



Lea Valley
ACADEMY
aspiration · innovation · respect

Student Manager

Scale 6

Full Time/Permanent

Required September 2026



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Headteacher: Stephen Kinson





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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, selfdiscipline 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:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

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

Creative in our approach to achieving the best for the children

Trusted 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

Student Manager

Responsible to: Year Progress Leader, the Senior Leadership Team, and ultimately the Headteacher.

Core purpose

- To work as part of a team that provide professional leadership and management for a group of students to secure high levels of behaviour, promote high levels of ambition and the promotion of independent learning.
- To assist and support the behaviour, attendance, well-being and progress of students within the year group, as well as providing administrative support for year group activities and responsibilities.
- The Student Manager regularly deals with a range of complex and contentious matters requiring a consistently high degree of support, for students in the context of an awareness of the school's major policy objectives. Outcomes will have significant implications for the child or the school. The post holder may act on behalf of the school when dealing with children, parents and agencies.
- The Student Manager has to investigate incidents, take appropriate disciplinary action and make referrals to senior staff. As such the work is subject to deadlines involving frequently changing circumstances and involves the management of conflicting priorities and deadlines.
- Covering lessons when teachers are absent, ensuring students have access to the work set and are on task.

Job Description

The specific responsibilities and duties associated with this role include:

Receiving and processing students late to school

- The school has a standard operating procedure which requires Student Managers to receive, process and respond to students late to school.

Investigating incidents of poor behaviour

- Student Managers work with their team to investigate incidents and collect witness statements from students, teachers and members of the school workforce..
- If the incident is serious they help to prepare a report for a senior manager.
- Within the defined Standard Operating Procedures, the student Manager reports to the Progress Leader who makes a judgment and may initiate a sanction.

Supervising students excluded from class and/or supervising students in Sixth Form independent study

- There will be times when students will need to be supervised in the phase offices or the Reflection Room. This may be during the conducting of an investigation or for any other reason.

Assisting with the supervision of students at break, lunchtime and after school

- Student Managers are part of the school staff team that supervises large and small groups of students at break, lunchtime and after school.
- Being members of the duty teams at AM gate, Break 1, Break 2 and PM gate
- Supervising and administrating the paperwork for daily whole-school detentions after school.

To supervise classes of students where the teacher is absent on an occasional basis

- Being part of the team of first aiders
- Student Managers will receive first aid training, to be part of the first aid team in school.
- Support with the organisation of assigned school events such as:
- Parents' evenings - this includes ensuring that all students have made appointments for their parents to meet teacher; following up any issues and agreed strategies.
- Curriculum evenings.
- Options evenings - producing options letters or offer letters (on enrolment and Results Days in August for GCSE and A Level)
- Open evenings (including Sixth Form Open Evening)

Job Description

Monitoring the progress of students and supporting the Year Progress Leader and Leadership Team in the action to address underachievement

- Producing and distributing reports including Attendance and Attainment data as required on a daily, weekly or half termly basis as required.
- Using the school analysis of data windows, identify students underachieving or declining performance, and initiating reports on behaviour, effort and outcomes
- Managing support and challenge for individuals and liaising with teachers and other support staff to deliver a programme of support for the individual student
- Designing and implementing personalised ways of monitoring progress, using learning mentor skills.
- Contribute to maintaining and analysing records of students' progress.

Participating in checks of uniform, planners etc. and taking remedial action as required

- Organising the checks of uniform, planners etc.
- Devising and using tools to record checks and feedback to students, teachers and the Leadership Team.
- Taking remedial action.

Being the first point of contact during the working day for students and parents

- Updating timetables for students.
- Receiving information, making decisions on how to communicate this with other staff, deciding on the 'escalation' to senior staff.
- Keeping parents informed about their child's welfare.
- Deciding on how to respond to a Head of Year or Senior Leadership Team.

