



**BEACON  
ACADEMY**

AMBITIOUS FOR EXCELLENCE

# EBSA SUPPORT LEAD



**MARK**  
Education  
Trust

Information for applicants  
**August 2023**

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## Welcome to MARK Education Trust

After operating as a Single Academy Trust for several years, we were delighted to become a fully functioning Multi Academy Trust when Uplands Academy joined our first school, Beacon Academy, on September 1<sup>st</sup> 2022.

Our trust's motto is 'ambitious for excellence' and this applies to all aspects of its work, including governance. From September 1<sup>st</sup> 2022, our trust moved from being a multi academy trust operating as a single academy trust, to a fully functioning multi academy trust containing our two East Sussex based secondary schools, Beacon Academy in Crowborough and Uplands Academy in Wadhurst.

### **Our trust's mission statement is:**

MARK Education Trust provides the best possible education for our students, preparing them for life, so they can stand equally alongside their peers, locally, nationally and globally.

### **The guiding values of MARK Education Trust are:**

- M – Motivated: to create exceptional, caring and safe educational establishments
- A – Ambitious: high expectations of staff and students
- R – Resourceful: ensuring efficiency and value for money
- K – Knowledgeable: valuing learning for life

### **Our vision**

#### **MARK Education Trust will create:**

- Schools with their own strong identity underpinned by shared values
- Schools with expertly taught broad and balanced curriculums which give students the knowledge they need to further their education and thrive in adult life
- Schools which through collaboration constantly improve so that they are recognised for their outcomes at a local, regional and national level
- Schools which are the school of choice for their community and the employer of choice for the best professionals
- Safe and happy environments which enable students and staff to thrive and succeed
- Governance, leadership and management which is robust at all levels, ensuring that the trust is fully accountable to its stakeholders
- A strategy of 'growth with care', ensuring that the trust is able to meet the needs of and invest in its own academies as well as the capacity to support further academies

# Letter from our Executive Headteacher



## **Post of EBSA Support Lead**

We are seeking applications from dedicated and hardworking professionals with a desire to work in our successful, thriving and supportive Academy making a positive contribution within our newly created Emotionally Based School Avoidance (EBSA) Support Team. This is an exciting new role that will lead a team, working in collaboration with local schools and services to identify and support students from year 5 through year 8 who are struggling to access education. You will manage a caseload of identified students requiring intervention, support and monitoring as well as providing additional mentoring and support to facilitate a successful transition from primary to secondary education settings.

## **Context**

We are a split site, semi-rural, mixed 11-18 non-selective converter academy with approximately 1590 students, including over 214 students in our Sixth Form. We are situated centrally in Crowborough on the outskirts of the Ashdown Forest, an area of outstanding natural beauty. We are close to Tunbridge Wells and the South Coast. The vast majority of our staff travel to Beacon from a variety of destinations within the South East, including Brighton, Eastbourne, Lewes and Tunbridge Wells.

Our catchment area generates our truly non-selective intake, both in terms of ability and socio-economic background. We are an oversubscribed school. We draw students from more than 10 primary schools in Crowborough and the surrounding areas. We also attract applications from an increasing number of students outside of our catchment area, however, due to our oversubscription we are generally only able to offer places to those within our pre-defined community area.

Our sixth form provision is accommodated entirely at our Green Lane site, an 800m five minute walk from our main Beeches site which accommodates years 7-11. We are immensely proud that we retain a high proportion of our Sixth Form students from Beacon Academy as well as recruiting students from other local and international schools.

## **Vision, culture, expectations and outcomes**

Our vision is to provide the best possible education for all of our students and to be ambitious for excellence in all we do. Whether a member of staff, trustee (governor) or student, we all work relentlessly to inspire and believe in one another to achieve our ambitions and succeed in life.

At Beacon Academy there is an expectation that as staff and students, we will work hard, be ambitious, self-motivated, inquisitive, resilient and determined to succeed. Our students work incredibly hard, are polite, respectful, well behaved, well presented and ready to learn. They are expected to be caring, considerate and tolerant in lessons, social time and whilst travelling to and from school. These areas are reinforced and adopted positively by staff and students alike – there is a tangible sense of pride in being part of Beacon. Our students are meticulously supported by our experienced, loyal, highly skilled and highly effective team of staff. This includes a dedicated, non-teaching Student Support Team consisting of a Head of Year (teaching staff) and an Assistant Head of Year (non-teaching staff) for each year group who support them throughout their time at Beacon Academy.

