

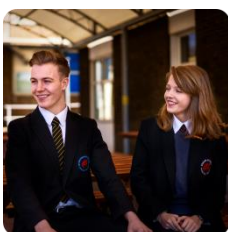


# BEACON ACADEMY

Ambitious for excellence in all we do

## LEARNING MENTOR

### Information for Applicants



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Crowborough  
East Sussex  
TN6 2AS

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

Headteacher: Ms A Robinson



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Dear Applicant

**Post of Learning Mentor**

Thank you for your enquiry regarding the vacancy for the above named post. We are looking to appoint a Learning Mentor to work within our Learning Development team.

The role is for 30 hours per week, term time only. The working days for this post are Monday to Friday. All posts are subject to DBS, health checks and satisfactory references. This role is paid on Single Status Grade 3, currently £15,377 - £15,809 per annum full time equivalent. Actual salary would be £10,808 - £11,289.

Please find below relevant information, which has been prepared to help you with your application. It includes:

- The job description
- The person specification

**Closing date: 10am on Thursday 31 August 2017**

**Interviews will take place as soon as possible after this date**

A completed application form should be returned via email to [vacancies@beacon-academy.org](mailto:vacancies@beacon-academy.org) . Please be advised that we do not accept curriculum vitae.

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

For further details please contact the Human Resources department on 01892 603078 or email [vacancies@beacon-academy.org](mailto:vacancies@beacon-academy.org)

Yours sincerely

Human Resources

## **Post of Learning Mentor**

Thank you for your interest in this post at Beacon Academy. We are looking for a professional and self-motivated individual, with excellent communication skills and the ability to be flexible. The ideal candidate should have experience of supporting children in a classroom environment and working with children with special educational needs to maximise students learning.

### **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.

Despite a record decline in the national GCSE results we find ourselves once again significantly above county and national averages for both GCSE and A Level. Our results place us as a top performing school in East Sussex and nationally. For a more in depth look at our outcomes we have included an information sheet within this pack.

A few highlights from 2016 leavers are:

- For our actual results Beacon Academy is significantly above the national average for attainment and progress 8 overall as +5.3 this takes us into the top 25% of schools nationally.
- Beacon Academy is significantly above the national average for %A\*- C English and Mathematics at 75% (national average is 62%) this means Beacon Academy is in the top 20% of schools nationally.
- For our value added our overall attainment and progress 8 Beacon Academy is significantly above the national average of 0 at +0.37. This means that Beacon Academy is in the top 15% of schools nationally for VA.
- Beacon Academy is 14% above the expected value for our % A\*- C for English and Mathematics taking us in to the top 5% of schools nationally.
- In 2016 when comparing expected rates of progress, Beacon Academy is placed 2<sup>nd</sup> in East Sussex
- Over 75% of our students gained an A\*- C in English and Mathematics at GCSE (Basics)
- We achieved our highest ever 5 or more A\*- C including English and Mathematics of 71%

- We also achieved our highest ever A\*- A grades at 22%
- EBACC results at 41%

Our Sixth Form continues to go from strength to strength with consistently outstanding results. Our outgoing students from year 13 secured our best results ever.

- 100% pass rate
- Over 55% gaining A\*-B grades at A Level
- Over 50% A\* - B including A Level and equivalents
- 81% of students gained A\*-C grades
- 80% of students who applied to university secured their chosen courses
- 28% of those went to Russell Group universities

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 have also recently been designated as a National Teaching School and National Support School, and I have been designated as a National Leader for Education and furthermore, as a Consultant Headteacher for East Sussex County Council School Improvement Standards and Effectiveness Team. This will no doubt generate a great deal of interest in terms of school to school support and opportunities for our staff.

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 Learning Mentor. 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.
3. Provide two references, one of whom must be the Headteacher from your current school or most recent significant employer.

If you wish to have an opportunity to discuss this post informally, please contact Thelma Moodie, SENCO on 01892 603000, or email [t.moodie@beacon-academy.org](mailto:t.moodie@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 Levels & Equivalents

