



**Lea Valley**  
**ACADEMY**  
aspiration • innovation • respect

## Director of Numeracy

Scale L11-19 (position on scale  
to be agreed on appointment)

Permanent / Full Time

Required For September 2026



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Headteacher: Stephen Kinson





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# Candidate Letter

Dear Colleague,

Thank you for your interest in the Director of Numeracy position at Lea Valley Academy. This is an exciting opportunity to join a forward-looking leadership team and to lead the strategic vision for numeracy across our school. The post arises from our recent leadership restructuring to align roles tightly with our improvement priorities and growing cohorts.

In October 2022, Ofsted judged the school to be Good, affirming the progress made over the previous three years. Building on that platform, we are ambitious for the next phase—strengthening classroom practice, deepening our curriculum, and securing consistently excellent outcomes for every learner.

Numeracy is central to this ambition. As Director of Numeracy, you will shape and deliver a whole-school strategy that raises attainment in mathematics and strengthens numeracy across all subjects and key stages. You will:

- set a clear vision and implementation plan for numeracy as a whole-school priority;
- lead curriculum development, assessment, and targeted intervention in mathematics;
- build staff expertise through high-quality professional development and coaching;
- use data intelligently to drive improvement and reduce variation;
- champion cross-curricular numeracy so that students apply and secure skills beyond maths classrooms.

We are proud to be a genuinely inclusive, co<sup>2</sup>educational comprehensive school serving a diverse community. More than half of our students are identified as disadvantaged; this brings both challenge and a powerful moral purpose. Strong numeracy transforms life chances—unlocking access to the full curriculum, post-16 pathways, employment, and financial agency. If you are passionate about making that difference at scale, we would love to hear from you.

Lea Valley Academy is a thriving school with trustees, governors, staff, parents, and students united in their aspiration to make our school the best it can be. This role will suit an ambitious leader—someone who relishes system-level thinking, enjoys working through others, and is keen to contribute across the full breadth of senior leadership. It is an excellent preparation for future headship. Both the Trust and the school have a strong track record of developing staff and recognising success; my own journey from Head of Faculty within the Trust to Headteacher reflects that commitment.



# Candidate Letter (continued)

We value diversity and are determined that our staff and leadership reflect the community we serve. We warmly welcome applications from candidates of all backgrounds and lived experiences.

If you would like to visit our school before submitting an application, you are warmly invited to do so. Alternatively, we can arrange an informal conversation with a member of the leadership team. As I am involved in the decision-making process, I generally avoid meeting candidates beforehand to ensure fairness. However, if speaking with me would be helpful, please let us know. You can contact my PA, Georgia Chacholiades, via email at [pa@edact.org.uk](mailto:pa@edact.org.uk) or by phone on 01992 704 643.

This is an important appointment for us, and we are committed to recruiting a professional who is ambitious for themselves and for our school. Should you apply, you can expect a rigorous selection process focused on your talents and ability to bring out the best in students and staff.

**The timetable for the recruitment process is as follows:**

**Closing date: 9:00am – Monday 2<sup>nd</sup> March 2026**

**Shortlisting: Tuesday 3<sup>rd</sup> March 2026**

**Shortlisted candidates notified and references requested: Wednesday 4<sup>th</sup> March 2026**

**Interview schedule sent: Friday 6<sup>th</sup> March 2026**

**Interviews: Tuesday 10<sup>th</sup> March 2026 and Wednesday 11<sup>th</sup> March 2026.**

**Appointment confirmed: Wednesday 11<sup>th</sup> March 2026.**

Yours sincerely

Mr. S. J. Kinson

Headteacher



# CEO's Welcome

EdAct comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, Salmons Brook School and, the Konrad Halls Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

**E**xcellence in all we do

**D**eveloping a shared understanding of teaching and learning by sharing strengths and best practice

**A**mbitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

**C**reative in our approach to achieving the best for the children

**T**rusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

Dr Susan Tranter Chief Executive



# Headteacher's Welcome

It is my pleasure to welcome you to Lea Valley Academy, where we are dedicated to providing a dynamic and supportive learning environment that fosters academic excellence, personal growth, and social responsibility. Our school ethos is rooted in mutual respect, inclusivity, and collaboration, creating a safe and welcoming atmosphere for all.

All members of our community are guided by the core values of our Academy: Aspiration, Innovation, and Respect. These principles are central to everything we do at Lea Valley Academy.

