



St Mary's and St John's CE School

Learning Support Assistant - Secondary

Application deadline: 9.00am Friday 19th 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 continued to expand with the inclusion of St Mary's and St John's, who joined the Trust in 2025. The size of the Trust provides many opportunities for continued Professional Development and career progression.

Gavin Smith, CEO

Welcome from the Secondary Co-Principals

Thank you for your interest in this opportunity. This is a pivotal role within the organisation, and we are seeking an individual who demonstrates empathy, insight, initiative, and the confidence to help support the school's continued development. We are a supportive and welcoming team, and we are looking for someone who is passionate and enthusiastic to join us.

The information provided in this pack, along with further details available on our website, should give you a clear understanding of the school. If you would like to learn more, please contact Karen Ryan on 020 8202 0026. We would be delighted to arrange a visit for you to meet our wonderful team and see our classrooms in action.

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'

SIAMS Inspection Report February 2025



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.

Benefits of working at SMSJ:

- Two-week October Half Term
- Consistent, whole school commitment to learning systems leading to excellent student behaviour, including silent corridors
- High quality CPD with implementation time to embed training
- Paid lunch duties
- Early finish at the end of the Autumn, Spring and Summer terms.
- Nursery wrap-around provision for staff members with children at SMSJ (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'
- Car park and off-street parking



Salary

NJC Point 5-7 (£25,082-£25,808 actual salary)

Job Description

Role Reports To:

Director of Inclusion

Job Purpose:

To provide specialist support to students who have additional needs, including students with SEMH, EAL, 'Vulnerable Learners' and 'More Able' abilities, complementing the work of other professionals.

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



Main Duties/Responsibilities:

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

- Undertaking activities with individuals and groups of students 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 students 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 students 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 Secondary, include, but are not limited to, the following:

To attend and coordinate whole school events liaising with Co-Principals and staff members and offer an advisory service to ensure all events in school maintain a consistently high standard (Open Evenings and results days etc.)

- Help students 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
- 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: Promotion of Corporate Values

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
- 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 Principal
- 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 Principal.

Person Specification

Education and Training: Experience and Knowledge

- 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
- Knowledge of the SEND Code of 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



Skills, abilities and attributes

- Skilled at making and sustaining positive relationships with children
- Able to use specialist skills/training/experience to support pupils in curricular or learning activities in accordance with Education Health Care Plans as required.
- Able to stimulate children's interest in learning
- Able to work closely with students who are finding learning difficult, or those who have experienced a feeling of failure
- Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of students with SEND
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records
- Able to work with the wider school community in the development of provision for students with SEND
- Able to foster effective relationships with parents, communicate with them and encourage their active participation in their child's education
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Excellent written and oral communication skills

How to Apply

Application deadline

Completed application forms must be received by 9.00am Thursday 7th May 2026 but applications will be considered as they are received.

Completing your application

Please complete your application on My New Term - CVs will not be accepted.

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.

If you have any questions please email recruitment@smsj.london.

Selection process

The selection process may include a combination of tasks and an interview. Further details will be provided to the candidates shortlisted for interview.

References

Please do not include contact details for referees without their prior agreement.

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.