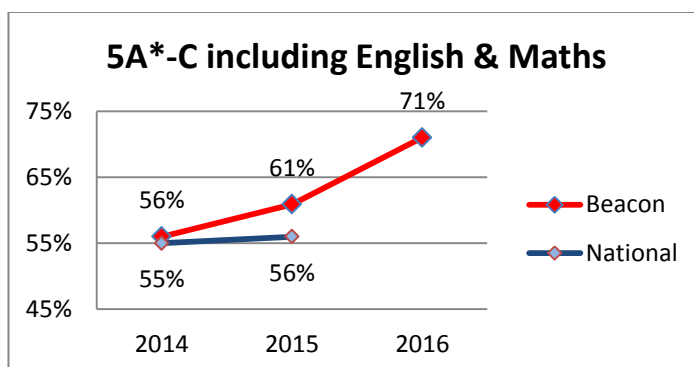
	2014	2015	2016 <sup>+</sup>
	Beacon	Beacon	Beacon
A*-A	21%	24%	23%
A*-B	39%	47%	50%
A*-C	76%	77%	79%
A*-E	99%	99%	100%

## Key Stage 5 - A Levels only

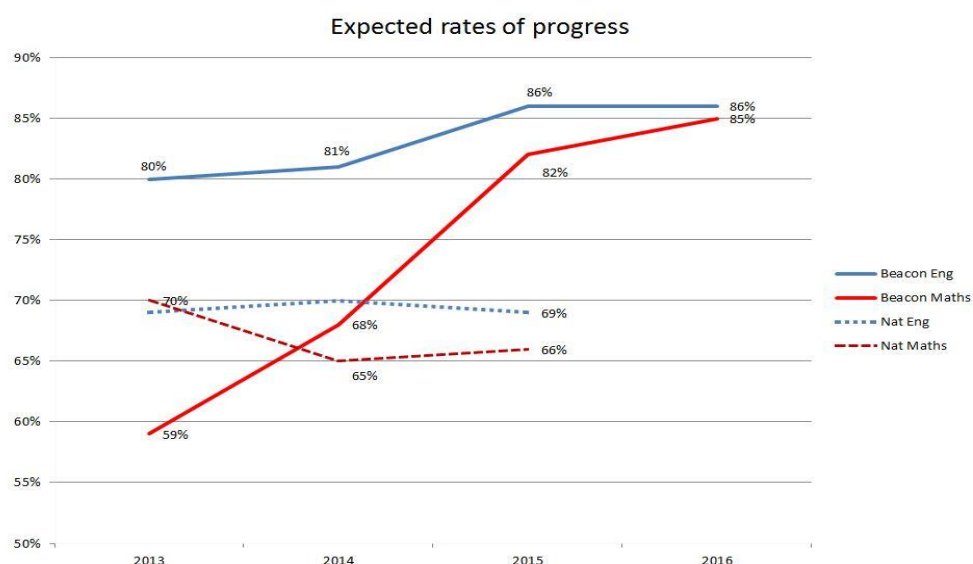
	2014		2015		2016 <sup>+</sup>	
	Beacon	National	Beacon	National	Beacon	National
A*-A	17%	26%	21%	26%	24%	26%
A*-B	38%	52%	47%	53%	55%	53%
A*-C	73%	77%	75%	77%	81%	74%
A*-E	99%	98%	99%	98%	100%	98%

## Key Stage 4 – GCSEs & Equivalents

	2014		2015		2016 <sup>+</sup>
	Beacon	National	Beacon	National	Beacon
A*-A	23%	-	16%	-	22%
Basics (English & Maths A*-C)	63%	58%	69%	58%	75%
5 A*-C including English & Maths	56%	55%	61%	56%	71%
Attainment 8	-	-	4.91 C	4.81 C-	5.31 C+
Progress 8	-	-	0.19	0	0.38
English A*-C	72%	67%	80%	65%	80%
English Expected Progress	81%	70%	84%	69%	85%
English More than Expected Progress	50%	32%	40%	30%	43%
Maths A*-C	65%	67%	74%	63%	82%
Maths Expected Progress	68%	65%	82%	66%	85%
Maths More than Expected Progress	29%	29%	42%	30%	54%
EBacc	24%	24%	30%	24%	40%
Overall Attendance	94.3%	94.9%	94.4%	94.8%	95.0%



<sup>+</sup> Provisional figures correct at time of publishing  
 - National figures unavailable



## National Comparisons

For our actual results Beacon Academy is significantly above the national average for attainment and progress 8 overall as +5.3 this takes us into the top 25% of schools nationally.

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Beacon Academy is 14% above the expected value for our % A\*- C for English and Mathematics taking us into the top 5% of schools nationally.

## East Sussex comparisons

### Attainment

In 2016 Beacon Academy achieved 71% which places us at 5<sup>th</sup> in East Sussex for attainment.

