



# Beacon Academy

Ambitious for excellence in all we do

## TEACHER OF SOCIAL SCIENCES

Required for September 2018  
Applications welcomed from NQTs

### Information for Applicants



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Headteacher: Ms A Robinson

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## **Post of Teacher of Social Sciences**

Thank you for your interest in this post at Beacon Academy which offers an exceptional opportunity to teach in a large highly successful, happy, well-resourced, exceptional and non-selective 11-18 school.

We wish to appoint a dedicated, hardworking and innovative Teacher of Social Sciences. The successful candidate will have high expectations as well as genuine ambition. They will consistently plan and deliver lessons that inspire, engage and challenge every student enabling them to be enthusiastic about their learning and to make excellent progress.

### **Context**

We are a split site, rural, mixed 11-18 non-selective converter academy with approximately 1300 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. We draw students from over 10 primary schools in Crowborough and the surrounding areas, while also attracting an increasing number of students from outside this traditional catchment area, from Kent and from the independent sector. This wide catchment area generates our truly non-selective intake, both in terms of ability and socio-economic background. 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, 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.

We are immensely proud and delighted to be celebrating the best ever A-Level and GCSE results in our sixty year history. Despite a decline in national GCSE results, we find ourselves once again significantly above county and national averages. These results now place Beacon Academy as the top performing school in East Sussex and one of the top performing schools nationally.

### **GCSE Success**

We have a vast amount to celebrate in terms of our outstanding GCSE results. These exceptional outcomes are a testament to our phenomenal team of staff and hardworking students. Over 77% of our students have achieved five or more GCSEs including English and Maths at grades 9-4 (the new standard pass – the old A\* - C grade and above).

Some other highlights are:

- Over 60% have achieved five or more GCSEs including English and Maths at grades 9-5 (a strong pass – the new measure).
- More than a quarter of our students have achieved five or more A\* - A grades.
- Nearly half of our students have achieved five or more A\* - B grades.

We have also had some truly exceptional subject performances once again this year.

- In Mathematics, a third of the whole year group achieved the very top grades of 9-7 (the old A\*- A). 85% achieved grades 9-4 (the old grades A\*- C and above) and 67% achieved grades 9-5.
- In English, a quarter of the whole year group achieved the very top grades of 9-7 (the old A\*- A). 82% achieved grades 9-4 (the old A\*- C and above) and 70% achieved grades 9-5.
- Biology, Chemistry and Physics all achieved over 95% A\*- C grades.
- Physical Education and Performing Arts (Drama) achieved 93% and 92% respectively.
- Modern Foreign Languages achieved 89% A\* - C for French and 84% A\* - C for German.
- Photography achieved 80% A\*- C, Art and Design achieved 78% A\* - C and Dance 75% A\*- C.

### **A-Level Success**

We secured just under 100% pass rate at A-Level. This was supported by an A\*- A rate of 30%, A\*- B rate of 59% and an A\*- C pass rate of 83%. These results are a further increase on consistently improving results. Over 89% in Geography, 86% in Mathematics, 75% in Religious Studies, 100% in English Literature, 71% in Biology, 82% in History and 70% in Chemistry achieved the prestigious A\*- B grades.

This is our highest performance ever across the board with our A-Levels and these exceptional outcomes have ensured that our wonderful, hardworking and determined students have been able to secure their futures at their first choice universities. Over 95% of our Year 13 cohort who applied to go to university were accepted to their choice and 47% achieved places at the esteemed Russell Group universities.

### **National Teaching School and National Support School**

Beacon Academy is one of approximately 65 schools nationwide that has been selected to become a National Teaching School in the latest recruitment round, taking a leading role in recruiting and training new entrants to the profession. I am also one of approximately 75 Headteachers to be appointed to the role of National Leader of Education in the latest recruitment round.

At Beacon Academy, the quality of teaching, learning and assessment is expected to be highly effective, enabling all students to make excellent progress. Our performance management systems and associated continuing professional development and learning (CPDL) are tailored to support excellence in teaching, focussing entirely on what good and outstanding teaching looks like in each subject across each key stage. We have a highly acclaimed NQT and ITT programme, recognised as outstanding. Furthermore, we have developed a programme to continue to support teachers in their second and third year with our Recently Qualified Teacher (RQT) programme. We have also developed and deliver an internal Excellent Teacher Programme (ETP) to support colleagues with their CPDL.

