



Assistant Head of Computing Candidate Information

January 2024



**CHELTENHAM
BOURNSIDE
SCHOOL**

Empowering lives
through learning



CHELTENHAM BOURNSIDE SCHOOL



Welcome to Bournside

People are at the heart of Bournside. Rating us as “Good” in all areas, OFSTED saw that “staff well-being, as well as curriculum knowledge, are paramount”. Our staff and students are **Ambitious, Purposeful, Proud, Respectful, Curious, and Supportive**. These are our values and whilst you’ll see them written on our website and on our corridor walls, where you’ll really see them is in the way we work together, the way we talk to one another, the way teachers teach and students learn. All that leads to what OFSTED called “a harmonious school”.

Bournside is a large school with over 200 staff and over 1,800 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 4G sports pitches; a fully equipped Drama studio, a large library, specialised English and Maths blocks, 12 science labs and specialist design, technology, computing and media rooms. Our highly successful sixth formers have their own large base with numerous study rooms.

No one gets lost in the crowd, however. Indeed, in their 2022 report, OFSTED commented on the “strong sense of community for both staff and pupils” and that “pupils are ready for learning and engage well with teachers and other adults.” Everyone is a member of one of our six houses; coupled with our vertical tutor group model, the house system aims to nurture and enhance that sense of family and community, strengthen home/school communication, and provide opportunities for older students to act as role models for younger students, enabling them to have meaningful conversations about school life and their future aspirations.

It’s not at all unusual for several generations from the same family to have been part of Bournside School. We’ve been part of the community of Cheltenham for many years having moved to our present site in Warden Hill in the early 1970s. Our value to the local community is developed in many ways: working closely with our neighbouring schools, taking the arts into the community, being the central hub for very many local sports teams, and, of course, being the school of choice for families in our part of Cheltenham and beyond.

I recommend you contact Rob Waters Deputy Head, rw@bournside.gloucs.sch.uk, before making your application. I would also very much encourage you to visit our school so you can see for yourself why it is a wonderful place to work.

There is a wealth of information about our school on our website, along with an application form should you wish to apply. We also ask for a supporting statement (maximum 2 sides of A4) outlining how you feel your experience, skills, and attributes would enable you to make a significant impact in the role. The deadline for applications is 9:00am on Monday 2nd October 2023.

I look forward to receiving your application to join us in [inspiring lives through learning](#).

Steve Jefferies
Headteacher



Assistant Head of Computing

Start date: January 2024
(negotiable)

Salary: MPS/UPS +TLR2B
(£5,022)

Full-time, permanent
(A generous recruitment
allowance maybe payable to the
appropriate candidate.)

An outstanding opportunity has arisen to work within the Computing Department of Cheltenham Bournside School.

We are an established 11-18 single academy trust with a good reputation (Ofsted 'Good' rating 2022), wide catchment, and a strong presence in our community. Our school is consistently oversubscribed with a PAN of 300, and most of our students choose to stay with us for their post-16 study.

We are looking to appoint an enthusiastic practitioner to join an experienced and enthusiastic Computing and ICT department, based in our purpose-built Computing block, at Cheltenham Bournside School, where Computing and Creative iMedia are very popular subjects.



Applications by:
9:00am
Monday 2nd October
2023

A specific aspect of the role will be to lead and deliver KS5 Computer Science.

We have a growing number of students studying Computing at A'level and this role presents a unique opportunity to part of the development and future of this aspect of the subject at Cheltenham Bournside School.

The post would be an ideal opportunity for a new entrant to the profession although equally attractive to a more experienced colleague. We have a positive commitment to supporting Early Career Teachers and a comprehensive staff development programme.

We are an equal opportunities employer and value and respect diversity across our whole school community. Bournside is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check. We reserve the right to interview and appoint prior to the closing date.

Application pack:

www.bournside.gloucs.sch.uk/school-information/careers-at-bournside/



Job Description

Assistant Head of Computing with responsibility for A'level

Post title: Assistant Head of Computing with responsibility for A'level

Responsible to: Head of Department

Contract Type: Full-time, permanent

Salary: MPS/UPS plus TLR 2B

Note on terminology

In this document, the following terms are used:

“Accountable” – this means to be answerable to the appropriate line manager for the success or failure of the identified area; in most cases, operational responsibility for implementation of this task is also implied by this term although for employees with leadership responsibilities, operational responsibility may be delegated to subordinates.