We believe every student possesses unique strengths and talents. Our dedicated team is passionate about nurturing these qualities, encouraging curiosity, and inspiring a lifelong love of learning. We offer a curriculum that is both challenging and engaging, designed to prepare our students for future opportunities.

Lea Valley Academy is more than just a place of learning; it is a diverse and vibrant community where students feel respected. We emphasise the importance of strong relationships among students, staff, and parents, striving to create a safe and inclusive atmosphere where everyone can thrive.

Ensuring the well-being of our community members is at the forefront of our work. Our efforts to support students' well-being have been recognized by both Ofsted and the local authority as models of good practice. Additionally, we have adopted an innovative approach to staff well-being, resulting in staff surveys indicating that teachers at Lea Valley Academy are significantly happier at work compared to the national average. I believe that happy staff lead to happy students.

We are proud of our state-of-the-art facilities, which provide an ideal setting for academic, athletic, and artistic creativity. From our well-equipped classrooms to our modern sports and performing arts spaces, we are committed to offering the best possible resources to support our students' education.

Lea Valley Academy is also dedicated to the holistic development of our students. We offer a wide range of extracurricular activities, clubs, and programs that encourage students to explore their interests, develop new skills, and contribute to their community. We believe that education extends beyond the classroom, and we strive to cultivate well-rounded individuals who are prepared to make a positive impact in the world.

As Headteacher, I am immensely proud of our school community and the achievements of our students. I invite you to explore our website to learn more about the exciting opportunities at Lea Valley Academy and discover what makes it a special place to learn and grow.

**Stephen Kinson - Headteacher**





# Job Description

**Post:** Director of Numeracy  
**Grade:** Scale L11-19 (position on scale to be agreed on appointment)

**Accountable to:** Line managing Deputy Headteacher and ultimately the Headteacher.

**Purpose of the Job:** The Director of Numeracy provides **strategic leadership, direction, and oversight of numeracy** across the school. The post-holder leads the development, implementation, and evaluation of the whole-school numeracy strategy and ensures that high-quality mathematics teaching and numeracy provision enable all students to achieve excellent outcomes.

As a member of the senior leadership team, the Director of Numeracy contributes to whole-school improvement, culture, and professional development, playing a key role in raising standards for all learners, including those who are disadvantaged.

## Key Strategic Responsibilities

### 1. Whole-School Numeracy Leadership

- Develop and lead a clear, ambitious **whole-school numeracy vision** aligned with the school's strategic priorities.
- Design and implement a numeracy strategy that strengthens **fluency, reasoning, and problem-solving** across all subjects.
- Work with curriculum leaders to ensure numeracy is embedded meaningfully within all schemes of learning.
- Lead professional development so that all staff understand, value, and confidently teach numeracy within their subject areas.
- Monitor the impact of numeracy initiatives and report findings to SLT, Governors, and relevant stakeholders.



# Job Description (continued)

## **2. Leadership of the Mathematics Faculty**

- Provide strategic and operational leadership to the Maths Faculty to secure consistently high-quality teaching, learning, and assessment.
- Ensure the curriculum is well-sequenced, ambitious, inclusive, and aligned with national expectations.
- Oversee the production and regular updating of schemes of work to ensure coverage, continuity, and progression for all learners.
- Coordinate the design and quality assurance of internal assessments and examinations.
- Ensure effective use of resources, including textbooks, digital platforms, and intervention materials.

## **3. Raising Achievement and Use of Data**

- Lead the analysis of whole-school numeracy and mathematics data to identify strengths, gaps, and priority groups.
- Evaluate the impact of interventions and ensure they are evidence-based and targeted effectively.
- Provide clear reports, guidance, and support to senior leaders to inform strategic planning and resourcing.
- Work closely with pastoral leads to ensure numeracy underachievement is addressed holistically.

## **4. Leading and Developing Staff**

- Lead a culture of high expectations and continuous improvement within the Maths Faculty and across all curriculum areas.
- Support teachers through coaching, developmental lesson visits, mentoring, and professional dialogue.
- Provide high-quality INSET sessions and contribute to whole-school CPD planning.
- Oversee performance management within the faculty, ensuring clear targets, supportive development, and accountability.
- Ensure that trainees, early-career teachers, and new staff are effectively supported in developing strong numeracy teaching.