We invest in our staff and this has been recognised through the award in November 2015 of the prestigious Investors in People Silver status. This reflects our leadership, management, communication and training across the school.

Beacon Academy is on an exciting journey towards becoming an exceptional school. We are judged to be a good school with outstanding leadership. Ofsted and our results confirm this. Trustees, staff, parents and students know this. We have a rigorous, relentless and uncompromising focus on ensuring that all students leave Beacon with the best set of qualifications possible, equipping them for our rapidly changing, highly competitive but exciting world.

### **To apply**

Once again, thank you for your interest in the post of Teacher of Social Sciences. Please see the details on page 14 on how to apply for this role.

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

Completed application forms should be e-mailed to the HR Department at [vacancies@beacon-academy.org](mailto:vacancies@beacon-academy.org)

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



**Anna Robinson**  
**Headteacher**

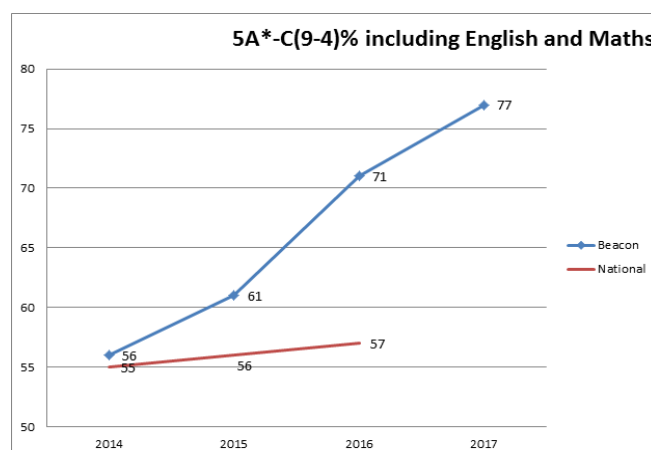
## Examination Results

Key Stage 5 - A-Level & Equivalents	2014	2015	2016	2017
	Beacon %	Beacon %	Beacon %	Beacon %
A* - A	21	24	23	30
A* - B	39	47	50	59
A* - C	76	77	79	83
A* - E	99	99	100	98

Key Stage 5 - A-Levels only	2015		2016		2017	
	Beacon %	National %	Beacon %	National %	Beacon %	National %
A* - A	21	26	24	26	27	26
A* - B	47	53	55	53	54	53
A* - C	75	77	81	74	80	77
A* - E	99	98	100	98	97	97

Key Stage 4 - GCSE & Equivalents	2015		2016		2017		
	Beacon %	National %	Beacon %	National %	Beacon %	National %	E/Sussex %
A* - A	16	-	22	-	30.4	-	
Basics (English & Maths @ 4+)	69	58	75	62	77	-	61
Basics (English & Maths @ 5+)	-	-	-	-	60	-	38
5 A* - C including English & Maths @ 4+	61	56	71	-	77	-	
5 A* - C including English & Maths @ 5+	-	-	-	-	60	-	
English A* - C (9-4, standard pass)	80	65	80	68	85	62	73
Maths A* - C (9-4, standard pass)	74	63	82	74	82	59	66
English A* - C (9-5, strong pass)	-	-	-	-	70	48	58
Maths A* - C (9-5, strong pass)	-	-	-	-	66	44	43
Ebaac	30	24	40	24	37	-	19
Overall Attendance	94.4	94.8	95	-	93	-	-

Attainment 8	4.91	4.81	5.31	4.9	5.4		
Progress 8	0.19	0	0.38	0	0.6	0	0



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

## Staff Testimonials

I initially joined Beacon Academy as a PE and Spanish teacher in September 2004. I was given the opportunity to develop my skills and understanding on how to become an outstanding teacher from my first year. Before commencing my teaching career I worked as a Personal Trainer in London and have not looked back since.

Over the years Beacon have given me many opportunities to develop my professional development having led on many areas such as Head of Year; Head of Key Stage; Head of Department (in two different subjects), Associate Assistant Head of Academy focusing on Progress and Achievement and in my current role as Senior Assistant Headteacher.

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.

**Keith Slattery: Senior Assistant Headteacher**



I started working at Beacon Academy in May 2014. My previous role working with vulnerable young people in Kent gave me the skills and experience I needed to apply for the post.

