



BEACON
ACADEMY

AMBITIOUS FOR EXCELLENCE

TEACHING ASSISTANT



MARK
Education
Trust

Information for applicants
December 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 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

Letter from our Executive Headteacher



Post of Teaching Assistant

We are looking for a professional and self-motivated individual, with excellent communication skills and the ability to be flexible. This role is for 30 hours per week, ideally to include a Wednesday and Friday. The successful candidate will join our team of dedicated and experienced learning mentors 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.

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 Teaching Assistant. 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

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.

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

TEACHERS' PROFESSIONAL DEVELOPMENT AT BEACON ACADEMY

1

Routes into teaching

School Experience Days
Teaching Assistant
Individual Needs Assistant
Cover Supervisor
All support roles

3

Early Career Training

University College London Early
Career Teacher Training
Bespoke mentoring
Flexible training on SharePoint

5

Leadership

ASCL Training
National College of Education Level 7
Apprenticeship
NPQSL, NPQH, NPQ SEND
Chartered Leader
East Sussex Aspiring Leaders

Initial Teacher Training

2

PGCE (University of Sussex, University
of Brighton)
School Direct, University of Brighton,
Teach Kent and Sussex
Assessment Only (University of Sussex)
Apprenticeship (funded route)

Development for experienced teachers and middle leaders

4

Become a Chartered Teacher
National Professional Qualifications in
Teacher Development, Leading Literacy,
Behaviour and Culture, Leading Teaching
Pedagogy group
Ongoing curriculum training
Exam board training
Behaviour Working Party
Mental Health First Aider
Spending time in Student Support
Supporting quality assurance
Exam marking
BAT duties
INSET days
Making Our MARK blog
Research Lead Programme



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)^	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%+	75%	90%	70%+	76%
Maths 4+ Standard pass	83%	71%	70%	84%	65%	70%
English 5+ Strong pass	80%	52%+	60%	77%	54%+	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

* English Language only

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

Job Description

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, Assistant SENDCo and Senior Learning Mentor

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
- 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

Job Description continued

- 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

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
Qualifications and knowledge <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 	Qualifications and knowledge <ul style="list-style-type: none"> NVQ Level 2 for Teaching Assistants or equivalent
Experience <ul style="list-style-type: none"> Experience of using Information Technology 	Experience <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
Philosophy <ul style="list-style-type: none"> Working collaboratively with other team members Equality of opportunity The responsibility of contributing to whole team effort 	Philosophy <ul style="list-style-type: none"> An understanding of Academy status An understanding of SEND as part of the whole curriculum
Skills <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 	
Personal Qualities <p>We will look for evidence of personal qualities such as vision, a team player, initiative, solution focussed, energy, self-motivation, resilience and a sense of humour!</p>	



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 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

