



**BEACON  
ACADEMY**

AMBITIOUS FOR EXCELLENCE

# TEACHER OF PERSONAL DEVELOPMENT

Information for applicants  
December 2023



**MARK**  
Education  
Trust

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North Beeches Road  
Crowborough  
East Sussex  
TN6 2AS

01892 603000

[www.beacon-academy.org](http://www.beacon-academy.org)  
Twitter: @Beacon\_Academy  
Facebook: @BeaconAcademyCrowborough

## 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 Teacher of Personal Development

To support our growing and expanding school, we are seeking applications from a dedicated, hardworking, highly skilled and knowledgeable teacher to join our Personal Development department, within a highly successful, happy, well-resourced, exceptional non-selective 11-18 school. The option to also teach a secondary subject will be considered.

### **Context**

We are a split site, semi-rural, mixed 11-18 non-selective converter academy with approximately 1630 students, including over 250 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 Teacher of Personal Development. 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 & Equivalents	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)

# The Personal Development Department

The Personal Development Department are an ambitious department, that seeks to equip students with a variety of skills and an understanding of the wider world that will enable them to remain healthy, safe and prepared for life and work in modern Britain. We aim for students to learn about a diverse range of topics through timetabled lessons and bespoke tutor and assembly programme that is designed to directly meet the needs of our students.

As a result of our broad and balanced curriculum, students will develop an array of enriching skills including resilience, self-esteem, empathy and respect. Learning covers all areas of the Personal Development curriculum, including health and wellbeing, relationships and sex, and living in the wider world (including economic wellbeing and aspects of careers education). Our curriculum maximises educational opportunities and prepares our students to be socially and economically successful.

Alongside the study of RSE, students also have the opportunity to learn more about the world around them on a local, national and global scale; develop an awareness of finances (including mortgages and loans), how to remain safe (including DATE) and further develop SMSC and an understanding for Modern British Values. A variety of resources and use of external speakers are used to enrich the curriculum along with participation in community events such as Remembrance Service. Enrichment and rewards form a key part of this role including coordinating and monitoring the school systems.

**OFSTED 2022:** “Leaders have designed a comprehensive programme to develop pupils’ understanding of the world around them. Pupils learn how to stay safe and look after their well-being in personal development lessons, tutor time and assemblies. For example, pupils can confidently explain about mobile phone safety and alcohol misuse. They understand how to recognise extremist views. The programme is kept under constant review and often adapted to respond to issues that arise locally or nationally.”

Departmental Staffing Structure:	Senior Link: Mrs Hayley Bodman Head of Personal Development: Ms Katie Richardson
Curriculum:	KS3: National Curriculum (taught three hours per fortnight) KS4: National Curriculum (Year 10: One hour per fortnight, Year 11: taught through termly drop-down sessions) KS5: Curriculum taught one hour per fortnight to Years 12 and 13
Key areas for development:	<ul style="list-style-type: none"><li>• Continue to review the Personal Development curriculum to ensure that it remains current and relevant to the needs and interests of our student body.</li><li>• To continue to use student voice to adapt content, particularly that which focuses on CEIAG (Careers Education, Information, Advice and Guidance) and child on child abuse.</li></ul>

# Job Description

<b>JOB TITLE:</b>	<b>Teacher of Personal Development</b>
<b>JOB PURPOSE:</b>	To ensure that the negotiated aims and objectives of the department (which reflect those of the academy) are achieved through classroom teaching and contribution to department policy via department meetings.
<b>ACCOUNTABLE TO:</b>	<b>Head of Subject / Department</b>
<b>ACCOUNTABLE FOR:</b>	<b>All staff who teach and provide support within the department.</b>

KEY ACCOUNTABILITIES	KEY TASKS
<p><b>1. THE LEADERSHIP OF LEARNING:</b>  <i>To be accountable for the achievement of designated subject, pupil progress targets to make a measurable contribution to whole school targets.</i></p> <p><i>To provide regular feedback for subject leaders in a way, which recognises good, practice and supports their progress against performance management objectives resulting in a tangible impact in student learning across the subject.</i></p>	<p>To:</p> <ul style="list-style-type: none"> <li>a) develop department policy on teaching and learning in consultation with colleagues; to monitor its implementation and evaluate its effectiveness.</li> <li>b) contribute to the development of a personalised and sustainable curriculum</li> <li>c) audit, implement and evaluate the curriculum provision ensuring consistency and effectiveness.</li> <li>d) plan, implement and monitor the syllabus, programmes of study and schemes of work within the department</li> <li>e) ensure the effective implementation of the agreed department curriculum.</li> <li>f) observe classroom practice regularly</li> <li>g) review student work, progress and achievement in order to improve results.</li> <li>h) analyse assessment and examination results in subject area and related areas against targets.</li> <li>i) implement Academy policy on assessment, recording and reporting information to students, parents and senior team, and ensure appropriate interventions.</li> <li>j) evaluate implementation of assessment policy.</li> <li>k) undertake specific task(s) as necessary.</li> </ul>