The interview tasks were tough and competition was high, but thankfully by the end of the day, I was informed that I had been successful and would start my new role in a month's time. From the day that I started, I was made very welcome by staff at Beacon and have joined a fantastic team who support each other and work hard to improve the outcomes for the students in our care.

The most rewarding part of my role is building successful relationships with students and their parents in order to support them with any difficulties they may be experiencing at home or in school. I feel settled and confident within the school. I am still learning and being faced with new challenges every day, but challenges that I enjoy and working within a school that recognize the importance of the Student Support role alongside teaching and learning to support the whole child's wellbeing.

**Krysten Hicklin: Student Support Services Manager**



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've 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.

**Imogen Mepham: Teacher of Mathematics**



Having joined Beacon Academy as an NQT in September 2014, I have been fortunate enough to work alongside a supportive and passionate staff body, led by an exceptional senior team. The School's vision is clear: every student deserves to reach or extend their potential, and every staff member should enjoy and take pride in their role. There is an emphasis on Teaching and Learning, with a wide array of CPD events, and, opportunities to observe and share outstanding practice. The school has high standards on behaviour, which ensures that students can achieve and excel. Ultimately, it is an environment where teachers can teach, and students can learn.

**Toby Horrocks: Head of History**



**At Beacon Academy, whether a student, a member of staff, a parent, carer or a trustee, we will all:**

**Inspire one another  
Believe in one another  
Achieve our ambitions  
Succeed in life**

## Psychology Department

The Psychology department is a well-established department which offers A level Psychology in the 6<sup>th</sup> form. The subject is a popular choice for students, and usually has two or three classes in both Year 12 and Year 13, although on occasions this has risen to four. We teach the AQA specification, and the first cohort of students to study the new (2015) specification took their exams last summer.

The strengths of the department lie in the expertise and commitment of the staff and also the enthusiasm of our students in studying such a fascinating subject. We produce all our own resources, which consist of a set of workbooks relating to each topic taught, with accompanying Powerpoint presentations. Many of our students choose to study other social science subjects, for example sociology or criminology, alongside psychology. Each year, a high proportion of our students continue to study psychology at university. Last summer, one of our students was successful in obtaining a place to study Experimental Psychology at Queen's College, Oxford.

We offer regular extra support sessions to all students, both during and after school hours, which allow students to have a more focussed level of contact with staff.

We aim to enrich student's experience of the subject by having visitors such as educational psychologists to talk to the classes, and also have run many trips to conferences and workshops. In recent years we have taken groups to see Philip Zimbardo speak in London, to conferences that include hypnosis sessions and to hear first-hand from an ex-convict who had spent time on death row.

Departmental Staffing Structure	Mrs D Morrell, Head of Department Dr K Grossman, Teacher of Psychology and Head of Year
Curriculum	Key Stage 5: AQA Psychology
2017 Results KS4 & KS5	Key Stage 5  A* 7% A*-A 30% A*-B 52% A*-C 70% A*-E 93%
Facilities	Dedicated classroom at Green Lane, 6 <sup>th</sup> form centre
Resources	ICT equipment; sets of textbooks, projector
Key areas for development	Ongoing development of resources to support the new specifications



## Criminology Department

Criminology is delivered through the Psychology department, and the subject was first offered in September 2015. We follow WJEC Applied Diploma in Criminology, and currently have two classes at both year 12 and Year 13. Assessment of the two year Diploma involves students completing two controlled assessments, each consisting of eight hours work, and two formal exams.

We produce all our own resources for the course, which includes detailed workbooks for the students to use, which they develop alongside their own notes. We invite visitors with relevant experience to speak to the students including local Police officers and have taken groups to a recent Criminology conference in London, where among others; they were able to hear first-hand accounts of offending behaviour.

Students are supported in developing independent study skills and the majority of lessons are timetabled in IT rooms. This enables students to compile their own electronic folders of work, which can include their own research into real cases of crime, lesson notes, information from videos/documentaries watched and notes from discussions. Students also plan and deliver mini presentations on topics relevant to the course to their peers.

The subject is increasing in popularity, equally popular amongst boys and girls. Many of our students also study Sociology and Psychology alongside criminology. Last year, a number of the cohort were successful in applying to universities to study criminology.

