



# Graduate Programme Teaching Assistant

Recruitment Pack - Sep 2025



**CHEL TENHAM  
BOURN SIDE  
SCHOOL**

“Inspiring lives through learning





# Welcome

**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”**.

We are highly ambitious for the academic progress of our students: our positive **Progress 8 score of an average of +0.48** over the last two years which places Bournside in the top 16% of schools nationally for academic progress.

Bournside is an established single academy trust with a PAN of 300. We have a wide catchment, over 200 staff and over 1,800 students. That means we have the resources to provide a wealth of opportunities: a sports centre and 3G sports pitches; a fully equipped drama studio, a large library, modern spacious 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 within the school too.

No one gets lost in the crowd, however. 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.

If you have any questions regarding the position please contact Human Resources - [recruitment@bournside.com](mailto:recruitment@bournside.com). 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.

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

**Steve Jefferies**  
Headteacher



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## Overview

# Teaching Assistant - Graduate Programme

**Start date:** September 2025

**Grade/pay scale:** Actual Salary: £17,264 - £18,388 annual gross pro rata (Based on Grades E4-8)  
(Pay award pending)

**Contract:** 30.5 hours per week, 39 weeks per year (term time plus 1 week),  
Fixed term contract until 31st August 2026

**Responsible to:** SEND Lead Practitioner

An exciting opportunity has arisen to join Cheltenham Bournside School as a **Graduate programme Teaching Assistant**. 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. Graduates in Maths, English or Science would be desirable, although other subjects specialists would be considered. 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. Teaching Assistant support students through 1:1 interventions, small group work as well as main classroom support.

This opportunity is specifically aimed at recent graduates who are considering a career in teaching. We are founder members of the Gloucestershire Initial Teacher Education Partnership (GITEP) who are one of the few training institutions rated by OFSTED as "Outstanding". If appointed we would provide tailored support to help with your application to GITEP and as you take the next step in your career. The Graduate programme includes in-house training sessions, observational visits to other schools, coaching programme and additional CPD activities depending on your specialist areas. Although starting with us would not imply a firm commitments to train as a teacher, the appointment would be fixed contract which will give you the opportunity to decide whether you would like to make teaching your career.

**Closing date: Friday 15<sup>th</sup> August at 9.00am**

**Interviews to be held on the 21<sup>st</sup> August 2025**

**Apply online: <https://www.bournside.com/school-information/careers-at-bournside/>**

***Please note - We reserve the right to interview and appoint prior to the closing date.***



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## Job description

# Teaching Assistant - Graduate Programme

*We are an equal opportunities employer and value respect and diversity across our 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.*

## 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

## Responsibilities

### 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



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- 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**

- 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.
- 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.
- 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 pupils' self-esteem and independence.

*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.*



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## Person specification

# Teaching Assistant - Graduate Programme

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

	Essential	Desirable
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Degree in relevant subject</li> <li>Excellent literacy and numeracy skills (minimum of grade C/4 at GCSE or equivalent) in both English Language and Maths</li> </ul>	<ul style="list-style-type: none"> <li>Subject knowledge and a desire to support within English, Maths or Science</li> </ul>
<b>Experience, understanding and knowledge</b>	<ul style="list-style-type: none"> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Ability to relate well to children and adults</li> <li>Work constructively as part of a team</li> <li>Shows a personal commitment to safeguarding and promoting the welfare and rights of young people.</li> <li>Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships</li> <li>Enthusiasm, drive and love for the job</li> <li>Committed to high personal standards at all times</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within an educational setting</li> <li>Experience of work within specific areas of SEND</li> <li>Adaption of ICT equipment to specific student needs</li> <li>Understanding of child development</li> <li>Working knowledge of national curriculum and other relevant learning programmes</li> </ul>
<b>Personal qualities</b>	<p><b>Ambition</b></p> <ul style="list-style-type: none"> <li>Shows enthusiasm to excel in their role.</li> <li>Takes initiative to identify and pursue opportunities for growth and improvement.</li> </ul> <p><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>Possesses a natural curiosity and desire to learn new things.</li> <li>Approaches challenges and opportunities with an open and curious mindset.</li> </ul> <p><b>Pride</b></p> <ul style="list-style-type: none"> <li>Punctual and reliable.</li> <li>Pays careful attention to detail and takes pride in delivering high-quality work, effectively prioritising tasks to meet deadlines.</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>Demonstrates a strong sense of purpose and dedication to making a positive impact on students' lives.</li> <li>Is committed to serving the needs of students, parents, and the school community with purpose and intentionality.</li> </ul> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>Shows empathy and understanding towards the needs and perspectives of others.</li> <li>Conducts themselves with professionalism and integrity in all interactions and communications, keeping calm when working under pressure in a busy working environment.</li> </ul> <p><b>Support</b></p> <ul style="list-style-type: none"> <li>Works collaboratively as part of a team, supporting colleagues and sharing guidance, knowledge and resources.</li> <li>Provides encouragement and support to students, colleagues, and parents to help them achieve their goals.</li> </ul>	<ul style="list-style-type: none"> <li>These personal qualities are essential for creating a positive and supportive school environment that fosters the growth and development of students, staff and the broader community.</li> </ul>





## Supporting information

# Settling in at Bournside

We will fully support you with your transition to Bournside. Our HR team oversees the provision for new staff, including your induction to support you in understanding your new role.

### Induction

You will receive induction training on your first day, providing all of the information you'll need for a successful start at Bournside. Including:

- Leadership Structure
- Communication and meeting systems
- Induction procedures, performance management and professional development
- IT equipment
- Health and Safety
- Safeguarding
- Key policies

Your line manager or mentor will meet with you regularly to ensure you have the support you need.

### Continuing Professional Development (CPD)

We pride ourselves on being a forward-thinking in our approach to CPD. We use a wide variety of activities to engage all staff with sharing best-practice including whole staff training options and access to National Online Training resources.

We are also happy to discuss support to complete further relevant job role qualifications.

## Teacher Development Trust Gold Award

In 2023 our genuine, shared commitment to inspiring the lives of both students and staff through learning. was recognised with **The Teacher Development Trust Gold Award** following a rigorous audit of our provision for staff.



*"The school has a proven track-record in designing and delivering a high-quality, research-informed programme of CPD, which senior leaders quite rightly take great pride in. It was a great pleasure to speak with a range of staff who clearly feel well supported and appreciative of the developmental opportunities unique to the school."* - TDT Auditor, 2023



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## Support staff

# Employee Benefits

Please speak to the HR team about our full range of benefits.

### Lifestyle and wellbeing

- Salary sacrifice electric car leasing scheme
- Four electric car charging points
- Family-friendly policies
- Attractive salary and pension
- Generous annual leave entitlement/term time only working options
- Free one-to-one wellbeing support
- Onsite parking facilities and cycle storage
- Free/discounted access to the school's onsite Gym (conditions apply)
- Cycle to work scheme
- Techscheme – save money on the latest tech from Apple and Currys PC World
- Blue Light Card - Discount Scheme
- Staff social events
- Onsite catering (8.00am - 1.30pm daily)

### Statutory and other benefits

- The full 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.
- Provision of all necessary IT equipment.



**Lottie and Olive**  
**Our School Therapy Dogs**



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**We are:**

Ambitious

Curious

Proud

Purposeful

Respectful

Supportive



**“leaders put the welfare of pupils, as well as academic achievement, at the heart of everything they do”**

**“strong sense of community for both staff and pupils”**

**“the school curriculum is ambitious”**

**“inclusive environment”**

**- Ofsted, 2022**



**“**Inspiring lives through learning