



Sheffield Springs Academy

The best in everyone™

Part of United Learning

Briefing Pack for Applicants

Numeracy Officer (Key Stage 3 Focus)

July 2026

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Section 1 - Post Advertisement



Job title:	Numeracy Officer (Key Stage 3 Focus)
Location:	Sheffield Springs Academy, Hurlfield Road, Sheffield, S12 2SF
Starting salary:	FTE 28,853.00, Actual £24,896.81
Start Date:	September 2026
Contract:	Permanent, Full-Time, 39 weeks (term-time only)

Sheffield Springs Academy is seeking to appoint a dynamic and enthusiastic Numeracy Officer (Key Stage 3 Focus). This role is critical in ensuring that pupils who arrive at secondary school with weak numeracy skills are given the targeted support required to close gaps in learning. By securing strong foundations in numeracy, the Numeracy Officer will enable pupils to access the wider curriculum, improve academic achievement, increase confidence and enhance future life opportunities.

The academy is part of United Learning, a national group of schools and academies. Sheffield Springs Academy is an 11-16 secondary school serving the Park, Manor and Castle wards of Sheffield. As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost.

This is an excellent opportunity to join an Ofsted rated 'Good' academy. The academy is part of United Learning, a national group of schools and academies. As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost. Our school has motivated, ambitious students with a high percentage of our students going on to attend Russell group universities.

United Learning is one of the largest and most successful Trusts in the country who offers unrivalled Continuing Professional Development (CPD) and training, including opportunities for nationwide networking.

The city of Sheffield itself is a vibrant place to live and work with two universities and a range of entertainment opportunities alongside the access to the beautiful Peak District within a 20-minute commute. Quality of life is routinely ranked highly, and it is one of the greenest cities in Europe: [Welcome to Sheffield](#)

We are looking for someone who:

- Is passionate about improving outcomes for disadvantaged and vulnerable pupils.
- Has high expectations of every learner.
- Is patient, resilient and adaptable.
- Demonstrates excellent leadership and organisational skills.
- Is committed to ensuring that every pupil develops the numerical skills required for success in school and beyond.
- Has the ability to inspire confidence in pupils who may have experienced repeated difficulties with mathematics.

We will offer you:

- Highly competitive salary. We pay an average of 5% above national scales, the best rates of pay in the sector.
- Excellent facilities and resources.
- Access to an outstanding professional development programme.
- At least one personal leave day a year.
- Polite, respectful and dedicated students who want to learn and fulfil their potential.
- Colleagues who are supportive, friendly and who are committed to each other's professional development.
- A chance to become part of one of the largest groups of academies in the country.
- Opportunities to work collaboratively with colleagues in other schools within the Yorkshire cluster and across United Learning.
- Excellent employee benefits which include a highly sought-after pension scheme with high employer contributions.
- Access to training through the Apprenticeship Levy.
- Generous staff discount scheme.
- We are open to requests for flexible or part-time working; and we encourage open and regular conversations about work-life balance.

If you possess these qualities and share the academy's vision, then we will be delighted to hear from you. Please refer to the job description and person specification for further details.

To apply, please click the 'Apply Now' button at the top of the advert on our website using the following link to our vacancies page: [Sheffield Springs Academy Vacancies](#) and complete our online application form. Please note that CVs are not accepted. **The closing date for this post is midnight Tuesday 28 July 2026. Interviews will take place soon after.**

If you would like to discuss this exciting opportunity, please contact hr@unitedlearningyorks.org.uk

United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

Section 2 – United Learning

Sheffield Springs Academy is part of United Learning which is a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our Subject Specialists, Group-wide Intranet, our own curriculum and online learning portal all help us share knowledge and resource, which supports simplifying work processes and managing workloads for an improved work-life balance.

As a Group we can reward our staff better, we provide good career opportunities, better pay, employee benefits and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET/training days per year (with three of those solely dedicated to planning) and an ongoing group-wide wellbeing programme. It is an ethos we call ‘the Best in Everyone’.