“Responsible” – this means to be operational responsible; an employee with responsibility implements the task in question

“Contributes” – means that the employee does not hold full responsibility but is required to make a significant contribution to the implementation of a task or area of responsibility under the direction of line manager.

Duties

Teaching

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012).

- Be **accountable** for the delivery of the curriculum to assigned classes as relevant to age and ability;
- Be **responsible** for and **contribute** to the preparation and development of teaching materials;
- Be aware of students' capabilities and prior knowledge and be **accountable** for planning and differentiating teaching appropriately to build on these, demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all students, including those with special educational needs, disabilities and EAL; and be **accountable** for the use and evaluation of distinctive teaching approaches to engage and support such students;
- Demonstrate an understanding of and take **responsibility** for promoting high standards of literacy including the correct use of spoken English;
- Be **accountable** for the use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;



- Be **accountable** for making accurate and productive use of assessment to secure students' progress;
- Be **accountable** for the use of relevant data to monitor progress, set targets, and plan subsequent lessons;
- In line with the school's assessment and feedback policies, be **accountable** for giving students regular feedback, both orally and through accurate marking; encourage students to respond to the feedback, reflect on their progress, recognise their emerging needs and take a responsible and conscientious attitude to their own work and study;
- Be **accountable** for setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate;
- **Contribute** to arrangements for examinations and assessments within the terms of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- **Responsible** for establishing a safe, purposeful and stimulating environment for students, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently, fairly and in line with school policies;
- **Accountable** for the effective management of classes, using approaches which are appropriate to students' needs to inspire, motivate and challenge;
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours, which are expected of students;
- Have high expectations of behaviour, promoting self-control and independence of all students;
- Be **responsible** for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures;
- **Accountable** for carrying out the role of form tutor under the direction of the appropriate member of the pastoral team and in line with advice provided concerning the role and responsibilities of a form tutor by a member of the Senior Leadership Team.

Team Working and Collaboration

- Under the direction of the line-manager, participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and contributing to the development of effective practice;
- Be **accountable** for ensuring that colleagues working with you (for example Teaching Assistants, Technicians) are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- **Contribute** as required to the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Provide cover for absent colleagues within the terms of the current School Teachers' Pay and Conditions document.



Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the school.

Administration

- **Accountable** for registering the attendance of and the supervision of students during lessons and where applicable tutor groups and, where appropriate in extra-curricular activities before and after school;
- Report performance data and provide a report for pupils within assigned classes in line with the school's assessment and reporting calendar;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional Development

- **Accountable** for regularly reviewing the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be **responsible** for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of performance development meetings
- Proactively participate with arrangements made in accordance with the school's performance development policy.

Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards of attendance and punctuality
- Perform any reasonable duties as requested by the headteacher.

Other duties and responsibilities

To play a full part in the life of the school community, to support the school's aims and ethos and to encourage staff and students to follow this example.

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.



Person Specification

Assistant Head of Computing

Bournside School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

| | Essential | Desirable |
|---|---|--|
| Qualifications | <ul style="list-style-type: none"> Degree in Computer Science/Computing/ICT or equivalent. Qualified Teacher Status | <ul style="list-style-type: none"> 2:1 or better |
| Experience, understanding, and knowledge | <ul style="list-style-type: none"> The ability to teach A-level Computer Science A passion for Computing/ICT and for teaching A strong academic background and subject knowledge An excellent classroom practitioner (or the potential to be one) A commitment to professional development An understanding of the needs of pupils across the ability range A teacher who can inspire and enthuse pupils and who uses a range of teaching and learning strategies for effective delivery An understanding of how to assess pupil progress An awareness of ways to raise pupil attainment A commitment to safeguarding and the | <ul style="list-style-type: none"> Good knowledge of the National Curriculum in the subject |
| Personal qualities | <ul style="list-style-type: none"> Good communication skills, oral and written The ability to work well as part of a team, and to build trust and openness Discretion, courtesy, honesty and integrity Reliability, punctuality, diligence and good organisation Attention to detail Self-motivation and enthusiasm Ability to work independently Passion for education and young people Evidence of commitment to professional development | |



Support for Early Career Teachers (ECTs)

We will fully support you with your transition to Bournside. Our superb ECT Programme is overseen by our Deputy Headteacher.