### Progress

In 2016 when comparing expected rates of progress, Beacon Academy is placed 2<sup>nd</sup> in East Sussex

## School Admissions

November 2016	November 2015	November 2014
First Preferences = 185	First Preferences = 176	First Preferences = 160
Second Preferences = 38	Second Preferences = 30	Second Preferences = 29
Third Preferences = 29	Third Preferences = 13	Third Preferences = 18
Later first preferences = 3		
<b>Total: 255</b>	<b>Total: 219</b>	<b>Total: 207</b>

The above data conveys a 16% increase in first preference applications and a 23% increase in total applications.

## 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 by 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 Year 7**



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**

## The Learning Development Department

This department is made up a large team of dedicated support staff with an ever increasing range of skills and specialisms. Our main focus is the student. All the intervention and support that is put into place is to ensure progress of all students in college. We pride ourselves on our extremely positive relationships with parents and carers. We believe that they play a pivotal role in supporting us as a team to ensure their child achieves their expected levels of progress whilst at Beacon.

We have successfully supported students with a range of learning difficulties, and the effectiveness of this support has ensured results at KS4 are outstanding with over 90% of pupils leaving with 5+ GCSEs A\*-G or their equivalent.

The department consists of sub-teams who have a range of experiences and training. Staff are deployed to specific subjects or vulnerable pupils to provide the necessary support to ensure rapid progress. The range of experience and skill within the department ensures that we cover the support required for any of our students that may need additional support within the school, both academically and in relation to their well-being. Example of support could include speech and language, literacy and numeracy, poor handwriting, ADHD, English as an Additional Language and Dyslexia.

We work with our Assistant Heads of Years and Heads of Years on a weekly basis to review and monitor all our interventions and the support put into place for students, as well as working with other departments. The Learning Development Department also provides opportunities for staff training by experienced Learning Mentors and whole-school training through our extensive CPD programme.

Our overriding aim is to support students by making them feel safe, giving them the skills and the confidence to break down their barriers to learning and progress on to a fulfilling and successful life after their time at Beacon.

You will be working in the classroom with the students and this is both a challenging and rewarding role. This role would suit someone with a passion for learning and education.

# Job Description

<b>Job Title:</b>	Learning Mentor
<b>Job Purpose:</b>	To assist in promoting the learning and personal development of all pupils, including, but not exclusively, those with special educational needs.
<b>Responsible to:</b>	Senior Learning Mentor
<b>Pay Scale:</b>	Single Status Grade 3

## Main Functions

- 1 To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
  - Clarifying and explaining instructions
  - Ensuring the pupil(s) is able to use equipment and materials provided
  - Motivating and encouraging the pupil(s), as required, by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
  - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/presentation etc
  - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
  - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning as appropriate
  - Providing additional nurture to individuals when requested by the class teacher or SENCO
  - Consistently and effectively implementing agreed behaviour management strategies
  - Helping to make appropriate resources to support the pupil(s)
  - Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons, clean and reassure pupils after accidental spillage on clothes, help with mobility around the Academy
- 2 To establish supportive relationships with the pupil(s) concerned
- 3 To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 Give the pupil(s) feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking children's work
- 6 To support the pupil(s) in developing social skills both in and out of the Classroom

- 7 To support the use of ICT in learning activities
- 8 To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- 9 Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- 10 When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- 11 To use the school's system for recording progress
- 12 Where appropriate, to know and apply positive handling techniques
- 13 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 classroom appearance.
- 14 To know and apply Academy policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities
- 15 Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- 16 To be aware of confidential issues linked to home/pupil/teacher/school
- 17 To contribute towards reviews of pupil(s)' progress as appropriate
- 18 To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 19 To take part in training activities offered by the Academy to further knowledge (within employed hours)
- 20 To be willing to support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)
- 21 To accompany teacher and pupils on educational visits
- 22 To carry out the above duties in accordance with the Academy's policies

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*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 reasonable 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

## **Knowledge**

- 1.1 GCSE Maths and English Grade C or above, or equivalent
- 1.2 Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- 1.3 Knowledge of SEN Code of Practice
- 1.4 Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils

## **Experience**

- 2.1 Experience of supporting children in a classroom environment, including those with special educational needs
- 2.2 Experience of using Information Technology to support pupils in the classroom