We are working hard to become a more diverse organisation, which is key to our commitment to bringing out ‘the Best in Everyone’. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

<https://unitedlearning.org.uk/>

Section 3 – Letter from the Regional Director

Dear Candidate

Thank you very much for your interest in the role within the Yorkshire United Learning Cluster. The cluster itself is a close-knit group of three Secondary Academies: Barnsley Academy, Sheffield Park Academy and Sheffield Springs Academy, who work alongside a number of local Primary Academies; all from within the United Learning Trust.

The cluster is well-established and has excellent support from locally based cluster central services. These cover Business Management, HR, IT and Site/Estate Facilities. They are led by an Executive Business Manager. This provides our Academies with excellent trained advice and support in these areas; this benefits the leadership and wider staff of every Academy.

United Learning Trust is a national organisation serving Primary and Secondary Academies, all-through Academies and Independent Schools. Our ethos is, “the Best in Everyone”. This is a useful phrase that sums up the work and focus of the organisation. Every decision taken is done with this aim in mind: for staff, for students and for the community. The Trust values of Respect, Determination and Ambition are driven through the Character Programme, which each Academy has carefully interpreted in their own way. The Trust attributes of Creativity, Confidence and Enthusiasm are demonstrated at every level.

United Learning, and Academies within the Yorkshire Cluster, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join our schools you will be inducted, supported and developed in a deliberate way from before you even take up post. Our status as an Academy Trust enables highly competitive rates of pay progression and our employee schemes, such as Perkbox, are an attractive feature of employment.

Above everything, we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide a structured, supportive experience that enables them to achieve as well as they possibly can and become excellent scholars and rounded individuals. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and emotional energy. The recruitment decision has to be right for employee and employer. I would encourage you to seek out any information you need in order to make the important decision to apply and we welcome visits to our schools in advance of applications wherever this might be helpful.

I do wish you the very best with your application and thank you again for considering us.

Best wishes,

Laura Moore
Regional Director
United Learning

Section 4 – Letter from the Principal of Sheffield Springs Academy



Dear Candidate

Thank you very much for your interest in the role at Sheffield Springs Academy. The school itself is a fantastic place to work and a brilliant place to learn. Our values are respect, excellence, ambition and pride; if you join our academy, you will see these demonstrated in all aspects of academy life and by all members of our wonderful team.

The team

I am extremely proud to be the Principal of Sheffield Springs Academy, I have worked at the academy for over 15 years and many colleagues have been here longer than this still; I believe this shows the team ethos and community-feel of our academy. The team are deeply invested in our students and new employees are warmly welcomed into this team.

Where we are and where we're going

Sheffield Springs Academy is an outward-facing school, learning from outstanding schools both within the group and beyond. We are unapologetic about our high standards and unashamedly ambitious for all our students and our staff team, we are embarking upon a journey towards becoming a great school. As part of this journey, we are creating an academic culture that is warm, disciplined and joyful and ensures impeccable behaviour. We aim for a culture that means teachers can teach and students can develop their knowledge.

We are committed to staff wellbeing and have a wide-reaching wellbeing programme in place, we listen to the views of our staff team, and we strive to make Sheffield Springs a brilliant place to work. We hold celebration briefings, ensure early finishes on INSET days, have a realistic marking policy, calendar in meeting-free-weeks and host a range of wellbeing activities to make sure staff have the time and support they need to fully support our pupils.

Location

Our academy is located at one of Sheffield's highest points, with incredible views across our catchment area directly to Stanage Edge, Hathersage and beyond into the Peak District. We are less than 30 minutes from the beautiful Peak District National Park, only 15 minutes away from the M1 motorway network and just a 5-minute walk to the nearest Supertram stop which provides efficient links to all areas of the city. Sheffield is a vibrant and diverse city; we are incredibly lucky to be in such a fantastic location which offers so much.

Applying for a new job is a huge investment of time and energy. I would encourage you to seek out any information you need in order to make the important decision to apply, and I welcome visits to our school in advance of applications wherever this might be helpful.

I wish you the very best with your application and thank you for taking the time to consider Sheffield Springs Academy as a place of employment.

