



**BEACON
ACADEMY**

AMBITIOUS FOR EXCELLENCE

Teaching Assistant



MARK
Education
Trust

Information for applicants
September 2024

Contents

1. About MARK Education Trust
2. Letter from the Headteacher
3. Exams Results
4. Job Description
5. Person Specification
6. Staff Testimonials
7. How to Apply

North Beeches Road
Crowborough
East Sussex
TN6 2AS

01892 603000

www.beacon-academy.org

Twitter: @Beacon_Academy

Facebook: @BeaconAcademyCrowborough

Instagram: @BeaconAcademyCrowborough

About 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 1st 2022.

Our trust's motto is 'ambitious for excellence' and this applies to all aspects of its work, including governance. From September 1st 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



Welcome to Beacon Academy



We are a split site, semi-rural, mixed 11-18 non-selective converter academy with approximately 1664 students, including over 320 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 and expectations

Our vision is to provide the best possible education for all of our students and to continue to be an exceptional and high-performing school, locally and nationally. We do this by relentlessly sustaining our culture that is highly aspirational and ambitious for excellence in all we do.

Our strategy for the future is rightly ambitious. We are uncompromising in our ambition, pursuing excellence at every level. We have a rigorous focus on consistent improvement and work meticulously to secure our culture of unapologetically high standards. Underpinning this is our shared belief in, and ambition for, the students of Beacon Academy, and the experienced, loyal, highly skilled and highly effective team of staff who teach them.

We ensure that teaching and learning inspires and challenges every student, enabling all to make excellent progress, regardless of their starting point. We offer a broad, knowledge rich curriculum within our disciplined standards agenda. Our environment is consistently calm, safe and orderly, enabling teachers to teach and students to learn.

We focus daily on developing and promoting our students' physical, emotional and social wellbeing via not only our curriculum, but our outstanding Student Support networks and wide-ranging enrichment programme. We ensure that teaching and learning inspires and challenges every student, enabling all to make excellent progress, regardless of their starting point

Keith Slattery
Headteacher

Anna Robinson
Executive Headteacher

TEACHERS' PROFESSIONAL DEVELOPMENT AT BEACON ACADEMY



Beacon Academy Examination Results

2022-2023

| Key Stage 5 - A-Levels only | 2022 | | | 2023 | | |
|---|-----------|-------------|-------------|-------------|-------------|------------|
| | Beacon | National | E/Sussex | Beacon | National | E/Sussex |
| Average Grade | B- | B | B- | C+ | C+ | C+ |
| Average Points | 37.6 | 38.9 | 36.3 | 32.78 | 34.16 | 32.46 |
| Progress Score | - | - | - | - | - | - |
| Achieving AAB or higher in at least 2 facilitating subjects | 18% | 21% | 12% | 15% | 16% | 9% |
| Grade and points for a student's best 3 A Levels | B 40.3 | B- 38.25 | C+ 34.73 | C+ 34.89 | C+ 34.68 | C 31.27 |
| Students completing their main study programme | - | - | - | - | - | - |

| Key Stage 5 - Applied General | 2022* | | | 2023 | | |
|--|--------|----------|----------|--------|----------|----------|
| | Beacon | National | E/Sussex | Beacon | National | E/Sussex |
| Average Grade | Merit+ | Dist- | Dist- | Merit+ | Merit+ | Merit+ |
| Average Points | 29.9 | 32.0 | 31.0 | 27.33 | 29.52 | 29.90 |
| Progress Score | - | - | - | - | - | - |
| Students completing their main study programme | - | - | - | - | - | - |

| Key Stage 5 - Tech Level | 2022* | | | 2023 | | |
|--|--------|----------|----------|--------|----------|----------|
| | Beacon | National | E/Sussex | Beacon | National | E/Sussex |
| Average Grade | Dist+ | Dist- | Dist- | Dist | Merit+ | Merit+ |
| Average Points | 41.6 | 30.6 | 30.3 | 35.39 | 28.50 | 27.24 |
| Completion & attainment | - | - | - | - | - | - |
| Students completing their main study programme | - | - | - | - | - | - |

