



Teaching Assistant (Maternity cover) Candidate Information

September 2023



**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 approximately 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, 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, for students, the house system aims to nurture and enhance a 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 sports local sports teams, and, of course, being the school of choice for families in our part of Cheltenham and beyond.

If you have any questions regarding the position please contact Rob Mudge, SENDCo rjm@bournside.gloucs.sch.uk. 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 Monday 19th June 2023. Interviews are to be held the following week.

I look forward to receiving your application to join us in **empowering lives through learning**.

Steve Jefferies
Headteacher



CHELTENHAM BOURNSIDE SCHOOL

Teaching Assistant

Start date: September 2023

Salary: £14,938 - £16,058

annual gross pro rata

Contract: 30.5 hours per week,

39 weeks per year (term time

plus 1 week), 8 months

maternity cover, fixed term

contract

Cheltenham Bournside School has a fantastic opportunity to work in Gloucestershire's largest comprehensive 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 a Teaching Assistant to work within our Special Educational Needs Department, supporting the effective operation of the SEND provision on a day to day basis in school, with a particular focus on supporting young people with Autistic Spectrum Conditions.

Empowering lives through learning



Warden Hill Road, Cheltenham, GL51 3EF | hr@bournside.gloucs.sch.uk | 01242 235555

**Applications by:
9:00am Mon 19th June 2023**

Teaching Assistants play a vital role in our SEND support and provision as part of the SEND Team which is led by the SENDCO and the SEND Lead Practitioner. They are fully immersed into our subject departments, working closely with subject leaders/teachers both in the classroom and during departmental meetings to ensure students with SEND make excellent progress. Teaching Assistants support students through 1:1 interventions, small group work as well as main classroom support.

Qualified HLTAs are encouraged to apply as well as graduates who are considering a career in teaching.

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

Teaching Assistant

Post title: Teaching Assistant

Responsible to: SEND Lead Practitioner

Hours per week: 30.5 hours per week

Working days: Monday to Friday

Working Weeks: 39 weeks per year (term time plus 1 week)

Contract Type: Fixed term maternity cover (8 months)

Salary: £14,938 - £16,058 (Based on Grades E4-8 £21,189 - £22,777 full time equivalent)

Purpose

- The Teaching Assistant will work as part of the Special Educational Needs Department, supporting the effective operation of the SEND provision on a day to day basis in school.
- To act as a positive role model embodying the school's values of Purposeful, Proud, Respectful, Curious, Supportive and Ambitious.
- To ensure the school and departmental vision is actively implemented (along with all relevant school policies and procedures) working with the SEND Lead Practitioner.
- Support young people with ASD both in and out of the classroom, providing bespoke support and intervention to ensure they are successful within a mainstream setting.

Duties

PART ONE: Pastoral

1 Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in the classrooms, and take responsibility for promoting good and courteous behaviour both in and around the School, in accordance with the School's Behaviour policy
- Have high expectations of behaviour
- To register students attending an intervention within the first 10 minutes, ensure that they arrive punctually, that they are following the school's uniform policy and are equipped to learn
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

3 Fulfil wider professional responsibilities

- Develop effective professional relationships with colleagues, knowing how and when to

- draw on advice and specialist support
- Communicate effectively with parents with regard to students' needs and well-being
- To keep up to date and comply with all school policies and procedures
- To attend weekly staff briefings, scheduled staff meetings and other professional meetings according to the school's published annual calendar, where required
- To alert the appropriate staff to problems experienced by students where necessary
- To set a good example in terms of dress, punctuality and attendance.

PART TWO: Personal and professional conduct

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

School employees uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to your professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions and adhere to the school's Health and Safety policy and Child Protection and Safeguarding policy
- Showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Any member of staff who leads or is a supporting member for a trip or visit, should abide by the school's code of conduct for school trips and visits, which can be found in Public Documents.

PART THREE: Specific to the role

- To support pupils with ASC both within the classroom and outside of the classroom delivering bespoke support and provision, including 1-to-1 and small group intervention.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities, with a particular focus on pupils with ASD.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.

- To keep teachers up to date with any changes in the needs being presented by the student or revised strategies that may have been suggested by the SEND team or other agencies and/ or professionals in relation to pupils with ASC.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- To support the development of a challenging learning environment and promote ASC pupils' self –esteem, independence and inclusion within the school.

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

Teaching Assistant

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"> Excellent literacy and numeracy skills (minimum of grade C at GCSE or equivalent) in both English Language and Maths. 	<ul style="list-style-type: none"> Additional SEND Teaching Qualifications – Primary or Secondary Subject knowledge and a desire to support within Maths & English
Experience, understanding, and knowledge	<ul style="list-style-type: none"> Experience of working with and supporting young people with ASC. Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Work constructively as part of a team Shows a personal commitment to safeguarding and promoting the welfare and rights of young people. Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships Enthusiasm, drive and love for the job Committed to high personal standards at all times Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	<ul style="list-style-type: none"> Experience of working within an educational setting Experience of work within specific areas of SEND Adaption of ICT equipment to specific student needs Understanding of child development Working knowledge of national curriculum and other relevant learning programmes. Knowledge and skills to support Teaching Staff with developing their knowledge and understanding of support young people with ASC.
Personal qualities	<ul style="list-style-type: none"> Excellent communication skills, written and verbal Ability to establish positive relationships with students and empathise with their needs Ability to demonstrate active listening skills Ability to consistently and effectively implement agreed behaviour management strategies Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students, encouraging the student to stay on task Ability to offer feedback to students to reinforce self-esteem 	<ul style="list-style-type: none"> Confident using ICT in day to day practice



Settling in at Bournside

We will fully support you with your transition to Bournside. Your line manager and HR will support you with an understanding of the school and your new role.

Induction day

Depending on your start date, you may be invited to an induction day prior to joining us. Alternatively, this will typically be your first day. 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 Leadership Structure – who to see for what
- School communication and meeting systems
- Induction procedures, performance management, and professional development
- ICT
- Health and safety procedures
- Safeguarding training
- Key policies
- Introduction to basic training requirements.

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 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.

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

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

Support Staff

General

- Provision of all necessary IT equipment.

Lifestyle and wellbeing

- Attractive salary and pension
- Generous annual leave entitlement
- 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 Cafe are open between 8:00am and 1:30pm every day.

Professional development

- Support to complete further academic study and professional qualifications.

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.



Our Values

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

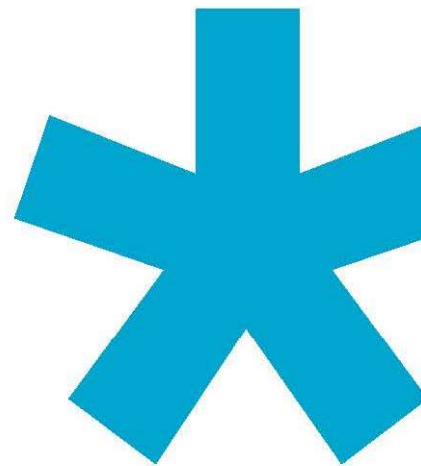
We have enquiring minds and are not afraid of challenge

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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