The rigorous focus on all of our students as unique individuals is paramount. There is an unprecedented determination and commitment from everyone who works at Beacon that they will succeed. We work diligently on our unapologetically high expectations and standards, allowing us to foster exceptional relationships in an environment that is consistently calm, safe, happy and orderly. I have no doubt that the combination of this with our broad, balanced curriculum and outstanding teaching contributes significantly to our sustained improvements across the board. Our latest A-Level and GCSE results are testament to this and to the teamwork of our phenomenal students and staff.

### **Exam Success**

We consistently achieve well above average outcomes for our students. Progress 8 is the Government's main performance measure and reflects the value that schools add to the progress of their students in respect of their final GCSE grades, compared to that of their peers of similar prior ability across the country. In 2022 our Progress 8 score was 0.63 and in 2019 it was 0.97. As a non-selective, non-denominational, non-fee-paying school, we are immensely proud and delighted to have received this confirmation, once again, of our high-ranking position. We are in an esteemed group of 6% of schools nationally who are now categorised as 'well above average' for two years in a row. There are approximately 25 schools nationally who have been above us for each of the last three years (0.7% of all schools). As ever, this is a reflection of our vision and our determination to consistently provide the best possible education for all of our students, and to become an exceptional school for our community, both locally and nationally.

We are incredibly proud of our Sixth Form students. In 2022, 100% of students who applied to University were successful in meeting the requirements for an offer, with 32% of those students leaving to attend a prestigious Russell Group University.

### **To apply**

Once again, thank you for your interest in the post of EBSA Support Lead. Further details are provided in this pack on how to apply for this role. Completed application forms should be e-mailed to the HR Department at [hr@beacon-academy.org](mailto:hr@beacon-academy.org)

If you wish to have an opportunity to discuss this post informally, please contact our HR department on 01892 603000, or email [hr@beacon-academy.org](mailto:hr@beacon-academy.org).

Beacon Academy is committed to safeguarding and promoting the welfare of children and young people. Please come and visit us at any time and see for yourself. To arrange a visit please contact the HR Department.



**Anna Robinson**  
**Executive Headteacher**



# Beacon Academy Examination Results and Student Destinations 2019-2022\*

## Key Stage 5 - A-Levels only

	2019			2022*		
	Beacon	National	E/Sussex	Beacon	National	E/Sussex
Average Grade	B-	C+	C+	B-	B	B-
Average Points	35.3	34.0	32.1	37.6	38.9	36.3
Progress Score	-0.08	Average	-0.02	-0.03	-	-
Achieving AAB or higher in at least 2 facilitating subjects	20%	17%	10%	18%	21%	12%
Grade and points for a student's best 3 A Levels	B- 38.1	C+ 34.0	C 30.0	B 40.3	B- 38.25	C+ 34.73
Students completing their main study programme	96%	91%	89%	-	-	-

## Key Stage 5 - Applied General

	2019			2022*		
	Beacon	National	E/Sussex	Beacon	National	E/Sussex
Average Grade	Merit	Merit+	Merit	Merit+	Dist-	Dist-
Average Points	25.5	28.9	26.6	29.9	32.0	31.0
Progress Score	-0.64	+0.01	-0.34	-	-	-
Students completing their main study programme	83%	87%	93%	-	-	-

## Key Stage 5 - Tech Level

	2019			2022*		
	Beacon	National	E/Sussex	Beacon	National	E/Sussex
Average Grade	Dist	Merit+	Merit+	Dist+	Dist-	Dist-
Average Points	34.6	28.6	29.1	41.6	30.6	30.3
Completion & attainment	-0.50	0.00	0.17	-	-	-
Students completing their main study programme	100%	88%	89%	-	-	-