Providing administrative support to the Year Progress Leader and Senior Progress Leaders

- Running reports to support parental meetings, interventions etc. – behaviour, attendance, punctuality, effort and attainment.
- Recording student incidents and interventions on Arbor.
- Distributing Data Windows reports for ARD days, parents' evenings.
- Running the daily detention reports for after school detention.
- Allocating rewards to students for meeting school expectations.
- Recording student rewards.

Job Description

Leading, managing and developing a cohort of pupils taking responsibility for pupil development across the curriculum

The outcomes that are associated with this element are to lead the service so that pupils will:

- Attend school regularly and punctually.
- Actively participate in learning.
- Actively participate in extra-curricular activities.
- Produce work and assignments in response to curriculum demands (including homework)
- Be safe and happy at school.
- Conform to the school's uniform and behaviour policy.

Impacting on educational progress of pupils in the Year:

The outcomes that are associated with this element are to work as part of a team so that pupils will:

- Actively participate in extra-curricular activities.
- Achieve high standards in public examinations.
- Progress to the next stage of their education with confidence and enthusiasm.
- Show sustained improvement across their subjects.
- Make informed choices about their future studies.
- Understand how to improve their studies.
- Know their academic targets.
- Be well prepared for any tests and examinations.
- Be enthusiastic about school.
- Contribute to the maintenance of a purposeful working environment.

Working as a Team

The outcomes that are associated with this element are to work as part of a team to ensure that the parents and carers of pupils:

- Are well informed about their child's achievements at school.
- Are well informed about their child's targets for improvement.
- Know the expectations made of their child in relation to their studies, their attendance, behaviour and conduct at school.
- Know how they can support or assist their child's progress at school.

Work as a team of student managers to ensure there is consistency of practice

- Attend, participate in and by rotation, clerk Student Manager meetings.
- Attend and participate in staff meetings.
- Attend and participate in parents evenings.



Job Description

Monitoring and accountability

The tasks that are associated with this element are to:

- Provide information and analysis for the Headteacher and other senior managers so that they can understand the issues affecting the progress of individuals or groups in each the year group.
- Monitor, evaluate and review the impact of interventions and resources for the cohort.
- Respond to other staff and agencies who require up to date information about the pupils presented in a concise and accurate manner.

And any other duties as required by the Headteacher.

This job description is not exhaustive as the Student Manager is required to do all that is reasonably required as part of the team that leads and manages the Year Group.

Lea Valley Academy, part of the EdAcT Trust is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to demonstrate this commitment by signing the school's Code of Conduct.



Person Specification

This person specification describes the skills, abilities and experience that we think are needed to do the job successfully. You should think about these carefully when writing the supporting statement part of your application form. We use the person specification as a benchmark against which we assess all candidates.

We will shortlist only those applicants who demonstrate in their application that they meet the criteria set out in the person specification. You should therefore make sure that your supporting statement demonstrates, how your previous experience, skills, qualifications and abilities match all those on the person specification.

You may find it helpful to list each of the person specification criteria as a separate heading and explain how you meet that criterion. When outlining your skills and abilities, try to give examples of your successes and achievements.

Candidates will need to demonstrate that they have:

- Experience of working with children.
- Numeracy and literacy skills equivalent to NVQ Level 2 or GCSE Grade C in Maths and English.
- HLTA qualification or equivalent.
- Understanding of the curricular requirements of the school, these to include statutory requirements.
- Competence in the use of ICT to support teaching and learning.
- Ability to work with a minimum of supervision and within a team
- Ability to manage students in a classroom setting.