Departmental Staffing Structure	Mrs D Morrell, Dr K Grossman, Miss C Bagnall
Curriculum	Key Stage 5 : WJEC Applied Diploma in Criminology
2017 Results KS4 & KS5	Key Stage 5 A*-C 54% A*-D 77% A*-E 100%
Facilities	Use of IT rooms
Resources	ICT equipment; department produced workbooks
Key areas for development	Continuing to develop the course to ensure students can access all available grades

## The Sociology Department

The Sociology Department is a developing department at Beacon with an ethos to create a rigorous, academic approach which motivates and inspires students.

The Sociology Department has well-equipped classrooms complete with data projectors and desktop PCs. As with all departments in Beacon, we encourage students to use a variety of resources and their own materials to enable them to develop independent learning skills. In addition, we have bookable ICT suites/iPads, and are pioneers in the E-learning agenda across the school.

In Key Stage 4, all students can select Sociology as an optional GCSE subject. These decisions are made by our students after consulting with staff at the Year 9 Options Evening in January. Our classes are mixed ability and built on the foundations of tolerance, respect, hard work and success in both academic achievements and developing life skills.

Our increasing numbers in KS4 show that there is a growing enthusiasm for the subject. We have 3 classes in Year 10 (77 students) and 2 classes in Year 11 (33 students). At KS5, we currently have 2 classes in Year 12 and 1 class in Year 13.

The Humanities Faculty works collaboratively, learning from one another and sharing our successes. We have a collective educational pedagogy that has seen the faculty make great strides in embedding the six principles to ensure that all student groups maximise their progress in our subjects and we are excited to welcome a new member to further develop our successful team.

Departmental Staffing Structure	Head of Sociology: Mr O. Rees Teachers of Sociology: Miss C. Bagnall, Mr C. Howarth Senior Team Line Manager: Mr D. Callard
Curriculum	KS4: GCSE AQA Sociology (6 hours a fortnight) KS5: A2 Level AQA Sociology (9 hours a fortnight)
2017 Results KS4 & KS5	GCSE Sociology: 70% A*-C, 19% A*-A A-Level Sociology: 84% A*-C, 100% A*-D
Facilities	Our large and vibrant Sixth Form are housed in a purpose built site less than a quarter of a mile from the main campus. Key Stage 4 and Key Stage 3 lessons take place on the Beeches site, where there are seven humanities rooms. All of the Key Stage 5 Humanities courses are currently taught at the Sixth Form Centre where we have dedicated Geography/ Geology, History, Philosophy & Ethics and Sociology classrooms.
Resources	The Humanities faculty classrooms have desktop PC's and data projectors. Humanities lessons are also taught within the schools state of the art Creative Learning Centre (CLC) which enables students to participate in 21 <sup>st</sup> century learning.
Key Areas For Development	<b>OBJECTIVE</b> – to develop our exam results across the faculty. <b>Strategy 1.</b> <u>Outcomes and Tracking Progress</u> - To develop the % of A*-A. To reduce the gap between our disadvantaged and non-disadvantaged students. <b>Strategy 2.</b> <u>Quality of Teaching and Learning</u> - To develop consistent teaching and learning practice that allows students to achieve outstanding outcomes. <b>Strategy 3.</b> <u>Assessment, Marking and Feedback</u> - To create a consistent approach to marking that maximises the opportunity for students to reflect on and develop their performance.

## The Health and Social Care Department

The Health and Social Care Department is a small but very successful niche department which has evolved over the last fifteen years. Its strengths lie in the committed and specialist staff who teach on the key stage four and five courses, as well as the distinctive type of students that we attract. Our curriculum has evolved in response to the needs of our students and as a result of our latest review, our curriculum offer was updated to the OCR Level 1/2 National Certificate in Health & Social Care at key stage four and the OCR Level 3 Cambridge Technical Diploma at key stage five. The first cohorts for both these courses will, therefore, be completing in July 2018.

In addition to their academic study, students at both key stage 4 and key stage 5 go out on one week work based placements as part of their course and this forms an invaluable part of their vocational training. Many of our students also combine their study of Health and Social Care with other social sciences such as A-Level Psychology or Sociology or with BTEC Applied Science or A-Level Biology and subsequently go onto higher education or begin vocationally related courses in a whole host of health, social care or early years related disciplines ranging from nursing & paramedics to mental health, social care, childcare and primary school education.

