



Wren
Academy

Wren Academies Trust

Wren Academy Finchley

PE Technician (Part Time)

Start date: September 2026

Closing date: 9.00am, Friday 26 June 2026



**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 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



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 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.
- Excellent professional development opportunities including support for programmes of further study and planned career development. This includes the opportunity to study for NPQs.
- 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

Departmental vision

The departmental vision is simply MORE. More students, being involved in more high-quality Physical Education and school sport, more often.

The department strives to deliver high quality, enjoyable lessons which all students can access and develop within. The Academy also operates an enrichment programme, in which many sports activities are included. This coupled with after school clubs and practices mean that students have numerous opportunities to participate.

The Academy is also keen on students taking part in intra-school and inter-school competition. This year there are two planned Inter-house sports events, in which all students are expected to participate as well as several optional activities. The Academy has a wide range of sports teams.

The department has developed community links and is keen to explore new opportunities. This has been in a variety of forms from taster sessions to coaches being used during curriculum time and out of school hours. The academy is also actively involved with the Barnet Partnership for School Sport and actively encourages students to attend community clubs and activities.

Curriculum and learning approaches

The department aim is to provide the students with a broad and balanced curriculum and prepare them for the standards needed for examination courses in PE / Sports Studies and intra-school competitions. At Key Stage 3 students cover eleven activities a year. In Year 9 students have the option of taking Physical Education as a preference in addition to their two hours of core Physical Education, giving them the opportunity to learn more about the subject and prepare for further study. At Key Stage 4, students have the option of taking the Level 1 and 2 Cambridge National in Sports Studies, and all students have a compulsory hour of core Physical Education each week in which they are given variety of sporting activities to choose from

The Academy became an all-through school in September 2015 and the Physical Education department now delivers curriculum based primary phase Physical Education to children from Reception onwards.

A wide range of activities and teaching styles are used to develop students' skills and fitness, but underlying all of this is an inclusive and encouraging atmosphere. The departmental moto is "Personal Best" and students' progress at every level is recognised and celebrated. Assessment for Learning is a key feature of all lessons and students' personalised progress is recorded and tracked to ensure that all are motivated, challenged and engaged.

Staffing

This year the department has consisted of a Head of Physical Education and three further specialist members of Physical Education teaching staff and a Physical Education Technician.

Accommodation

There is a Sports Hall, MUGA and Mini MUGA (Hard Courts). Alongside this there is a field, with which there is one football pitch or 200m athletics track (depending on the season) and some access to the Assembly Hall space. The Sports Hall is well equipped both in terms of sports equipment and ICT, including a plasma screen with interactive overlay and iPod docking station for audio.

Additional information

A strong commitment to extra-curricular activities is required. This is an extremely exciting opportunity for a teacher of Physical Education to work within an outstanding school.

Please contact Matthew Ray, Head of Physical Education, to find out more about the department and the post: m.ray@wrenacademy.org

Wren Academies Trust

Wren Academy Finchley PE Technician (part-time)

Salary:	£11,470 - £11,972 per annum
NJC Scale:	Point 7 – 10
Contract Type:	Permanent
Start Date:	September 2026
Working Time:	Part-time 16 hours per week, for 38 weeks of the year (term time).
Reporting to:	Head of PE
Job Purpose:	To drive the Academy mini-bus delivering students to fixtures and returning them. To help ensure that resources are in place that will allow for the effective teaching of PE and the participation of students in enrichment activities, extra-curricular clubs and competitions. The colleague in this role needs to be able to deal effectively and professionally with visitors, carry out gener

Duties

1. To be available to drive the Academy mini-bus to fixtures and events, working professionally with the students and staff.
2. To help manage the PE Department's resources, ensuring the safe set up and maintenance of equipment. To ensure that the equipment is stored safely, is maintained and that storage areas are kept tidy.
3. To assist the Head of PE to maintain an up to date inventory for the department's equipment and manage this effectively to ensure all equipment in ready for use in lessons, enrichments, practises and competitions.
4. To help prepare and provide equipment and resources for curriculum lessons. To ensure that teaching areas and equipment are well maintained and organised. This will include the rotation of seasonal equipment.

5. To assist with the provision of enrichment, extra-curricular and inter-school competition, including arranging fixtures with other schools and driving a mini-bus to away fixtures where you will support the attending teacher (a full clean driving licence is essential). To assist with the organisation and running of Inter- and Intra- school competitions.
6. To carry out a number of administrative tasks relating to fixtures and equipment as time allows.

Professional Behaviour

1. To maintain high standards of professional behaviour towards colleagues and students.
2. To be pro-active in carrying out duties, and efficient in the use of available time
3. To lead by example and to follow the Academy's dress code and code of conduct.
4. To carry out duties in a friendly, helpful and professional manner.
5. To have a flexible approach and to be prepared for the unusual.
6. To take responsibility for improving knowledge of PE development within a technician context and to keep abreast of other relevant issues.
7. To continue personal development as agreed in performance management.



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8. To engage actively in the performance review process.
9. To address the performance management targets set by the line manager.
10. To support the PE Department's aims and to carry out its policies.
11. To support the Head of PE in implementing its Academy Development Plan and any requirements identified under its self evaluation procedures.
12. 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.
13. To support the Academy in meeting its legal requirements as a Church School.
14. To have a record of excellent attendance and punctuality.
15. To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.
16. To be part of the Academy's First Aid team.



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

PE Technicians will be line managed by the Head of PE. Liaising with PE Teachers, Site Services Staff, Finance Director



Person Specification

Professional Skills and Experience

1. Ideally, have a full clean driving licence with minibus category (D1), and take a competency test to enable students to be transported to away fixtures.
2. Have a genuine interest in sport and developing young people in a sporting capacity. Recognised coaching and physical activity based qualifications are not essential but desirable.
3. The ability to work accurately under pressure and meet deadlines. To work co-operatively and flexibly as part of a team as well as being able to organise one's own tasks with minimum supervision.
4. Excellent oral and written communication skills for dealing with students and colleagues.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students and staff in a positive and constructive way.
3. Be part of a whole Academy team which seeks and develops a variety opportunities to support and work with students.
4. Have qualities which earn the trust and respect of students, staff, parents and governors.
5. Possess the inspiration to motivate and lead staff as a whole and the ability to build on the strengths and expertise of individual staff.
6. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
7. Possess good written and verbal communication skills.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between academic and social development of young people, needed to create an outstanding school.

How to Apply

Application deadline

Completed application forms must be received by 9.00am, Friday 26 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 tasks, activities 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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