



St Mary's and St John's C of E School

Phase Leader

Closing date: 9.00am Friday 19th June 2026





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Introduction

St Mary's and St John's School (SMSJ) is an all-through school serving the local community, providing education for pupils from early years through topost-16. Rooted in strong values and a strong sense of community, SMSJ aims to inspire curiosity, confidence, and a love of learning across all stages of education. The school has continued to grow and develop overtime, establishing a strong reputation for high expectations, academic achievement, and inclusive practice. Pupils benefit from a broad and balanced curriculum, delivered by dedicated staff who place teaching, learning, and pupil wellbeing at the heart of school life. SMSJ is proud of the progress and outcomes achieved by its pupils across E.Y.F.S., Phonics ,Key Stages 1 and 2, G.C.S.E., and post-16 pathways. A strong emphasis is placed on developing effective learning behaviors, personal development ,and preparing pupils for future education and life beyond school.

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 strengthened collaboration and innovation across the Trust, with subject departments regularly sharing resources and aligning assessments to reduce workload. The Trust continues to expand with the inclusion of St Mary's and St John's, a Barnet all-through school, which formally joined the Trust in 2025. This expansion marks an important milestone in the Trust's growth and enables enhanced collaboration, shared expertise, and aligned approaches to teaching and learning. As a result, staff benefit from increased opportunities for professional development, career progression, and sustained school improvement across the Trust.

Gavin Smith, CEO

Welcome from the Head Teacher

Thank you for your interest in this post in St Mary's and St John's School. 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 Juliet Jemihe on 020 8202 0026 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, via MyNewTerm, must be received by the Academy by **xxxxx**.

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
Primary Headteacher



Vision and Ethos

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

With Christ every day, every task, every situation, every relationship brims with divine possibility. God is always at work in our lives.

Our vision is drawn from Matthew's gospel in which Jesus is talking to his disciples about what they must do if they hope to inherit eternal life. Jesus's wisdom guides us to acknowledge that wealth is not material, but that true wealth is gained from working collaboratively for the common good. Here, Jesus speaks about the value of serving others in order to store up treasure in heaven. Our students will be equipped with the hope, ambition, qualifications and values necessary to meet the challenges of an ever-changing world, knowing that God is always at work in our lives.

Our curriculum vision is rooted in our school vision.

Influential Education

To enhance the future life-chances and opportunities of our learners, irrespective of their starting point, by providing an influential education and delivering a powerful curriculum capable of creating young people who can contribute positively to the economic, cultural and social flourishing of their communities. Students will be exposed to a curriculum that is dynamic, ambitious, mindful of spiritual and ethical development and reflects the context and needs of the students it is delivered to.

At SMSJ we strongly believe that education is the key to social mobility; providing limitless opportunities for our pupils to shape their futures. We aim to develop the whole child - academically, artistically, physically, spiritually, morally, socially and culturally. We believe that the acquisition of knowledge and skill are of equal importance, and therefore have developed a curriculum using a cumulative and spiral approach. Subjects are taught discreetly, as individual subjects, but we do make cross curricular links that enable children to apply knowledge and skills in other areas and answer a 'Big Question?'

Academy Information 2025 - 2026

St Mary's and St John's School is an all-through Church of England school serving the local Barnet community, providing education for pupils from early years through to post-16. The school is rooted in strong Christian values and is committed to nurturing the academic, personal, and spiritual development of every child.

As an all-through school, SMSJ offers continuity and stability across all phases of education. Pupils benefit from a carefully planned curriculum and a consistent approach to teaching, learning, and pastoral care as they progress through the school. Strong relationships between staff, pupils, and families support a positive and inclusive learning environment.

SMSJ is a popular and well-regarded school within the local community. Parents value the school's clear ethos, high expectations, and the approachable and supportive nature of the staff team. The school places a strong emphasis on partnership with families to ensure the best possible outcomes for pupils.

The school maintains high academic expectations alongside a strong focus on developing pupils' character, behavior, and learning habits. A calm and purposeful learning culture underpins all aspects of school life, enabling pupils to make strong progress and develop the skills, resilience, and confidence needed for future success.

In 2025, St Mary's and St John's formally joined the Wren Academies Trust, strengthening opportunities for collaboration, shared expertise, and professional development. As part of the Trust, SMSJ continues to build on its strengths while benefiting from a wider network committed to excellence in education.



Academy Information

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 prioritise the children developing firm foundations in Reading, Writing and Maths with a focus on supporting all children reaching age related expectations as well as a high percentage of children achieving greater depth.

We use My 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 a variety of trips and workshops organised and we also participate in specialist weeks such as STEM week and Art week hosting a wonderful Art exhibition this year.

