong outcomes
- Ensure meaningful home learning is regularly set, monitored, and evaluated
- Lead the department in curriculum knowledge
- Keep up to date with DfE and subject specific developments

Teaching and Learning

- Monitor teaching, learning, and delivery of whole-school priorities across the department
- Ensure all learners' needs are met by using SEND expertise and applying appropriate adaptations
- Coordinate subject enrichment including trips, visits and extra-curricular provision

Staff Development

- Management of the department / support staff, including line management
- Organise and chair regular department meetings
- Organise the induction and training of new members of staff
- Identify suitable INSET opportunities
- Develop a team and a team approach



Resources, Budget, Stock & Ordering

- Oversee resource deployment in the department
- Manage and organise the learning environment
- Complete department Budget Bids annually
- Be responsible for department orders and maintenance of budget

Pupil Progress

- Utilise data generated, ensuring it positively impacts student progress and experience
- Analyse KS3, GCSE and A Level results; formulating strategies to further increase progress and combat underachievement
- Oversee department assessments and ensure reporting deadlines are met
- Challenge and support staff in seeking excellent pupil progress

Whole School Role

- Support positive family relationships by ensuring high quality parent consultation meetings and that subject-related concerns are communicated in an appropriate/timely fashion.
- Lead on upholding the school's standards and expectations
- Attend Head of Department Meetings with SLT
- Ensure concept maps and department information is accurate and available on the school's website

Whole School Role continued

- Lead on the marketing of the subject at KS4/KS5
- Attend any Heads of Department Borough/WAT Meetings to share good practice
- Update any documents as and when requested by SLT
- Contribute to the development of school policies where appropriate
- Support and monitor department success in implementing whole school initiatives
- Communicate with and report to parents and governors
- Contribute to the school's extra-curricular / enrichment ethos and activity

Appraisal

- Complete all appraisal requirements as set out in the school policy, including being appraised
- Strive to fulfil agreed appraisal objectives
- Challenge staff to aspire to greater goals and positive outcomes for pupils
- Take a developmental, proactive approach to moving team / department / individual forward

Promotion of Corporate Values

- Ensure that all stakeholders are supported in line with agreed standards and the school's Christian values.
- To ensure that a high level of confidentiality is maintained in all aspects of work

Flexibility

The successful candidate may be required to carry out other reasonable duties commensurate with the grade, as requested by the line manager or Co-Principals.



Person Specification

- Professional Skills and Experience
- A minimum of two years teaching experience
- Possess a good degree and QTS
- Be an excellent teacher with the ability to inspire students to become effective, self directed learners
- Have a secure knowledge and understanding of their subjects/curriculum areas and the contribution their subject makes to cross-curricular learning
- Have the knowledge and skills to achieve outstanding examination results.
- Possess a clear understanding of the requirements and opportunities of the secondary curriculum
- Have experience of teaching a range of year groups
- Show evidence of developing the learning capacity of students by being effective learning role models
- Be able to support the delivery of school ethos and policies
- Show evidence of continued professional development
- Have relevant experience of working in comprehensive and multicultural environments
- Know how to use statistical information to evaluate the effectiveness of their teaching and to monitor the progress of those that they teach.
- Be willing to act upon advice and feedback and being open to mentoring and coaching
- Be receptive and constructively critical of whole school innovation which will lead to benefits and improvements in teaching and learning. Be reflective and systematic in operating effective self-evaluation systems

People, Relationships and Communications

- Be committed to maintaining a distinctive and inclusive Christian vision in the academy
- Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible
- Have qualities which earn the trust and respect of students, staff, parents and governors
- Be able to inspire and motivate students
- Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion
- Have excellent written and verbal communication skills
- Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the academy
- Appreciate the balance between academic, social and emotional development of young people, needed to create an outstanding school



How to Apply

Application deadline

Completed application forms must be received by 9.00am Monday 11th May 2026, but 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 your completed application using mynewterm. If you have any questions please email recruitment@smsj.london.

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 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.