All lessons are taught in the dedicated Health and Social Care base on our main site which is equipped with ICT and other appropriate resources. Additionally we have excellent, well-established links with a variety of local health and social care related organisations that we use on a regular basis for our work related placements.

Departmental Staffing Structure	Ms B Trivedi, Head of Department
Curriculum	Key Stage 4: OCR National Certificate in Health & Social Care Key Stage 5: OCR Technical Diploma in Health & Social Care
2017 Results KS4 & KS5	Key Stage 4 (all female): 89% D2 – P1; 59% attained on or above their indicator grades Key Stage 5 (all female): 100% D-P; 100% attained on or above their indicator grades; 50% attained 2 grades above their indicator
Facilities	Dedicated Health & Social Care base at Beeches main site
Resources	ICT equipment; other specialist equipment and resources
Key areas for development	Embedding of new OCR courses at both key stage 4 and key stage 5

# Job Description

<b>JOB TITLE:</b>	<b>TEACHER</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>	Head of Subject / Department.
<b>ACCOUNTABLE FOR:</b>	The effective implementation of individual lessons / schemes of work and student standards and achievement.

KEY ACCOUNTABILITIES	KEY TASKS
<b>1. THE LEADERSHIP OF LEARNING</b> To contribute to the development of the department schemes of work and implement through classroom teaching	a) To prepare and deliver exciting and challenging lessons to students of all ages and abilities in accordance with schemes of work.  b) To adopt a variety of strategies to engage all students (including ICT and use of the Creative Learning Centre) and be responsive to advice.  c) To promote good student behaviour  d) To mark, evaluate and give regular appropriate feedback on students work  e) To assess students' progress and report to parents periodically in accordance with the Academy guidelines
<b>2. THE LEADERSHIP OF PEOPLE</b> To communicate effectively with members of staff in the department, to develop a collegiate working environment	a) To contribute to department meetings with creativity and energy  b) To keep close contact with parents, tutors and Head of Department to ensure progress of students is best supported  c) To contribute to House meetings and Year team meetings
<b>3. THE LEADERSHIP OF RESOURCES AND POLICY</b> To help develop the department resources and provide an effective, safe learning environment. To contribute to the review, development and presentation of department policies and objectives	a) To contribute to the development of curriculum materials b) To work effectively to carry out tasks as directed by the Head of Department with support and guidance from other team members.

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.

## Person Specification

ESSENTIAL	DESIRABLE
<b>Qualifications</b> <ul style="list-style-type: none"> <li>Graduate &amp; Qualified teacher</li> <li>Strong academic background</li> </ul>	<b>Qualifications</b> <ul style="list-style-type: none"> <li>Evidence of commitment to professional development</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>Secondary teaching experience or practice across both Key Stage 3 and 4</li> <li>An excellent practitioner with the drive and ambition to develop further</li> <li>Excellent knowledge of assessment strategies and their effective implementation</li> </ul>	<b>Experience</b> <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 impact led data driven culture</li> <li>Sees this as a post to further promotion</li> <li>Experience of teaching the most able at Key Stage 4 and 5</li> <li>Experience of utilising both Apple and Microsoft programmes to develop engaging lessons</li> </ul>
<b>Philosophy</b> <i>Commitment to:</i> <ul style="list-style-type: none"> <li>The principle that 'The Children come first'</li> <li>Working collaboratively with other team members to develop pedagogy</li> <li>Equality of opportunity</li> <li>The responsibility of contributing to whole team effort</li> </ul>	<b>Philosophy</b> <ul style="list-style-type: none"> <li>An understanding of Academy status and its benefits flexibilities this status brings for the school.</li> <li>Consistently good teaching with examples of developing outstanding practise.</li> <li>An understanding of Social Sciences as part of the whole curriculum</li> </ul>
<b>Skills</b> <i>You will need to</i> <ul style="list-style-type: none"> <li>Be an effective Teacher</li> <li>Be and effective Communicator</li> <li>Have strong ICT skills (with a commitment to develop further through the utilisation of the 'Creative Learning Centre')</li> </ul>	
<b>Personal Qualities</b> <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>	

## 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.

Completed applications should be sent to:

Human Resources  
Beacon Academy  
North Beeches Road  
Crowborough  
East Sussex TN6 2AS  
Telephone: 01892 603078  
Email: [vacancies@beacon-academy.org](mailto:vacancies@beacon-academy.org)

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 2016. Further information can be found on our website.