## Key Stage 4 - GCSE & Equivalent

	2019			2022		
	Beacon	National	E/Sussex	Beacon	National	E/Sussex
Attainment of the year group on entry to secondary school (KS2 APS) <sup>^</sup>	28.3	28.6	28.3	103.4	103.5	102.6
9-7	29%	21%	-	31%	26%	-
English & Maths 4+ Standard Pass	79%	65%	64%	82%	69%	66%
English & Maths 5+ Strong Pass	65%	43%	42%	63%	50%	46%
English 4+ Standard pass	87%	70% <sup>+</sup>	75%	90%	70% <sup>+</sup>	76%
Maths 4+ Standard pass	83%	71%	70%	84%	65%	70%
English 5+ Strong pass	80%	52% <sup>+</sup>	60%	77%	54% <sup>+</sup>	62%
Maths 5+ Strong pass	67%	50%	48%	69%	47%	51%
Entering EBacc	41%	40%	37%	40%	39%	33%
Ebac APS	4.86	4.07	3.95	4.98	4.27	4.06
Attainment 8	54.00	46.69	45.33	55.01	48.8	46.5
Progress 8	+0.97	-0.03	-0.05	+0.63	-0.03	-0.11

## Student Destinations

	2019 (2017 Leavers)			2022 (2020 Leavers)		
	Beacon	National	E/Sussex	Beacon	National	E/Sussex
Students progressing to education or employment	85%	81%	76%	89%	79%	75%
Staying in education or entering employment	94%	94%	93%	96%	94%	94%

Please note 2019 results are not current. Schools are not permitted to publish their exam and assessment results from the 2019-2020 or 2020-2021 academic years as these have not been published as performance measures by the secretary of state. KS5 progress scores for 2022 have not been calculated or published as performance measures by the Secretary of State. Notes:

\*Provisional results correct at time of publishing - Figures unavailable

<sup>+</sup> English Language only

<sup>^</sup> Calculation of KS2 APS changed nationally in 2016 (for students who completed Y11 in 2021 onwards)

# Job Description

JOB TITLE	EBSA Support Lead
PAY SCALE	Single Status Pay Scale 8
JOB PURPOSE	To lead on the implementation of the East Sussex EBSA toolkit with students who are EBSA or identified as being in danger of becoming EBSA, both at primary and secondary school, in order to support the transition from primary to secondary education and through KS3.
ACCOUNTABLE TO	SENDCo

## Key tasks:

- To lead in establishing a strategic approach, providing targeted, bespoke, inclusive interventions that improve the wellbeing and functioning of each student identified as being EBSA or at risk of becoming EBSA within the local alliance of schools;
- To contribute to the ongoing development of the service and to professionally represent the team with external forums and agencies;
- To work collaboratively and co-productively with other staff, external agencies, parents and carers to promote sustainable change, resilience and self-efficacy for each student;
- To work with students and their families in a one-to-one or group work setting using the East Sussex EBSA toolkit;
- To oversee appropriate information sharing with a named person and/or service;
- To regularly mentor students;
- To carefully manage students' reintegration to school and liaise with their teachers;
- To oversee the learning that students are completing while not in lessons;
- To produce bespoke written guidance to support teachers, students and parents;
- To work with primary leads and SENDCos for early identification of EBSA at the end of year 5;
- To work with the Year 7 transition Team to design a programme for 1 hour a week from the start of year 6;
- (To deliver an extended transition programme to SEND students.);
- To work with students in Year 7 and Year 8 to deliver interventions around social skills, anxiety and emotional regulation;
- To hold review meetings with parents at least once per term;
- To contribute to assessment and each child's plan by keeping records of EBAS interventions;
- To follow all procedures and policies that support the latest version of the guidance for Keeping Children Safe in Education;
- To participate in team meetings, supervision and quality conversations;
- Attend training and developmental opportunities, providing feedback to team colleagues.