Additional Information

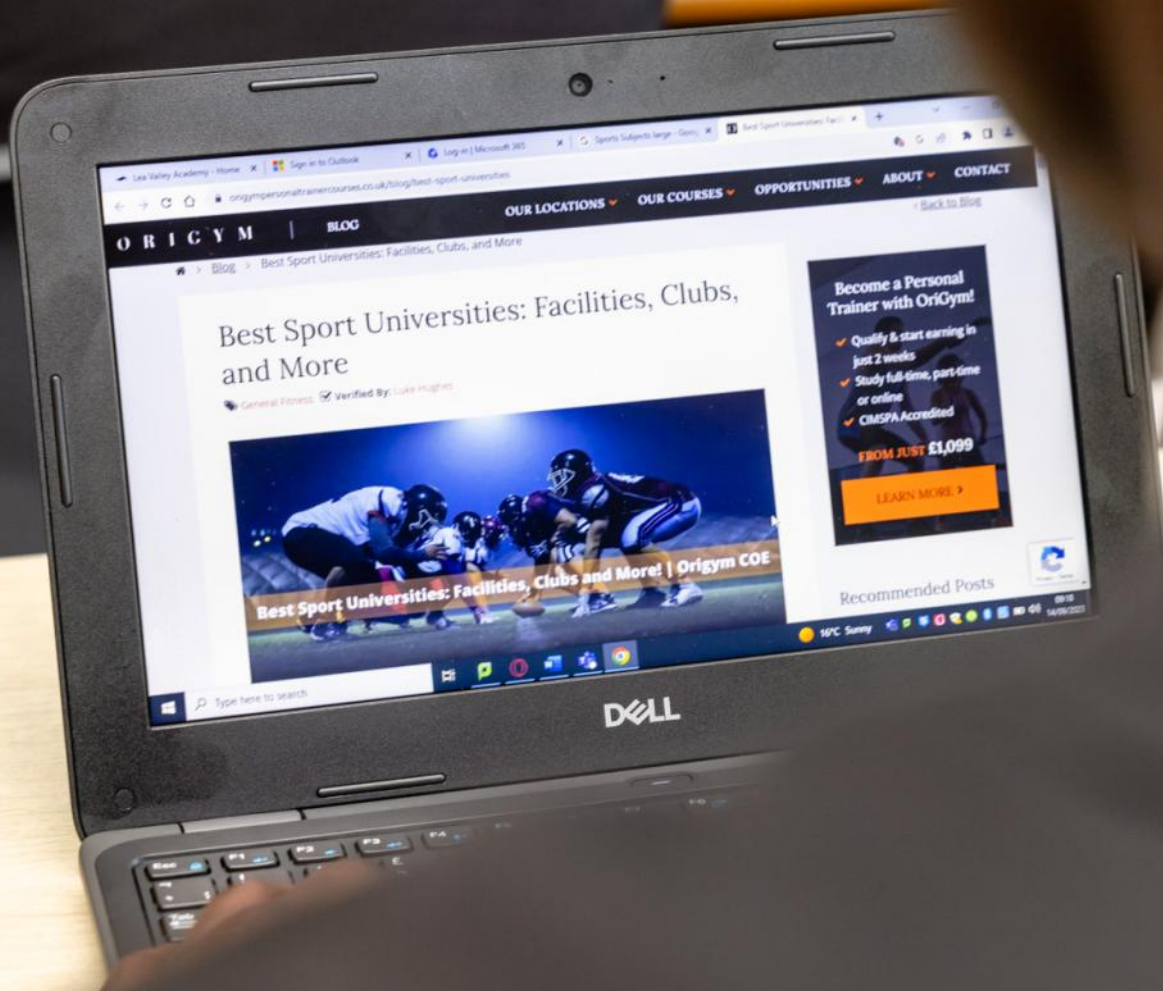
- Have a high expectation of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- Treat students consistently with respect and consideration and are concerned for their development as learners.
- Demonstrate and promote the positive values, attitudes and behaviour that they expect from their students.
- Communicate sensitively and effectively with parents and carers, recognising their role in student's learning and their rights, responsibilities and interest in this.
- Contribute to and share responsibility in the corporate life of the school.
- Understand the contribution that support staff and other professionals make to teaching and learning.
- Able to improve their role by evaluating it and learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development.
- Be aware of and work within the statutory frameworks relating to teacher's responsibilities.