Best wishes,

Claire Cartledge
Principal
Sheffield Springs Academy

Section 5 – Job Description



Job Description

Post title	Numeracy Officer (Key Stage 3 Focus)
Salary	FTE 28,853.00, Actual £24,896.81
Responsible to	Assistant Principal and Head of Maths
Responsible for	No line management responsibilities involved in this role.
Role purpose	<p>The Numeracy Officer will lead, develop, and deliver numeracy provision across the school, with a particular focus on Key Stage 3 pupils who enter secondary education significantly below age-related expectations in mathematics.</p> <p>The successful candidate will be responsible for identifying, assessing and supporting pupils with substantial gaps in numeracy knowledge and understanding. Through targeted intervention, small-group teaching and bespoke support programmes, the Numeracy Officer will help pupils secure the fundamental mathematical skills needed to successfully access the mainstream secondary curriculum.</p> <p>Alongside direct teaching responsibilities, the post holder will promote and monitor the development of numeracy across all curriculum areas, ensuring numeracy is embedded throughout the school and that staff are equipped to support pupils' mathematical development.</p> <p>The Numeracy Officer will work in close partnership with the Mathematics Department to ensure that intervention provision complements classroom teaching, enabling pupils to secure the foundational numeracy skills necessary for success within the KS3 Mathematics curriculum and across all subject areas.</p>
Relevant qualifications	Strong pass or equivalent in GCSE maths

The postholder must, at all times, carry out their duties and responsibilities within the spirit of United Learning Trust and academy policies and procedures, and within the legislative framework applicable to academies.

Role Summary

The Numeracy Officer will lead, develop, and deliver numeracy provision across the school, with a particular focus on Key Stage 3 pupils who enter secondary education significantly below age-related expectations in mathematics.

The successful candidate will be responsible for identifying, assessing and supporting pupils with substantial gaps in numeracy knowledge and understanding. Through targeted intervention, small-group teaching and bespoke support programmes, the Numeracy Officer will help pupils secure the fundamental mathematical skills needed to successfully access the mainstream secondary curriculum.

Alongside direct teaching responsibilities, the post holder will promote and monitor the development of numeracy across all curriculum areas, ensuring numeracy is embedded throughout the school and that staff are equipped to support pupils' mathematical development.

The Numeracy Officer will work in close partnership with the Mathematics Department to ensure that intervention provision complements classroom teaching, enabling pupils to secure the foundational numeracy skills necessary for success within the KS3 Mathematics curriculum and across all subject areas.

Key Responsibilities

Numeracy Leadership

- Implement a timetable of intervention sessions, monitor and evaluate the effectiveness of numeracy provision and intervention programmes.
- Track the progress of targeted pupils and report regularly to senior leaders.
- Input into numeracy-related policies, resources, and enrichment activities.

Teaching and Intervention

- Deliver high-quality numeracy intervention programmes to small groups and individual pupils.
- Work primarily with KS3 pupils who have significant gaps in foundational mathematical understanding.
- Assess pupils' starting points and plan personalised learning programmes.
- Develop pupils' confidence, resilience, and positive attitudes towards mathematics.
- Support pupils in mastering core numeracy skills including:
 - Number fluency
 - Place value
 - Fractions, decimals and percentages
 - Basic calculations
 - Mathematical reasoning
 - Problem-solving skills
- Facilitate successful reintegration into mainstream mathematics lessons once pupils are ready.

Assessment and Monitoring

- Conduct baseline assessments to identify numeracy gaps and barriers to learning.
- Analyse assessment data to identify pupils requiring intervention.
- Maintain accurate records of pupil progress and intervention impact.
- Work closely with the Maths Department to ensure continuity between intervention programmes and classroom learning.
- Provide reports and updates for senior leaders, parents, and carers where appropriate.

Inclusion and Pupil Support

- Work closely with SEND, pastoral and safeguarding teams to meet the needs of vulnerable learners.
- Develop positive relationships that encourage engagement and regular attendance.
- Support disadvantaged pupils and those with SEND to overcome barriers to learning.

- Champion the importance of numeracy as a key life skill and pathway to future success.