## **5. Working with Students, Families, and the Community**

- Ensure parents are well informed about their child's progress in mathematics and numeracy.
- Promote numeracy to students and families, helping them understand its importance for academic success and life opportunities.
- Support enrichment activities, competitions, partnerships, and wider initiatives that strengthen students' confidence in numeracy.



# Job Description (continued)

## 6. Monitoring, Evaluation, and Accountability

- Monitor and evaluate the quality of teaching and learning in Maths and across the curriculum where numeracy is involved.
- Use self-evaluation to drive actions that have measurable impact on pupil progress.
- Provide clear, concise, and accurate information for leaders, governors, and external agencies.

## 7. Contribution to Senior Leadership

As a member of the senior leadership team, the Director of Numeracy will:

- Contribute to whole-school improvement planning and evaluation.
- Model the highest professional standards in conduct, communication, and leadership.
- Support the development of a positive culture, behaviour systems, and high expectations across the school.
- Act as a role model for staff and students, demonstrating commitment to equity, inclusion, and excellence.
- Undertake leadership responsibilities across the school beyond numeracy as required.

## Expected Impact

### Teachers will:

- Deliver high-quality lessons informed by strong subject knowledge and consistent application of school policies.
- Use assessment effectively to support all learners, including those with SEND or who are disadvantaged.
- Work collaboratively across faculties to improve numeracy provision.

### Students will:

- Develop strong numeracy skills that support success across the curriculum.
- Demonstrate confidence, resilience, and enjoyment in mathematics and problem-solving.
- Achieve excellent outcomes in assessments and examinations.
- Understand their progress, targets, and next steps.

## Working as Part of a Team

The post-holder will foster a culture where staff:

- Work collaboratively and contribute to shared goals.
- Engage constructively with feedback and professional learning.
- Support one another and uphold high standards of professionalism.
- Contribute positively to meetings, planning, and evaluation cycles.

## Other Duties

The post-holder may be required to undertake other duties consistent with the nature of the role. This job description may be amended following consultation.



# Person Specification

## Education & Qualifications

### Essential

- Good honours degree
- Qualified Teacher Status (QTS)
- Successful completion of initial teacher training (e.g., PGCE or equivalent)

### Desirable

- Evidence of further professional study (e.g., MA, NPQ qualifications)

**How identified:** Application form, references

## Relevant Experience

### Essential

- Current postholder in a school with successful curriculum and/or pastoral leadership experience
- Proven track record of securing high-quality teaching and learning leading to improved student outcomes
- Experience using data intelligently to monitor progress, identify priorities, and plan impactful interventions
- Evidence of evaluating the impact of strategies and adapting practice accordingly
- Successful leadership of staff and effective contribution to team culture
- Experience applying performance management to raise standards
- A sustained record of excellent classroom practice
- Ability to maintain focus on long-term strategic goals while managing daily operational demands
- Demonstrable energy, professional integrity, and a commitment to continuous improvement

### Desirable

- Experience as a senior middle leader (e.g., Head of Faculty, Head of Year)
- Leading innovative whole-school initiatives that raise achievement
- Experience working with management information systems (MIS)
- Experience contributing to school improvement or raising-achievement planning

**How identified:** Application form, statement, references, interview tasks

# Person Specification (continued)

## Special Knowledge & Skills

**Essential** Able to demonstrate the ability to take responsibility for:

- Providing strategic leadership for significant areas of school improvement
- Setting and demanding ambitious standards for all pupils and staff, advancing equality and overcoming disadvantage
- Creating a culture where staff feel motivated, supported, and accountable for their impact
- Identifying, developing, and coaching emerging leaders within a culture of high expectations
- Contributing to a safe, calm, and well-ordered school environment with strong safeguarding practice
- Being accountable for the progress and outcomes within designated areas of responsibility
- Contributing to supervision duties and wider school life as required
- Deputising for senior leaders when necessary
- Leading change effectively, using evidence, emotional intelligence, and reflective practice
- Thinking strategically while maintaining a strong eye for detail
- Managing complex problem-solving tasks, including analysing data and presenting clear summaries
- Researching relevant educational developments and communicating findings with impact
- Communicating confidently and professionally with diverse audiences
- Using ICT tools effectively to enhance leadership, communication, and learning
- Sustaining excellent classroom practice

### Desirable

- Evidence of project management
- Confidence in using emerging technologies to enhance learning