## **Skills & Abilities**

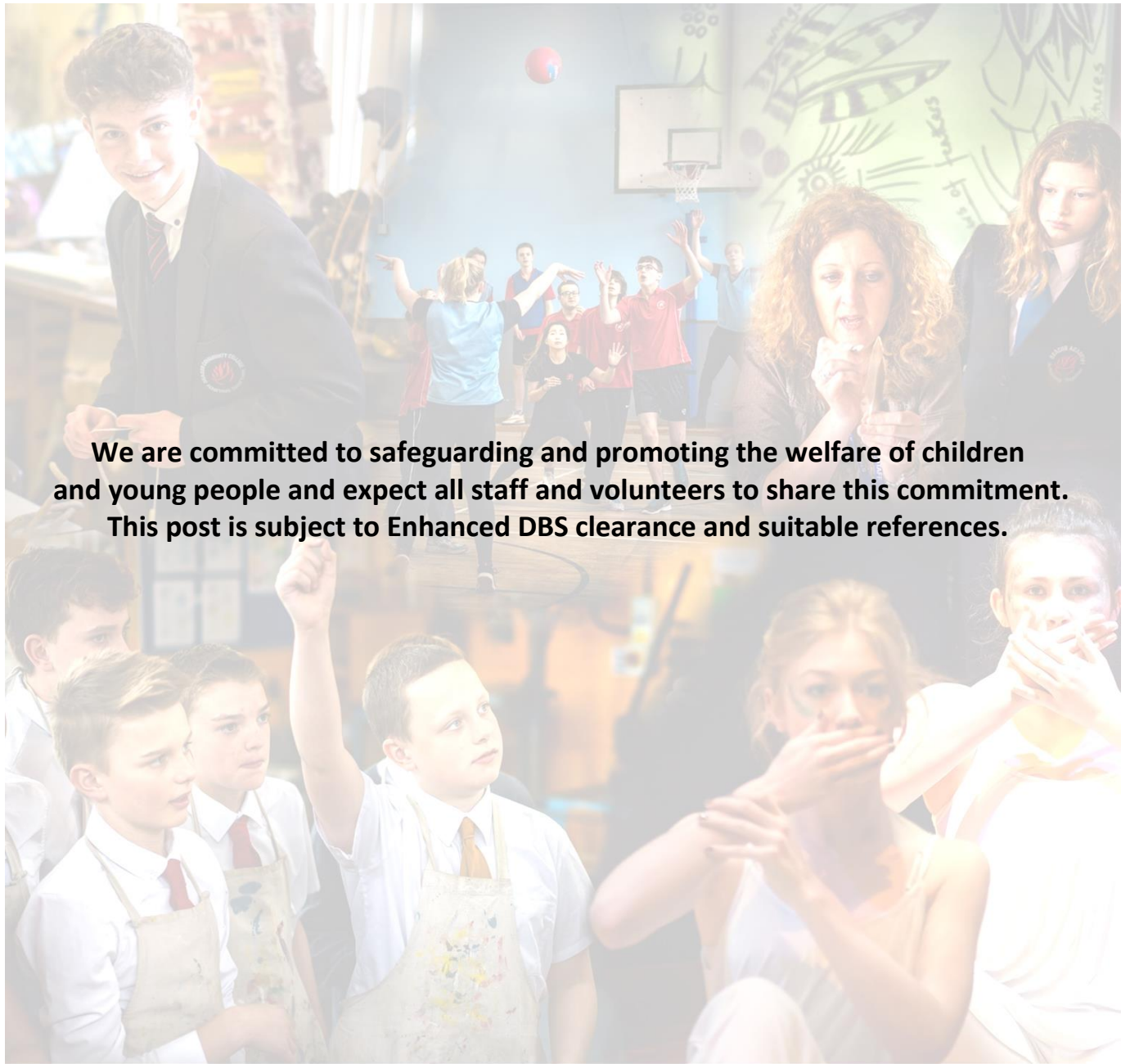
- 3.1 Ability to use language and other communication skills that pupils can understand and relate to
- 3.2 Ability to establish positive relationships with pupils and empathise with their needs
- 3.3 Ability to demonstrate active listening skills
- 3.4 Ability to consistently and effectively implement agreed behaviour management strategies
- 3.5 Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task
- 3.6 Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
- 3.7 Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills
- 3.8 Ability to assist in the recording of lessons and assessment, as required by the teacher
- 3.9 Ability to offer constructive feedback to pupils to reinforce self-esteem
- 3.10 Ability to work effectively and supportively as a member of the school team
- 3.11 Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc

## **Personal Qualities**

- 4.1 Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge
- 4.2 Willingness to maintain confidentiality on all school matters

## **Desirable Criteria**

- 5.1 NVQ Level 2 for Teaching Assistants or equivalent



**We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to Enhanced DBS clearance and suitable references.**