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 6th 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

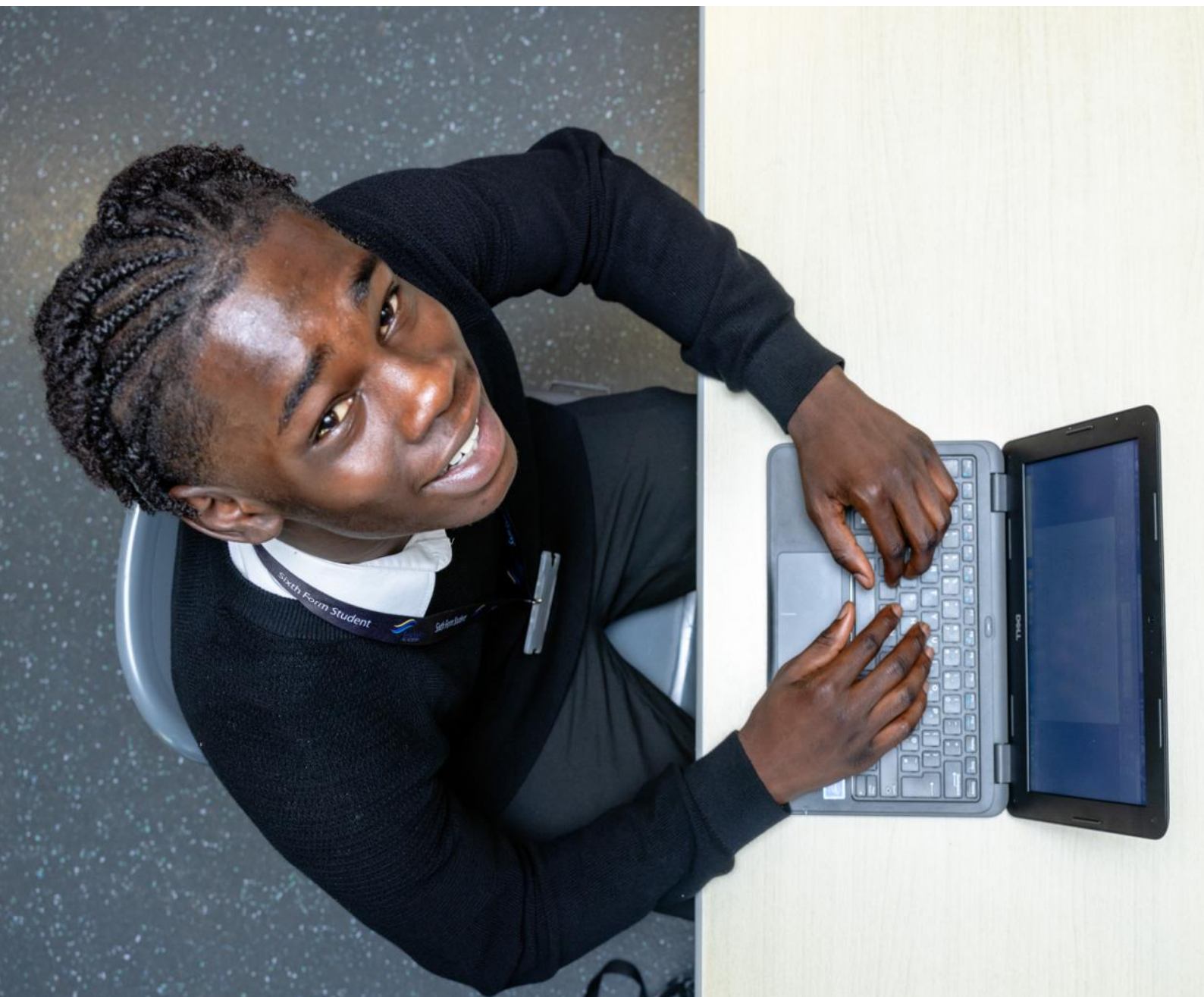


Staff Testimonial # 4

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 WA

- 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