**How identified:** Application form, interview, references

## Attitudes

**Essential** Able to demonstrate:

- A belief in the equal value and potential of every student
- A relentless focus on high standards and improvement
- A positive, solutions-focused, “can-do” approach
- Commitment to inclusion, diversity, and working with the local community
- Understanding that leadership requires providing both support and challenge to colleagues
- Personal commitment to delivering the highest quality work
- Understanding of effective change management principles
- A collaborative approach to working with others
- Willingness to engage deeply with school systems, data, and development planning
- A record of excellence in teaching and learning

### Desirable

Experience working with parents, carers, or community partners

**How identified:** Interview, references

# Person Specification (continued)

## Personal Qualities

**Essential** The successful candidate will demonstrate a personal presence that inspires confidence, motivates others, and models professional excellence.

Key qualities include:

- Creative and strategic thinking
- Ability to empower and develop others
- Intellectual rigour and curiosity
- Efficiency, organisation, and resilience
- Ambition for self, staff, and students
- Strong work ethic and professional commitment
- Approachability, empathy, and strong interpersonal skills
- Excellent judgement and emotional intelligence
- Integrity, honesty, and reliability
- Ability to manage change sensitively and effectively
- High standards of attendance, punctuality, and professionalism

## Desirable

- Commitment to and experience within comprehensive education

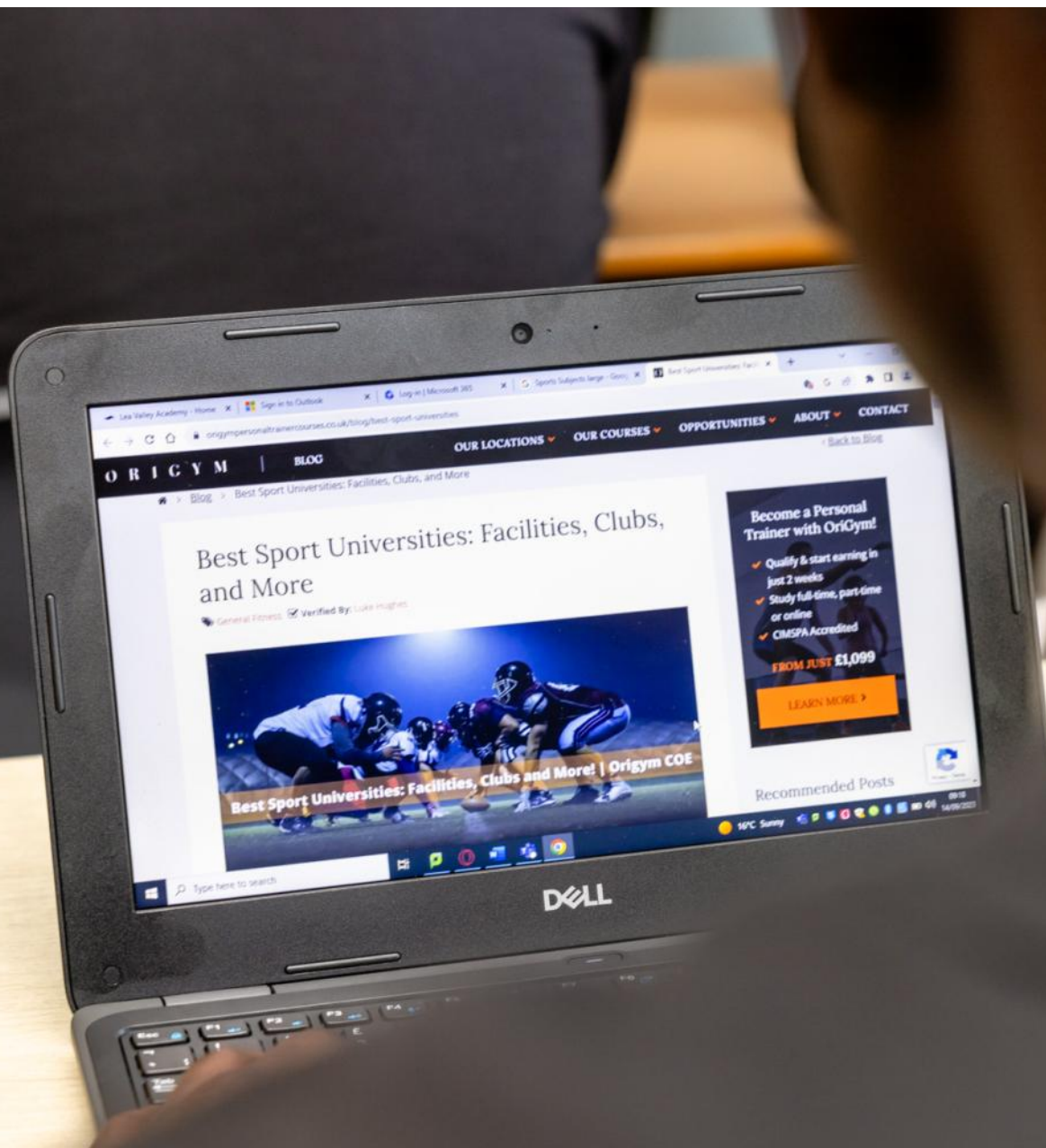
**How identified:** Interview, references