| Key Stage 4 - GCSE & Equivalents | 2022 | | | 2023 | | |
|--|--------|----------|----------|--------|----------|----------|
| | Beacon | National | E/Sussex | Beacon | National | E/Sussex |
| Attainment of the year group on entry to secondary school (KS2 APS)^ | 103.4 | 103.5 | 102.6 | 105 | 104 | - |
| 9-7 | 31% | 26% | - | 26% | 23% | - |
| English & Maths 4+ Standard Pass | 82% | 69% | 66% | 77% | 65% | 63% |
| English & Maths 5+ Strong Pass | 63% | 50% | 46% | 60% | 45% | 41% |
| English 4+ Standard pass | 90% | 70%+ | 76% | 83% | 70%+ | 72% |
| Maths 4+ Standard pass | 84% | 65% | 70% | 85% | 65% | 69% |
| English 5+ Strong pass | 77% | 54%+ | 62% | 70% | 54%+ | 56% |
| Maths 5+ Strong pass | 69% | 47% | 51% | 70% | 47% | 48% |
| Entering EBacc | 40% | 39% | 33% | 42% | 39% | 33% |
| Ebac APS | 4.98 | 4.27 | 4.06 | 4.77 | 4.07 | 3.81 |
| Attainment 8 | 55.01 | 48.8 | 46.5 | 51.6 | 46.4 | 43.6 |
| Progress 8 | +0.63 | -0.03 | -0.11 | +0.43 | -0.02 | -0.19 |

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 2023 our Progress 8 score was 0.43. 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 2023, 90% of students who applied to University were successful in meeting the requirements for an offer, with 33% of those students leaving to attend a prestigious Russell Group University.

Job Description

We are looking for a professional and self-motivated individual, with excellent communication skills and the ability to be flexible. The successful candidate will join our team of dedicated and experienced Teaching Assistants who assist in promoting the learning and personal development of all students, including, but not exclusively, those with special educational needs. Whilst experience is preferable it is not essential, and training will be given.

| | |
|----------------|--|
| JOB TITLE | Teaching Assistant |
| PAY SCALE | Single Status Pay Scale 3 |
| JOB PURPOSE | To assist in raising achievement by promoting the learning and personal development of all students, including but not exclusively, those with SEND To raise awareness of those with a specific diagnosed area of SEND need |
| ACCOUNTABLE TO | SENDCo, Deputy SENDCo and Assistant SENDCo |

Main Duties and Responsibilities:

- To aid students to learn as effectively as possible in group situations, remote learning and independently, for example:
 - Directed support in the classroom
 - Liaising/communicating with teachers on a lesson by lesson basis to assess best and most effective use of LM support
 - Clarifying and explaining instructions
 - Ensuring the student(s) is able to use materials and equipment provided
 - Motivating and encouraging the students, as required, by providing appropriate levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs to access to the curriculum and promote independence
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc by following a specifically designed programme, in a 1:1 or small group setting, as directed by the SENDCo
 - Using praise, commentary and assistance to encourage the student to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about Additional Needs Plans (ANPs)
 - Take direction from qualified teacher and SENDCo to consistently and effectively implement agreed behaviour management strategies
 - Helping to make appropriate resources to support the student(s)
 - Meeting students' physical needs while encouraging independence e.g. help students to change for PE lessons or swimming, clean and reassure students after accidental spillage on clothes, help with mobility around the Academy including wheelchair access
- To establish appropriate supportive relationships with the student(s) concerned and handle all confidential matters with discretion at all times
- To promote the acceptance and inclusion of the student(s) with SEN, encouraging students to interact with each other in an appropriate and acceptable manner
- Give the student(s) feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking student's work, if required

Job Description Continued...

- To support the student(s) in developing social skills both in and out of the Classroom
- To support the use of ICT in learning activities including remote learning, using Teams or similar programmes, where required
- To have an appropriate level of understanding of the Code of Practice (COP) and SEND Matrix
- To provide regular feedback on the student(s)' learning and behaviour to the teacher/SENDCo, including feedback on the effectiveness of the behaviour strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of students to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of students, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To use the school's system for recording progress
- To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of LD Dept appearance and access to peripheral learning
- To know and apply all school policies and procedures including reporting student and Academy issues in line with these policies as outlined in the Staff Handbook
- To be aware of confidential issues linked to home/student/teacher/school as required
- To contribute towards reviews of student(s)' progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment including social media and other online mediums
- To attend meetings and training sessions as required by the Academy to further knowledge and be involved in extracurricular activities, e.g open days, presentation evenings as required
- To supervise students during break/lunch time and to attend Homework clubs as directed (within employed hours)
- Where appropriate (if currently trained), to know and apply positive handling techniques
- To accompany teacher and students on educational visits
- To assist during exam periods, with students who have Access Arrangements including after school extensions

Performance Management

- Participating in the Academy's arrangements for performance management, professional development and that Academy's arrangements for quality assurance and internal verification
- Attend relevant CPD opportunities

General Responsibilities

- To undertake such other duties appropriate to the grade of the post as the Headteacher may from time to time reasonably determine

Safeguarding

- Beacon Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks

Job Description Continued...