Will Penny will be your induction mentor during your first year. You will also be assigned a personal mentor based in your subject area to support you in understanding and coping with your new role.

Your mentor

Your mentor – probably your line manager – will meet with you regularly for review meetings. They will also help oversee the holistic view of your progress as an ECT which includes looking at teaching, planning, your role as a tutor, progress, contributions to extra curriculum provision, and marking.

This should be a collaborative approach throughout the year as part of the process of action planning focusing on areas/activities for development. Your mentor will ensure you have access to a Bournside Staff Handbook, and support throughout your first year.

As your induction tutor, Will Penny will meet with you to complete the 2 formal assessments that form part of your ECT year. These consist of a lesson observation prior to end-of-term assessment, and a formal assessment meeting. As an ECT, you will have a reduced timetable for the first academic year and will have allocated time to complete your UCL ECT training modules with support from your mentor.

We use an online tracker aligned with the Teacher Standards which you can use with your mentor for recording evidence and tracking areas/activities for development throughout the year.



What our ECTs say:

“As a well-supported ECT in a vibrant and forward-thinking school, I have been given fantastic opportunities to develop schemes of work and provide whole school initiatives to further improve teaching and learning.”

“I’ve been given the opportunity to develop schemes within my department, also take responsibility of how the department budget is spent and opportunities to contribute to extracurricular school life in a stimulating and supportive environment.”

“I always knew my ECT year would be hard work, which is why I am so happy that I got the post at Bournside. The level of support has been exemplary. In addition, the students here are fantastic and being a large school means you gain a range of experience.”



Settling in at Bournside

We will fully support you with your transition to Bournside. The Deputy Headteacher, oversees the provision for new staff, including your induction during the first year of teaching with us to support you in understanding and coping with your new role.

Induction day

You will be invited to an induction day in the term prior to joining us. This full day of training provides information about the aspects of Bournside school life which will be needed as soon as you start, such as:

- School Behaviour Code including rewards and sanctions
- Being a tutor including assemblies
- Use of electronic registration and laptops
- Procedures in the Sixth Form
- School Leadership Structure – who to see for what
- Duties
- School communication and meeting systems
- Induction procedures, performance management, and professional development
- Inclusion Support and SEN
- ICT
- Health and safety procedures
- Educational visit procedures
- Our school Library.

Your mentor

You will also be allocated a mentor – probably your line manager – who will meet with you regularly to ensure you have the support you need.



Continuing Professional Development

We are delighted to have been awarded the Gold Award for Professional Development from the Teacher Development Trust (TDT) in recognition of our CPD provision for teaching and support staff.

We are forward-thinking in our approach to Continuing Professional Development (CPD) and pride ourselves on the opportunities we offer to support your progression. Whether you join us as a member of teaching or support staff, we invest in your career through whole staff training, sharing best practice, peer observation, personal and departmental development time, focused workshops, external courses, and performance management and review.

The auditor praised the consideration of the needs of all colleagues is a real strength here, in particular considering how best to support the CPD needs of part-time staff and flexible working, showing a real understanding of the impact that a supportive working environment can have on teacher wellbeing and outcomes for students.



Employee Benefits Teaching Staff

General

- Provision of all necessary IT equipment.

Lifestyle and wellbeing

- Attractive salary and pension
- Free one-to-one wellbeing support
- Family friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's Gym
- Cycle to work scheme
- Discounted gift cards via Voucher Store
- Techscheme – save money on the latest tech from Apple and Currys PC World
- A comprehensive range of staff social events throughout the year
- Our dining centre and Pit Stop Café is open between 8:30am and 1:30pm every day.

