



Wren  
Academy

# Wren Academies Trust

Primary Behaviour Mentor and Primary HLTA (covering whole classes)

Start date: September 2026

Closing date: 9.00am, Tuesday 23 June 2026

Candidate Information – June 2026



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Academy**

## Contents

- [Introduction](#)
- [Vision and Ethos](#)
- [Academy Information](#)
- [Staff Benefits](#)
- [Job Description](#)
- [Person Specification](#)
- [Selection Process](#)

## 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, Tuesday 23 June 2026.

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.



# Wren Academies Trust

## Wren Academy Finchley

### Behaviour Mentor and HLTA

#### Job Description

<b>Start date:</b>	September 2026
<b>Salary:</b>	£30,048 - £30,958 per annum.
<b>NJC Scale Point:</b>	20 – 22
<b>Working Pattern:</b>	Paid for working 38 weeks of the year (term time), 35 hours a week

#### Job Purpose

To support pupils—particularly those who experience dysregulation—with managing their emotions and behaviour so they can access learning successfully. The role also includes teaching whole classes during staff absence and supporting pupils within lessons to make positive behaviour choices.

#### Key Responsibilities

##### Behaviour & Pastoral Support

- Provide targeted support for pupils who are dysregulated, helping them to regulate their emotions using appropriate strategies (e.g. de-escalation techniques, sensory breaks, restorative conversations).
- Build positive, trusting relationships with pupils to support emotional wellbeing and engagement in learning.
- Support children in understanding, reflecting on, and improving their behaviour choices.
- Implement individual behaviour plans and strategies in line with school policies.
- Work with staff to identify triggers and put proactive strategies in place to prevent dysregulation.
- Support pupils during unstructured times where required (e.g. break/lunchtime).

##### Classroom Support

- Work alongside teachers to support individual pupils or small groups in managing behaviour, focus, and engagement in lessons.
- Help pupils manage distractions and develop independence and resilience in their learning.
- Assist in maintaining a calm, safe, and purposeful classroom environment.
- Support the delivery of adaptive strategies to meet individual needs, including those with SEND.

##### Cover Supervision

- Teach whole classes (planning provided) during short-term staff absence, ensuring work is completed and behaviour expectations are upheld.
- Deliver pre-prepared lessons and maintain continuity of learning.
- Manage classroom behaviour effectively in line with school policies.
- Provide clear instructions and support pupils so they remain on task.
- Report back to teaching staff on pupil engagement, behaviour, and progress.

##### Additional Responsibilities

- Maintain accurate records of behaviour incidents and interventions.
- Liaise with teachers, support staff, and parents/carers where appropriate.
- Participate in staff training related to behaviour, safeguarding, and SEND.
- Promote the school's values, safeguarding policies, and inclusive ethos at all times.
- Deliver training to other teaching assistants so they develop confidence to manage and support behaviour effectively

## Person Specification

### Essential

- Experience working with primary-aged children.
- Strong understanding of behaviour management strategies and emotional regulation.
- Ability to build positive relationships with pupils, including those with challenging behaviour.
- Good communication and teamwork skills.
- Ability to stay calm under pressure and respond appropriately to challenging situations.
- Experience or confidence in leading a class independently.

### Desirable

- Experience working with pupils with SEND, SEMH, or trauma-informed practices.
- Team Teach or equivalent behaviour training.
- Previous experience as a teaching assistant, mentor, or cover supervisor.

### Key Skills & Qualities

- Calm, patient, and empathetic approach
- Consistent and firm behaviour management
- Reflective and solution-focused mindset
- Flexible and adaptable
- Strong organisational skills

### Safeguarding

- This role is subject to an enhanced DBS check. The successful candidate must be committed to safeguarding and promoting the welfare of children.



## How to Apply

### Application deadline

Completed application forms must be received by 9.00am, Tuesday 23 June 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](#). 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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