



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

Learning Support Assistant – Primary

Closing date: 23rd February 2026

Candidate Information - February 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 to post-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, Executive Principal



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 **9.00am, Friday 20th February 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.

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.



Academic Results

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	89%
KS2% Reading Greater depth	52%
KS2 % Writing WA	83%
KS2 Greater Depth(GD)	52%
KS2 Maths WA	90%
KS2 Maths Greater Depth	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 or learning walks, 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

Reporting

Deputy Head of Primary



Job Purpose:

To provide specialist support to Pupils who have additional needs, including Pupils with Autism, Global Development Delay, Speech and Language difficulties, SEMH, EAL, and our most vulnerable pupils.

To work with teachers and other educational professionals to plan, organise, support and teaching and learning activities; working with individuals or small groups under the direction and in collaboration with teachers and Inclusion department.

Duties:

The primary role of a Learning Support Assistant is to support and advice on the learning and progress of Pupils with additional needs. This includes, but is not limited to, the following:

- Undertaking activities with individuals and groups of pupils in order to facilitate their physical, emotional and educational development within a safe environment in collaboration with the Inclusion department, Teachers and/or other educational professionals
- Working to establish a supportive relationship with the pupils and parents concerned in order to facilitate effective communication and partnership between school and home
- Carrying out pre-determined educational activities and work programmes
- Ensuring that specific guidelines are followed and expectations are met whilst promoting independent learning to support the students' understanding and progress

- Encouraging acceptance and inclusion of pupils with special needs to support achievement and development
- Monitoring, evaluating and providing staff, parents and relevant education professionals with feedback on pupils' participation and progress with the monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Promoting and reinforcing students' self-esteem and encourage them to maximise their independence, achievement and development
- Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

The main responsibilities of the post, as directed by the Deputy Head of Primary, include, but are not limited to, the following:

- Help pupils make progress in a range of classroom settings including working with individuals and small groups, and monitoring, assessing and recording students' work as directed by teachers
- Support the provision of SEND, including contributing to the maintenance of pupils' records, writing of student reports, individual education plans, student strategy sheets, and attending and contributing to meetings as required
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies as required and where appropriate
- Work with the Inclusion department and other staff to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
- Support the monitoring of the effectiveness of individual education plans, EHC plans and Quality First Teaching
- Provide guidance to staff on the choice of appropriate teaching and learning methods to meet the needs of different students, supporting teaching by devising complementary learning activities
- Work with the staff on the implementation of the school policies, helping to ensure effective development of SEND students' skills and support their progress

Main responsibilities cont.:

- Support meetings of SEND staff, communicate information to staff and co-ordinate resulting action
- Attend planning meetings and under the overall direction and guidance of teachers, contribute to the short-, medium- and long-term planning and preparation of lessons
- Provide appropriate guidance and supervision and assist in the training and development of level 1 and Level 2 Teaching Assistants as appropriate.

Other duties may include:

- Monitoring and recording absences
- Creating resources
- Classroom display
- Processing exam results
- Collating student reports and updating records
- Administering SEND assessments and other examinations
- Invigilating examinations
- Supporting with Access Arrangements (scribing and reading)
- Cataloguing, preparing, issuing and maintaining resources, equipment and materials

Other duties cont.

- Managing and communicating student data
- Having specialist knowledge of equipment in the school and provide instruction on the proper use of that equipment
- Attend staff meetings and school inset days as required by the Headteacher
- Provide general care and welfare for all children.

Promotion of Corporate Values:

To ensure that customer care is maintained to the agreed standards according to the school's 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 Headteacher.

This Job Description is current at the date shown but, in consultation with you, may be changed by the Primary Headteacher, to reflect or anticipate changes in the job commensurate with the salary and job title.



Person Specification

Education and training

- English and Maths at GCSE grade C or equivalent
- A good honours degree or equivalent
- Other professional development in the area of SEND

Experience and knowledge

- Experience of working with students with evidence of having achieved successful student progress and outcomes
- Knowledge and understanding of how children learn
- A sound grasp of the concept of inclusive practice
- Experience of working with parents to support students' needs
- Knowledge of and commitment to school policies including Safeguarding, Health and Safety and Equal Opportunities
- Working knowledge of Microsoft Word, Excel, PowerPoint
- Working knowledge of SIMS

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian vision in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.
5. Possess integrity, optimism, credibility, resilience, calmness and a willingness to try new things.
6. Possess excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.
10. 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 20th February 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.

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 Wren Academies Trust, please attach it in your 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.