# Vision and Values

The vision at Lea Valley Academy is to create an inspiring learning environment that encourages high expectations and where every student can reach their potential, strive for success and embrace limitless opportunities.

The key for us is to open new horizons and share possibilities to enable each young person to create their individual life journey. This is made possible by the entire school community living by our set of core values of **Aspiration**, **Innovation** and **Respect**.

Together, we aspire to develop an atmosphere where all our students are valued and supported as individuals, enabling them to grow into independent and confident learners.





# Staff Testimonial #1

In 2017, I commenced my Teach First training placement at Lea Valley Academy, driven by a belief that all young people deserve access to a high-quality education and a brighter future.

Throughout my time here, I have relished the opportunity to develop my practice by learning from experienced colleagues, while also being entrusted with leadership roles. As an ECT, I was given responsibility for a reading strategy and enjoyed leading a small team to implement weekly reading lessons for KS3 students. Following the success of this initiative, I was appointed Head of English and now take great pride in leading a team of passionate, driven teachers, collaborating on a shared vision to improve life chances for our learners.

What I love most about LVA is its diversity, which allows us all to learn from one another. The inclusivity and celebration of each individual's uniqueness truly make LVA a special place to be.

I feel fortunate to continue growing here, with plans to start my NPQSL in the spring term, as I remain committed to helping our young people succeed.





# Staff Testimonial #2

Having been at LVA since 2005 I have had a number of roles which have enabled me to work in both pastoral and curriculum pathways. I have seen over the years the tremendous energy and enthusiasm the staff possess which has transferred to positive outcomes for students.

Whilst at LVA I have also had the opportunity to be a LVA parent as my own child attended the school and stayed on at 6<sup>th</sup> form and like many others left having achieved their desired grades.

I have personally stayed at LVA as we have a strong community, and it has been a pleasure coming into work everyday.

As it is coming to nearly 20 years as a staff member, I look forward to continuing and making a positive contribution.



# Staff Testimonial #3

I only started at LVA recently and whilst it can be, like any school, at times challenging it's also rewarding. I have quickly built bonds with staff outside my department, taken on a club responsibility and look forward to seeing my progression here.

The school prioritises teacher wellbeing at the highest levels, we have an amazing timetable. Professional development is necessary and informed. Inset time is given to both development and preparation appropriately and these small things just make it much easier to have work life balance.

Being a teacher will never be an easy job, but I am proud to be a teacher at Lea Valley Academy