Professional development

- Every year, there is some disaggregated INSET time, resulting in additional holiday days per academic year
- Personalised CPD hours to develop areas specific to your practice and needs
- Support to complete further academic study and professional qualifications
- Access to high quality in-house and external leadership development programmes, tailored to a wide variety of levels of experience
- Membership of your subject association through your department
- Membership of the Chartered College of Teaching for ECTs
- A well-stocked CPD library.

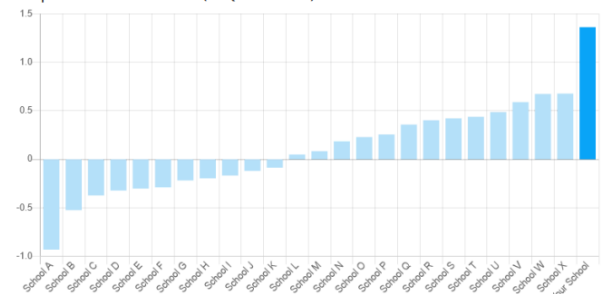
Statutory and other benefits

- A wide range of statutory benefits including sick pay, maternity, parental, and adoption leave
- Enhanced Paternity Leave Policy
- We will honour your continuity of service in other state funded schools in relation to sick pay and pension rights.

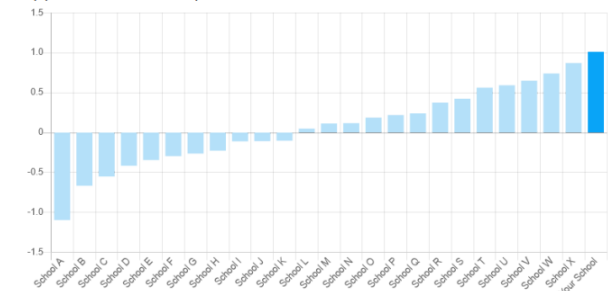
What our staff say...

Our teaching staff completed a Teacher Development Trust working environment survey in September that compares the school to other similar schools – we are very proud of the results with Bournside being top of the categories surveyed – see below...

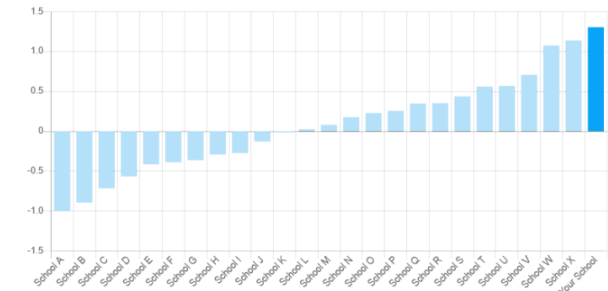
Compliance/ Workload (6 Questions)



Supportive Leadership (8 Questions)



Behaviour Policy (6 Questions)



The interpretation of the scores is:

- 0 is average
- +1 is one standard deviation above average, so very positive.



We are...

PURPOSEFUL

We persevere to achieve our goals and aspirations

PROUD

We celebrate everyone's effort and achievements

RESPECTFUL

We care about each other and believe in equality and kindness

CURIOUS

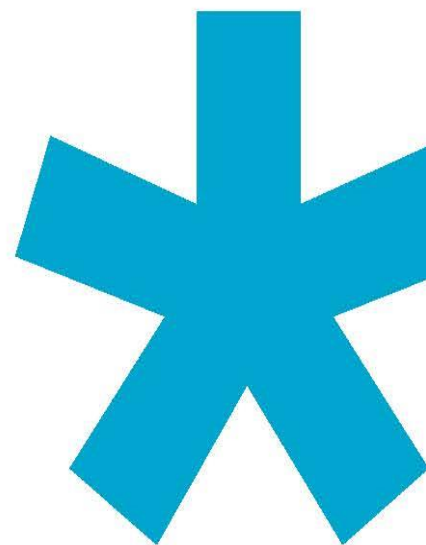
We have enquiring minds and are not afraid of challenge

SUPPORTIVE

We make a positive difference to each other's lives

AMBITIOUS

We aim for the very best in all we do



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