# Person Specification

ESSENTIAL	DESIRABLE
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Good standard of education particularly in English and Maths;</li> <li>• Full driving license and access to a vehicle.</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Evidence of further and relevant training such as HNC or SVQ level 3 in relevant discipline (health/social care);</li> <li>• A recognised mental health qualification or similar qualification and/or experience;</li> <li>• Full first aid qualification.</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Working with children and young people with social, emotional and mental health needs and/or social and communication difficulties (ASD);</li> <li>• Working within an educational setting across different key stages;</li> <li>• Devising/planning and delivering successful 1-1 and small group activities.</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Leadership of a team;</li> <li>• Working in both mainstream and specialist (SEMH) provisions;</li> <li>• Experience of working with anxious pupils and pupils who are out of their mainstream educational setting.</li> </ul>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of strategies to combat Emotionally Based School Avoidance;</li> <li>• Good understanding of the social, emotional and mental health needs and their impact on learning and development and access to the curriculum;</li> <li>• Good understanding of the principles of child development, learning processes and barriers to learning;</li> <li>• Working knowledge of national/ curriculum and other learning programmes and strategies in KS2 and KS3.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of relevant legislation/codes of practice relating to safeguarding children and young people;</li> <li>• Awareness of GDPR and confidentiality.</li> </ul>



# Person Specification

## Skills

- Ability to communicate effectively;
- Ability to establish effective relationships with the student and their family and empathise with their needs;
- Ability to organise and prioritise tasks effectively;
- Good organisational and interpersonal skills;
- Able to provide advice;
- Ability to consistently and effectively implement agreed strategies;
- Ability (with training) to accurately record information on a range of IT systems;
- Ability to promote independence;
- Ability to work effectively and supportively as lead member of the team to achieve results and develop good working relationships;
- Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc.

## Personal Qualities

- Commitment to high standards of educational provision for all students;
- A strong desire to have a positive impact on young people's lives;
- Awareness of own strengths and areas of development;
- Able to work flexibly, using initiative;
- Works well under pressure;
- A creative and solution-based approach to problem solving and learning;
- Empathetic;
- Takes responsibility for personal organisation and achieving results;
- Adapts to change and works effectively in a variety of situations;
- Willingness to participate in further training and developmental opportunities;
- Actively improves by developing and applying new skills and knowledge and learns from past experiences;
- Commitment to maintaining confidentiality on all school matters;
- A genuine regard and high aspirations for young people and their families.



## Staff Testimonials

Beacon Academy is an amazing place to work because of the friendly and helpful staff, there is a strong culture of collaboration and support that allows everyone to develop their practice. The strong focus upon CPD provides everyone the opportunity to learn the latest cutting-edge developments in education and this is a major benefit for anyone wishing to further develop their practice. Our facilities and new technology allow us to provide engaging lessons to provide our learners with the perfect learning environment.

I would recommend Beacon Academy to anyone wanting to teach in a school that favours aspirational ethics and outstanding practice, because there are so many opportunities for ambitious staff who are keen to collaborate, develop and share best practice in order to progress in their career.

**Senior Deputy Headteacher**

I have thoroughly enjoyed coming to work at Beacon Academy. The commitment and dedication from the staff to ensure students are achieving, and going above in and out of lessons is amazing to see. As an NQT I received so much support from other members of staff and feel like I can ask anyone for help. The commitment and extra time given to the students is what makes Beacon such a good school to work in.

**Teacher of Mathematics**

# Applications

Please note that applications will be considered as they are received and you are therefore advised to submit your application as early as possible, as some interviews may take place, and an appointment may be made, before the closing date is reached for this position.

If, like us, you are passionate about providing the best possible education for all students in a school with sustained improvement and a culture of high expectations and ambition, please ensure you:

1. Complete the statutory application form.
2. Provide a letter of application that is no longer than 2 sides of A4. It is recommended that your letter is structured according to the main headings of the person specification. Please include any achievement data that are applicable to the role you are applying for. If possible, this should be across 3 years; otherwise please provide your latest set of results.
3. Provide two references, one of whom must be the Headteacher from your current school or most recent significant employer.

Beacon Academy is committed to providing the best possible care and education to its students and to safeguarding and promoting the welfare of children and young people. The Academy is also committed to providing a supportive and flexible working environment to all its members of staff.

The Academy recognises that, in order to achieve these aims, it is of fundamental importance to attract, recruit and retain staff of the highest calibre who share this commitment. Please refer to our Recruitment, Selection and Disclosure Policy and Procedures which supports our statutory obligation to comply with Keeping Children Safe in Education 2022.

Further information can be found on our website.

Completed applications should be sent to:

Human Resources  
Beacon Academy  
North Beeches Road  
Crowborough  
East Sussex TN6 2AS  
Telephone: 01892 603000  
Email: [hr@beacon-academy.org](mailto:hr@beacon-academy.org)