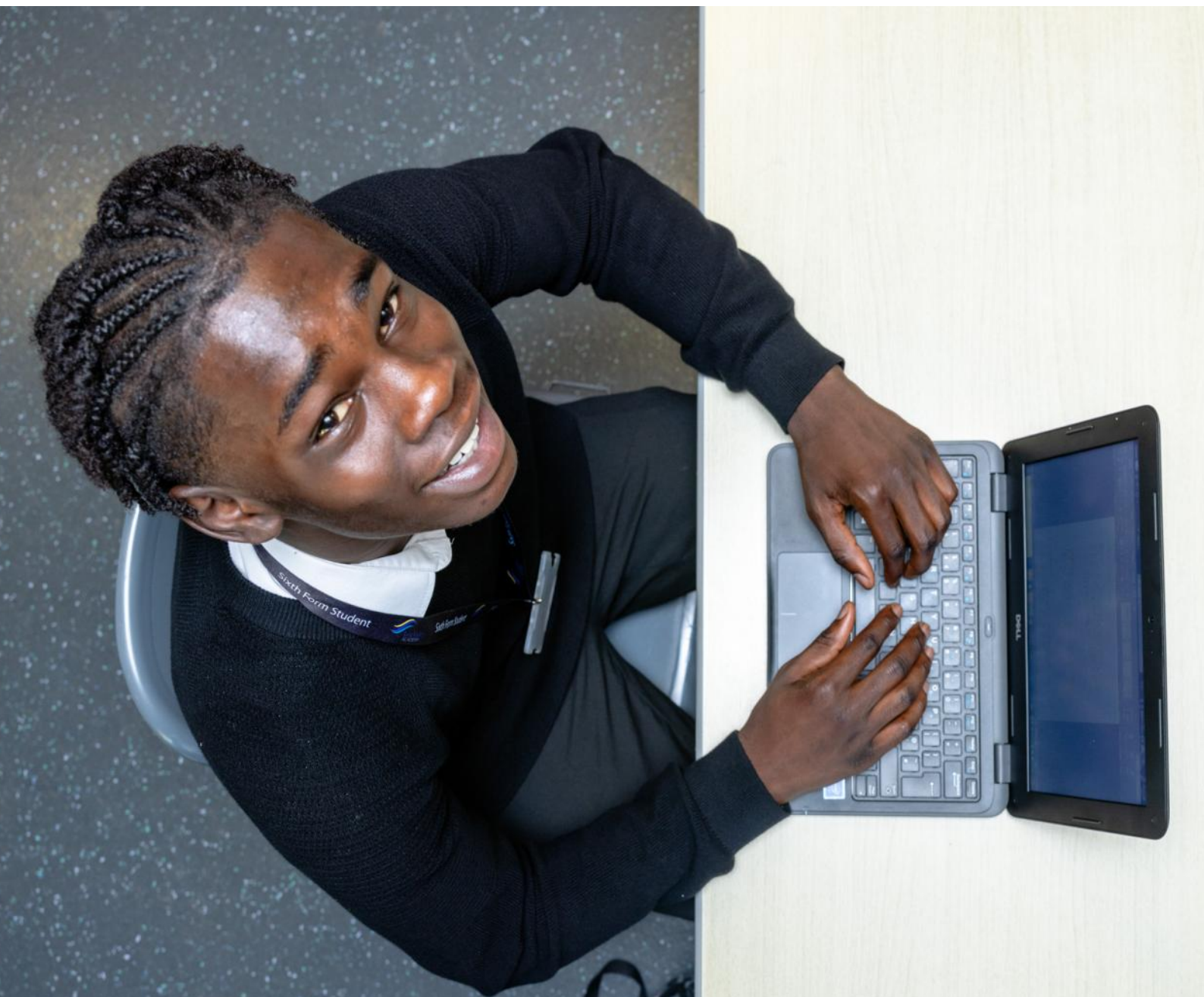


# Staff Testimonial #4

I started working at LVA in March 2024 and it has been a great journey so far. Lea Valley Academy provides a dynamic and diverse working environment empowering the next generation to achieve their very best.

I work in the office as an SLT/SENCO Administrator, and I can confidently say that no two days are the same. I have thoroughly enjoyed working with an amazing team, the staff are very lovely and supportive, and they really care about each other and the students!

I love that staff well-being is recognised, and I love that students are supported and nurtured. I look forward to continuing to learn in this challenging yet rewarding and vibrant environment. It has been an absolute pleasure being part of the Lea Valley community and I hope to progress within the school in the near future.



# Benefits of working at U/A

- Friday early finish for teaching staff
- Two week Autumn Half Term
- Directed time allocated for marking and moderating mock exams and assessments
- All teachers have their own classroom.
- Calendar designed to spread workload (whole school and department level)
- Some staff have a blanking code so they can come in later or leave earlier
- Access to BUPA services
- In-school counsellor available.
- Line Management meetings (wellbeing is first item on agenda)
- Every staff member has their own laptop
- Cycle to work scheme
- Staff induction programme, including support throughout the year
- Plenty of on-site car parking
- On site gym
- Range of extra-curricular activities for staff and students
- Well-resourced library, PE faculty and IT department
- Fully staffed Reprographics department
- Faculty bases to encourage collaborative working
- Personalised CPD programme