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 2025 our results were:

EYFS – GLD	73%
Phonics screening %	87%
TT check Average	24.6
KS2 % Reading KS2% Reading Greater depth	89% 52%
KS2 % Writing WA KS2 Greater Depth(GD)	83% 52%
KS2 Maths WA KS2 Maths Greater Depth	90% 46%
Expected Standard in R, W & M	76%
Average score in Maths	108.6
Average score in Reading	108.6
Average score in SPAG	110.4



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 benefits from a well-maintained and welcoming school environment that supports a wide range of teaching and learning approaches. Classrooms and shared spaces are designed to be purposeful, flexible, and supportive of both whole-class teaching and small-group work. The school places a strong emphasis on creating a positive and professional working environment in which staff feel valued and supported.

Other benefits of teaching at SMSJ:

- A supportive, collaborative staff team committed to continuous improvement
- Polite, motivated, and ambitious pupils who are keen to learn
- A welcoming and inclusive school culture underpinned by strong Christian values
- High-quality professional development opportunities, including personalised training and clear pathways for career progression
- Transformational coaching programmes that empower teaching staff and shape the next generation of leaders
- A strong focus on staff wellbeing, with initiatives designed to support work–life balance
- Access to appropriate technology to support teaching and professional practice
- Consistent approaches to assessment and feedback that prioritise impact and reduce unnecessary workload
- Skilled and supportive teaching assistants who work closely with teachers and engage in relevant training
- Long-term curriculum planning and high-quality resources to support effective teaching and learning.



Further details on the curriculum, structure and ethos of the Academy are available on our website: www.smsj.barnet.sch.uk

Staff Well Being

At **St Mary's and St John's C of E School**, staff wellbeing is a key priority. We are committed to creating a positive, supportive working environment where colleagues feel valued, respected, and able to thrive professionally. Our school provides a welcoming and purposeful setting that supports effective teaching, collaboration, and wellbeing.

Staff at SMSJ are encouraged to be reflective practitioners and to continually develop their practice. High-quality professional development is central to our approach, with a clear focus on improving teaching and learning. We offer structured CPD, coaching opportunities, and support for staff at all stages of their careers. Early Career Teachers benefit from strong mentoring and collaborative year group and phase teams.

Time is built into the school week to support planning, reflection, and professional dialogue. Staff are encouraged to work collaboratively, share good practice, and learn from one another. Opportunities to observe colleagues and be observed are viewed as a professional entitlement and an important part of ongoing development.

Our senior leadership team works closely with staff to review and improve wellbeing and workload. Approaches to assessment and feedback are designed to be purposeful and manageable, with a focus on in-class feedback and reducing unnecessary marking. Reporting processes are kept meaningful and proportionate, supporting clear communication with parents while reducing workload for staff.

Most importantly, staff at SMSJ work with polite, motivated pupils in a caring and inclusive school community, where strong relationships and shared values underpin all aspects of school life.



Staff Benefits

- A two-week October half term break.
- 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
- An exceptionally talented and mutually supportive staff team of teachers and student services colleagues across the trust. 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
- Instead of formal observations, we offer a coaching programme which has a positive impact of staff practice and ensures we all work together to improve the quality of education offered at Wren Academy.
- Support from specialist SEND and SEMH higher level teaching assistants to support children with additional needs and to ensure we can offer emotional support and nurture for those children without impacting teacher's workload.
- 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
- Protected PPA and additional subject leadership time to empower staff leading curriculum areas
- Leadership have an open-door policy to support all staff



Job Description

Phase Leader

For the 2026–27 academic year (from September 2026), the role will be based in Years 3 and 4. However, applicants should be prepared to lead any phase across the school in future years, depending on school needs.

Applications are welcomed from teachers currently working in other phases.

Reporting

Primary Headteacher and other senior Leaders

Job Purpose

The Phase Leader will support the Senior Leadership Team in providing strong and effective professional leadership within their phase, securing outstanding achievement and continuous improvement for all pupils.

The post holder will ensure high-quality teaching, learning, and provision, while promoting the school's Christian vision and safeguarding the welfare of all children.

Key Responsibilities

Purpose Strategic Leadership within the Phase

- Provide clear leadership for the phase, ensuring high expectations, consistency, and effective practice
- Lead phase meetings, supporting and improving teacher practice through guidance and professional dialogue

