



Teacher of Computing

Recruitment Pack - January 2026



**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 dance studio, a large library, modern spacious English and Maths blocks, 12 new and further refurbished 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 the recruitment team on 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

Teacher of Computing

Start date:	January 2026
Grade/pay scale:	MPS/UPS
Contract:	Full time, Permanent
Responsible to:	Head of Department (A generous recruitment allowance maybe payable to the appropriate candidate)

An exciting opportunity has arisen to join Cheltenham Bournside School as a **Teacher of Computing**. We are looking to appoint an enthusiastic Computing teacher 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.

We have a growing number of students studying Computing at A' level and this role presents a unique opportunity to be 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.

Closing date: Monday 16th June at 9.00am

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

Teacher of Computing

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.

Responsibilities

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;



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- **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.

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.

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

Teacher of Computing

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

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> Degree in Computer Science 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"> A passion for Computing and for teaching The ability to teach Computer Science and Creative iMedia 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 welfare of students 	<ul style="list-style-type: none"> Good knowledge of the National Curriculum in the subject The ability to use ICT to enhance learning and aid teaching
Personal qualities	<p>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.</p> <p>Ambition</p> <ul style="list-style-type: none"> Shows enthusiasm to excel in their role. Takes initiative to identify and pursue opportunities for growth and improvement. <p>Curiosity</p> <ul style="list-style-type: none"> Possesses a natural curiosity and desire to learn new things. Approaches challenges and opportunities with an open and curious mindset. <p>Pride</p> <ul style="list-style-type: none"> Punctual and reliable. Pays careful attention to detail and takes pride in delivering high-quality work, effectively prioritising tasks to meet deadlines. <p>Purpose</p> <ul style="list-style-type: none"> Demonstrates a strong sense of purpose and dedication to making a positive impact on students' lives. Is committed to serving the needs of students, parents, and the school community with purpose and intentionality. <p>Respect</p> <ul style="list-style-type: none"> Shows empathy and understanding towards the needs and perspectives of others. Conducts themselves with professionalism and integrity in all interactions and communications, keeping calm when working under pressure in a busy working environment. <p>Support</p> <ul style="list-style-type: none"> Works collaboratively as part of a team, supporting colleagues and sharing guidance, knowledge and resources. Provides encouragement and support to students, colleagues, and parents to help them achieve their goals. 	





Supporting information

Support for Early Career Teachers

We will fully support you with your transition to Bournside.

Our superb ECT Programme is overseen by our Assistant Headteacher

Rachel Fox will be your induction mentor during your ECT programme. 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 your ECT years 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 Essentials Guide, and support throughout your ECT programme.

As your induction tutor, Rachel Fox will meet with you to complete the formal assessments that form part of the ECT programme. 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."



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Supporting information

Settling in at Bournside

We will fully support you with your transition to Bournside. The Deputy Headteacher, Will Penny 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

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

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

Continuing Professional Development (CPD)

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.

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.

General

- Provision of all necessary IT equipment

Lifestyle and wellbeing

- Salary sacrifice electric car leasing scheme
- Attractive salary and pension
- Free one-to-one wellbeing support with a qualified psychotherapist and a coach
- Family-friendly policies
- Onsite parking facilities and cycle storage
- Free access to the school's Gym
- Cycle to work scheme
- Discounted gifts 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 is open between 8:30am and 1:30pm every day.

- 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.

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



Lottie & 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