Collaboration with the Mathematics Department

- Work closely with the Head of Mathematics and the Mathematics Department to identify pupils requiring additional numeracy support.
- Develop intervention programmes that align with the KS3 Mathematics curriculum and departmental priorities.
- Ensure that pupils receiving numeracy intervention can successfully transition back into mainstream mathematics lessons.
- Share assessment information, intervention outcomes and pupil progress data with Mathematics teachers to support planning and targeted classroom support.
- Collaborate with Mathematics staff to develop resources and strategies that accelerate the acquisition of core numeracy skills.
- Participate in departmental meetings and contribute to discussions around curriculum development, assessment and pupil progress.
- Support the Mathematics Department in raising attainment for pupils who are significantly below age-related expectations.
- Model and share effective intervention strategies and approaches that can be utilised within mainstream mathematics lessons.
- Work with Mathematics teachers to identify gaps in knowledge and design bespoke support programmes that address barriers to learning.

Information

This post may require the post-holder to have a degree of flexibility and willingness to work outside of normal working hours.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have therefore, been used in which case all the usual associated duties are included in this job description.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post-holder.

Elements of this job description and changes to it may be negotiated at the request of either the post-holder or the incumbent of the post.

I accept my job description and job title as detailed above.

Name (print)	
Sign	
Date	

Section 6 – Person Specification



Person Specification

Post title	Numeracy Officer (Key Stage 3 Focus)		
Salary	TBC		
		Essential	Desirable
Education/Qualifications			
Strong pass or equivalent in GCSE maths		X	
Knowledge and Experience			
Experience of working with school age pupils		X	
Experience of using data to improve outcomes		X	
Strong understanding of the KS2 and KS3 mathematics curriculum.		X	
Excellent knowledge of effective numeracy intervention strategies.		X	
Understanding of the barriers faced by vulnerable and disadvantaged pupils.		X	
Ability to assess pupil needs and plan targeted support.		X	
Excellent communication, organisation and relationship-building skills.		X	
Commitment to inclusion and raising achievement for all learners.		X	
Desirable Criteria			
Experience of teaching mathematics at secondary level.			X
Qualified Teacher Status (QTS) or equivalent.			X
Degree or relevant qualification in Mathematics or a related discipline.			X
Experience of delivering successful intervention programmes.			X
Experience working with pupils with SEND.			X
Experience in alternative provision, specialist settings or nurture interventions.			X
Qualification or training in intervention programmes designed to accelerate numeracy progress.			X
Personal Attributes			

Be passionate about improving outcomes for disadvantaged and vulnerable pupils.	X	
Have high expectations of every learner.	X	
Be patient, resilient and adaptable.	X	
Demonstrate excellent leadership and organisational skills.	X	
Be committed to ensuring that every pupil develops the numerical skills required for success in school and beyond.	X	
Have the ability to inspire confidence in pupils who may have experienced repeated difficulties with mathematics	X	

Section 7 – The Appointment Process

These notes are intended to guide you when making an application.

The Application Form

The application form is accessible via the 'Apply' link on the job advertisement. Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CVs are not accepted.

Education and Training

State your qualifications and any training you have undertaken relevant to the post.

Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointment

When completing this section it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. Reference will be taken if the candidate is successfully short-listed for interview. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

The Supporting Statement

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website/s prior to attending the interview.

The Interview

Candidates will be invited to interview at the school during which time they will have the opportunity to meet staff and students and see the school at work.

Feedback

Feedback is offered to those candidates who are shortlisted, interviewed and not recommended for appointment. It is hoped that this information will help you with future applications.

Section 8 – Visitors/Contacts for Sheffield Springs Academy



Sheffield Springs Academy
Hurlfield Road
Sheffield
South Yorkshire
S12 2SF

Website: www.sheffieldsprings-academy.org

Email: enquiries@sheffieldsprings.org

Telephone: 0114 2392631

Sheffield Springs Academy is an 11-16 secondary school and is Ofsted rated 'Good'. As part of United Learning, our aim is to bring out 'the Best in Everyone'. Our values are Respect, Excellence, Ambition and Pride, and these are demonstrated in all aspects of academy life and by all members of our wonderful team.