



Beacon Academy

Ambitious for excellence in all we do

LEARNING MENTOR

30 hours per week
Term time only

Information for Applicants



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www.beacon-academy.org
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Headteacher: Ms A Robinson

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Dear Applicant

Post of Learning Mentor

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.

The role is for 30 hours per week, term time only. This role is paid on Single Status Grade 3, currently £15,377 - £15,809 per annum full time equivalent. All posts are subject to DBS enhanced clearance, health checks and satisfactory references.

Immediate start is available subject to DBS, health checks and references.

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 14 December 2017

Interviews will take place on Monday 18 December 2017

A completed application form should be returned via email to 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

Yours sincerely

Human Resources

Post of Learning Mentor

Thank you for your interest in this post at Beacon Academy which offers an opportunity to assist in promoting the learning and personal development of all students, including, but not exclusively, those with special educational needs.

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 Learning Mentor. Please see the details on page 13 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

Completed application forms should be e-mailed to the HR Department at 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

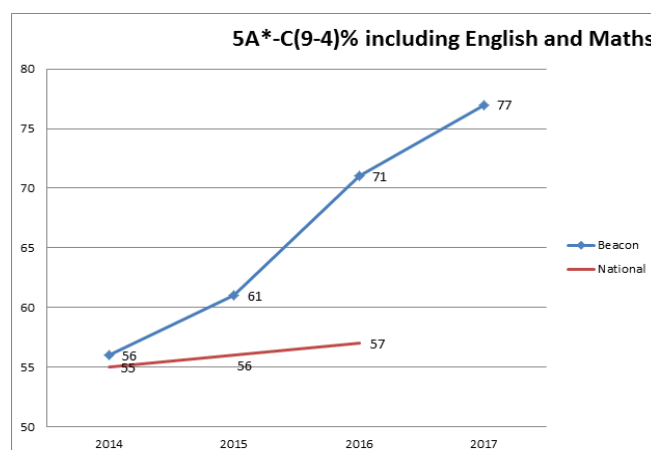
Examination Results

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**

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 Academy. 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 students 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 students 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

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

Main Functions

- 1 To aid students to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the student(s) is able to use equipment and materials provided
 - Motivating and encouraging the student(s), as required, by providing levels of individual attention, reassurance and help with learning tasks as appropriate to students' 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 student 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 student(s)
 - Meeting students' physical needs while encouraging independence e.g. help students to change for PE lessons, clean and reassure students after accidental spillage on clothes, help with mobility around the Academy
- 2 To establish supportive relationships with the student(s) concerned
- 3 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
- 4 Monitor the student'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 student(s) feedback on achievements in order to reinforce and develop self-reliance and self-esteem, including marking children's work

- 6 To support the student(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 student(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 students 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 students, 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/student/teacher/school
- 17 To contribute towards reviews of student(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 students on educational visits
- 22 To carry out the above duties in accordance with the Academy's policies

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 students

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 students in the classroom

Skills & Abilities

- 3.1 Ability to use language and other communication skills that students can understand and relate to
- 3.2 Ability to establish positive relationships with students 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 students' needs, encouraging the student to stay on task
- 3.6 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
- 3.7 Ability to carry out and report on systematic observations of students' 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 students 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

APPLICATIONS

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

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 and applications forms can be found on our website.