- Support the implementation of priorities from the School Development Plan within the phase
- Monitor standards and outcomes across the phase and take appropriate action under the guidance of senior leaders
- Ensure school policies are consistently translated into practice and feedback any areas requiring revision to the Headteacher
- Present information and updates to phase staff to support the effective implementation of policies and change. Teaching and Learning
- Be an outstanding classroom practitioner, modelling high-quality teaching and learning at all times
- Act as a role model and mentor for staff in planning, teaching, assessment for learning, and classroom management
- Support the Headteacher in monitoring the breadth and balance of the curriculum within the phase
- Analyse and use pupil progress data to set challenging targets, ensuring the vast majority of pupils make at least expected progress and that gaps for vulnerable groups are reduced
- Establish, maintain, and promote high standards of pupil behaviour across the phase, working closely with parents where concerns arise
- Develop engaging and purposeful learning environments and displays within the phase, supporting staff to refresh these throughout the year
- Ensure effective communication with parents, carers, and the wider community
- Lead curriculum mornings or information sessions for parents related to the phase and/or subject responsibilities
- Lead the organisation of educational visits and enrichment experiences for the phase, including the completion of risk assessments

Curriculum Leadership

- Lead, or develop leadership of, a curriculum area across the school
- Support the development of curriculum documentation, guidance, and resources for staff and parents
- Ensure the subject or curriculum area led is well planned, effectively taught, and continuously improved
- Support the implementation of consistent assessment practices linked to curriculum intent
- Leading and Managing Staff
- Inspire and support staff within the phase, promoting the school's Christian Values and professional teaching standards
- Line manage identified support staff within the phase
- Mentor and coach colleagues, including trainee teachers and SCITT students where appropriate
- Work alongside the SENCo to monitor and evaluate the impact of intervention strategies within the phase
- Embed effective pastoral and behavioural support systems
- Lead or contribute to professional development sessions under the guidance of the Headteacher
- Ensure effective routines, organisation, timekeeping, and structures are consistently followed within the phase
- Support the Headteacher in promoting staff wellbeing and maintaining high morale
- Ensure the Teaching and Learning guidance is followed

Additional Responsibilities

- Lead assemblies where appropriate
- Attend leadership meetings as required
- Support the smooth day-to-day running of the school
- Promote and uphold the school's Christian vision, acting as a positive role model at all times
- Contribute positively to whole-school life and culture.

Accountability

- Maintain clear records demonstrating progress and impact within agreed areas of responsibility
- Prepare and deliver reports or presentations for Governors when appropriate
- Support the Headteacher in ensuring staff understand and actively contribute to the school's aims and objectives

Safeguarding

- Promote and safeguard the welfare of children and young people at all times, in line with statutory guidance and school policy
- Ensure safeguarding policies and procedures are understood and implemented consistently within the phase

Other

- Work professionally and collaboratively with all members of the leadership team
- Undertake other reasonable duties as directed by the Headteacher
- Recognise that responsibilities may evolve as the school grows and develops

This job description is current at the date of issue but may be amended, following consultation, to reflect changes commensurate with the role and salary.

Person Specification

Qualifications

- Degree or equivalent
- Qualified Teacher Status
- Evidence of further professional development (Eg. NPQs)
- Professional Skills and Experience
- Successful teaching experience in the primary age range
- Substantial knowledge and understanding of learning and teaching
- Recent experience of working successfully as a senior leader or phase leader in a school or contributing to whole school development through the leadership of a subject
- Leadership of a significant area or phase including responsibility for raising standards across the whole school and contributing to self-evaluation and school improvement
- Experience at least two key stages
- Experience of data analysis

Knowledge

- A clear understanding of the essential qualities necessary for effective teaching and learning
- The principles of effective assessment for learning
- Up to date knowledge & understanding of the current national education agenda
- Knowledge of current safeguarding child protection procedures
- Knowledgeable about effective transition procedures between phases in the school
- Knowledge and understanding of data analysis and the ability to use data to set targets for improvement

Skills and Abilities

- Demonstrate outstanding teaching practice
- Inspire, challenge, motivate and empower others to carry the vision forward
- Lead, motivate and manage people to work towards common goals
- Ability to investigate, resolve problems and make decisions
- Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate)
- Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education
- Expecting and facilitating all children to reach their potential irrespective of social background
- Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care
- Effective administrative and organisational skills and time management and the ability to work under pressure and to tight deadlines



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
- Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member
- Possess integrity, optimism, credibility, resilience, calmness and a willingness to try new things
- Possess 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
- Be able to build constructive working relationships with schools in our trust, other local schools and colleges, employers and the local authority
- Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school

Personal Attributes

- Creative, enthusiastic and proactive, keen to embrace new ideas and challenges
- Aspirational for our pupils
- Energy and enthusiasm
- Confidence and excellent inter-personal skills
- Loyalty and confidentiality
- Committed to continuing professional development for self and others
- Flexibility and positivity
- Ability to motivate a team



How to Apply

Application deadline

Completed application forms must be received by 9.00am Friday 19th June 2026 , but applications will be considered as they are received. Interviews will be the week of 22nd June 2026.

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.

CVs will not be accepted.

We no longer require a personal statement, however if you would like to send additional information about why you feel you would suit a job at SMSJ, please attach it to an email or on your application.

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.

SMS