# Job Description cont.

<p><b>2. THE LEADERSHIP OF PEOPLE:</b></p> <p><i>To review and report annually on the standards of leadership, teaching and learning in the designated subject areas consistent with the procedures in the school self evaluation policy.</i></p> <p><i>To consult with designated subject teachers and assist with the formulation, communication and monitoring of the school improvement plan, ensuring concerns and ideas are considered and all staff understand the key school targets and the part they play in achieving these.</i></p> <p><i>Accountable for the effective development of the departmental team.</i></p>	<p>To:</p> <ul style="list-style-type: none"> <li>a) develop the department as a coherent, effective team – within the faculty create, maintain and enhance effective relationships and provide support where necessary.</li> <li>b) contribute to the appointment of staff and to efficiently deploy staff and ensure professional development.</li> <li>c) create, maintain and enhance effective relationships and provide support where necessary and hold people to account.</li> <li>d) to lead effective department meetings encouraging department improvement.</li> <li>e) monitor the preparation, planning and marking within the department using robust systems.</li> <li>f) challenge poor and unacceptable practice and hold staff to account.</li> <li>g) provide focussed professional development for all staff, especially those that are newly qualified and at an early stage of their careers.</li> <li>h) understand and make full use of performance management, and lesson observations to encourage, challenge and support improvements in teaching</li> </ul>
<p><b>3. THE LEADERSHIP OF POLICY:</b></p> <p><i>To support, facilitate and monitor the progress of the designated subject development plans to ensure they make a significant contribution to the school improvement plan.</i></p>	<p>To:</p> <ul style="list-style-type: none"> <li>a) generate, disseminate, discuss, implement and evaluate the policies within the department.</li> <li>b) monitor and evaluate implementation of Academy policies.</li> <li>c) provide advice to the Leadership Team link in relation to a) and b) above.</li> <li>d) undertake specific task(s) as necessary.</li> </ul>
<p><b>4. LEADERSHIP OF INCLUSION POLICY</b></p> <p><i>To support and assist subject leaders to ensure they understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.</i></p>	<p>To:</p> <ul style="list-style-type: none"> <li>a) actively promote the learning and well-being of all students.</li> <li>b) monitor student behaviour.</li> <li>c) ensure Sims records are kept and analysed</li> <li>d) ensure sanctions and rewards are used effectively</li> <li>e) keep parents informed and involved where there are concerns</li> <li>f) liaise with pastoral teams to ensure that the needs of individual students are met</li> <li>g) Understanding equal access and how this is a key role in student development.</li> </ul>

# Job Description cont.

<p><b>5. LEADERSHIP OF COMMUNICATIONS:</b>  <i>To provide regular progress updates to SLT in designated subject areas to ensure the LT are fully aware of all successes, issues and concerns of the subject area.</i></p> <p>Communication between department and Leadership Team, Learning Sets, Heads of Department.</p>	<p>To:</p> <ul style="list-style-type: none"> <li>a) provide information to the Leadership Team link on department success and areas for development.</li> <li>b) advise the Leadership Team link on relevant professional development needs and other opportunities.</li> <li>c) keep abreast with developments in the subject area.</li> <li>d) attend relevant courses and disseminate the information to the department.</li> <li>e) co-ordinate the production of the department handbook and ensure that it communicates the correct information linked to the subject area.</li> <li>f) to work with the Leadership Team link to maintain a high profile of the department within the Academy and the community</li> <li>g) undertake specific task(s) as necessary</li> </ul>
<p><b>6. LEADERSHIP OF RESOURCES</b>  <i>To oversee and evaluate the subject budget allocation to ensure the budget is spent in line with subject learning priorities and best value principles</i></p>	<p>To:</p> <ul style="list-style-type: none"> <li>a) manage effectively the resources used by the department.</li> </ul>

**Beacon’s teachers are also accountable for promoting a positive image of the value of education within the student body of the Academy and in the wider community. Other whole Academy responsibilities include tutoring, or a commitment to the Academy pastoral system, attendance at INSET and other reasonable duties as directed by the Headteacher.**

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

# Person Specification

ESSENTIAL	DESIRABLE
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Graduate &amp; Qualified teacher</li> <li>Degree and Teaching Qualification</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>Evidence of commitment to professional development</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Secondary teaching experience across both Key Stage 3, 4 and 5.</li> <li>An outstanding, research informed practitioner with a proven record of raising attainment for students</li> <li>Excellent knowledge of your subject, teaching, learning, assessment and exam boards with a proven track record, assessment strategies and their effective implementation</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Teaching students across prior attainment bands in a large comprehensive school</li> <li>Experience of working in an outcome led data driven culture</li> <li>Leadership experience within a high performing department that can be evidenced via outcome data over time and references</li> <li>Experience as a mental health lead</li> </ul>
<p><b>Philosophy</b> <i>Commitment to:</i></p> <ul style="list-style-type: none"> <li>Working in an environment that is ambitious, has high standards and expectations of the staff and students to enable teachers to teach and students to learn</li> <li>Working collaboratively with other team members to lead and develop pedagogy</li> <li>Equality of opportunity</li> <li>The responsibility of contributing to whole team effort to ensure Beacon is an exceptional school</li> </ul>	<p><b>Philosophy</b> <i>Commitment to:</i></p> <ul style="list-style-type: none"> <li>An understanding of Academy status</li> <li>Consistently good teaching with examples of developing outstanding practise.</li> <li>An understanding of English as part of the whole curriculum and the bigger picture within Beacon, locally, nationally and globally.</li> <li>Committed, ambitious for excellence in all you do, aspirational for our students to achieve the best they can and succeed in</li> </ul>
<p><b>Skills</b> <i>You will need to be an effective:</i></p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Communicator</li> <li>Strong ICT skills (with a commitment to develop further through the utilisation of the 'Creative Learning Centre')</li> <li>Ability to lead a team</li> <li>Ability to motivate, support and inspire trust in others.</li> <li>Ability to innovate and manage change</li> <li>Ability to confront and resolve problems</li> </ul>	<ul style="list-style-type: none"> <li>Data-analysis</li> </ul>

# 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 2023.

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)





## 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**