Beacon's staff 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 break time duties, 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>Qualifications and knowledge</p> <ul style="list-style-type: none"> GCSE Maths and English Grade C or above, or equivalent Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment Knowledge of SEN Code of Practice Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students | <p>Qualifications and knowledge</p> <ul style="list-style-type: none"> NVQ Level 2 for Teaching Assistants or equivalent |
| <p>Experience</p> <ul style="list-style-type: none"> Experience of using Information Technology | <p>Experience</p> <ul style="list-style-type: none"> Experience of working in an educational setting Experience of supporting children in a classroom environment, including those with special educational needs |
| <p>Philosophy</p> <ul style="list-style-type: none"> Working collaboratively with other team members Equality of opportunity The responsibility of contributing to whole team effort | <p>Philosophy</p> <ul style="list-style-type: none"> An understanding of Academy status An understanding of SEND as part of the whole curriculum |
| <p>Skills</p> <ul style="list-style-type: none"> Ability to use language and other communication skills that students can understand and relate to Ability to establish positive relationships with students and empathise with their needs Ability to demonstrate active listening skills Ability to consistently and effectively implement agreed behaviour management strategies Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the student to stay on task Ability to monitor the students' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes Ability to carry out and report on systematic observations of students' knowledge, understanding and skills Ability to assist in the recording of lessons and assessment, as required by the teacher Ability to offer constructive feedback to students to reinforce self-esteem Ability to work effectively and supportively as a member of the school team Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc | |
| <p>Personal Qualities</p> <ul style="list-style-type: none"> Reflective and adaptable; Enthusiastic, tenacious with a positive attitude; Self motivated and a team player; Resilient and solution focused. | |



A centre of excellence

Our high expectations and inclusive culture ensure that all students are inspired, challenged and supported to make excellent progress.

Judged by Ofsted to be “Outstanding” in all five inspection categories. May 2024

Staff Testimonials

Beacon Academy is a friendly, supportive and inclusive place to work. The staff here show a positive commitment to the students who attend Beacon Academy and also to each other in the roles we do. Each member of the team is made to feel as though they fit in at Beacon Academy, with opportunities given to progress in their professional development and in remits they wish to pursue. I recommend this school to anyone who wishes to work in an open and inclusive environment and who really values their time as a teacher. It will not be wasted at this outstanding school with high values and dedication to the profession.

Teacher of English



Joining Beacon Academy back in September was and will always be a focal point of my career. I have found our colleagues here at Team Beacon to be extremely kind and welcoming which in turn has helped me to feel comfortable and safe here in my new role. I feel like no question is a silly question and I am genuinely valued for my contributions to the community. It is an honour to work here. People are kind to students and students are often kind in return. It is a feeling here like no other and I feel privileged to be a part of this fantastic school.

ECT – Teacher of History

Beacon Academy is like one big family, all staff are supportive not only to the students but also to all of their colleagues whether they be teaching or support staff. The Trust encourages and supports staff in continuing their own educational studies which improves the knowledge of individuals and their departments.

Support Staff

How to Apply

Once again, thank you for your interest for the post of Teaching Assistant.

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 an outstanding school with a culture of high expectations and ambition, please ensure you:

1. Complete the statutory application form
2. Provide Information to support your application, paying particular attention to the Person Specification. Please include any achievement data that is applicable to the role you are applying for.
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 2024.

If you wish to arrange a visit or have an opportunity to discuss this post informally, please contact our HR department on:

01892 603078, or email hr@beacon-academy.org

Further information can be found on our website www.beacon-academy.org

Completed application forms should be e-mailed to the HR Department on the above address or sent to:

Human Resources
Beacon Academy
North Beeches Road
Crowborough
East Sussex
TN6 2AS

