

Job Description

Support Staff

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| Role: | PE Technician |
| School: | Beckfoot Thornton |
| Salary/Grade: | Band 8, SCP 17-22 |
| Reporting to: | Head of Department |

Corporate Responsibilities:

- Provide support for a curriculum area, including preparation, and maintenance of resources compliant with health and safety regulations, supporting students to achieve top 10% outcomes in a remarkable learning environment.
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties and Responsibilities:

- To be responsible for the supervision of students/male changing rooms.
- Supporting children with changing in order to partake in PE sessions.
- Manage and develop specialist curriculum/resources.
- Development of curricular resources for use within the physical education department in conjunction with teaching staff.
- Develop and maintain display materials including video material for the school website.
- Undertake departmental administration for the Head of Department.
- Undertake equipment maintenance within the department.
- Responsible for the management and /or line management, training and appraisal of other support staff, students on work experience, trainees, and voluntary helpers with whom the post holder is working.
- Responsible to the Head of Department but is expected to seek guidance from appropriate sources.
- To make decisions within established working practice and procedures but is often called upon to act on own initiative.
- Advises the person designated by the Head of the respective school on stock requirements, repair, and replacement priorities.
- The post holder will be expected to use good common sense and initiative in all matters.
- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- To be responsible for the care of all equipment and materials prepared by the postholder and used by the children with whom the postholder is working.

Support for Pupils

- Use specialist skills/training/experience to support pupils learning.

Support for the Teacher

- Be responsible for creation and maintenance of purposeful, orderly, and productive working environment.
- Be responsible for timely and accurate preparation and use of specialist equipment/resources/materials.
- Manage records, information, and data, producing analysis and reports.
- Promote and ensure the health and safety and good behaviour of pupils at all times.
- Administer and assess/mark tests and invigilate exams/tests related to specialist subject.
- Take a lead role in planning, development, and organisation of systems/procedures/policies.

Support for the Curriculum

- Be responsible for the management of stock levels, including management of a budget and regular audit resources.
- Be responsible for maintenance/quality/safety of specialist equipment.
- Demonstrate and assist in the safe and effective use of specialist equipment/materials.
- Provide highly specialist advice and guidance as required.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Be responsible for the provision of out of school learning activities e.g. clubs, extra-curricular activities within guidelines established by school.
- To support, uphold and contribute to the development of the School's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Lead for whole school in specialist area and share expertise and skills with others.

Management

- Manage a team of support staff.
- Liaise between managers/teaching staff and support staff.
- Hold regular team meetings with managed staff.
- Represent support staff at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring of other support staff.
- Additional duties may include being a qualified first aider and/or fire marshal.

Professional development:

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent service delivery and knowledge in role

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| <ul style="list-style-type: none"> • Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities • Actively engage in the school coaching offer and appraisal process | |
| We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check. | |
| The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition | |
| Intermediate Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate they can: Express themselves fluently and spontaneously with minimum effort and only the requirement to explain difficult concepts may hinder a natural smooth flow of language. | |
| Date: | July 2022 |

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

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| <div> <div>Beckfoot Trust</div> <div>Person Specification</div> </div> | | | |
| Role: | Department Technician | | |
| | Requirements | Essential Desirable | Identified |
| Qualifications / Training | <ul style="list-style-type: none"> • Minimum of GCSE (A-C/ 4+) English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2. | E | Application |

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| | <ul style="list-style-type: none"> • Level 2 qualification in relevant discipline • Evidence of relevant CPD activities • First aid certification or willing to work towards | D D D | |
| Experience | <ul style="list-style-type: none"> • Recent and successful experience of providing relevant support • Experience of supporting in schools | E D | Application Interview |
| Knowledge, Skills and Ability | <ul style="list-style-type: none"> • Practical knowledge in subject area • Ability to relate well and work effectively with children and adults. • Understand varying needs of pupils and how to overcome barriers to learning • Good understanding and ability to use relevant equipment • Good planning and organisational skills • Work constructively as a part of a team to deliver remarkable service • Excellent communication and interpersonal skills • Able to use IT and relevant software effectively • Knowledge of relevant policies /legislation for health and safety • Able to prioritise conflicting demands and pressures | E E E E E E E E E | Application Interview |
| Character / Values | <ul style="list-style-type: none"> • High commitment to safeguarding and promoting the welfare of children • A passion for education and a deep-felt desire to make a difference for young people • Commitment to the Trust agenda for inclusion, diversity and equality • Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know' • Emotionally intelligent: know when to direct and when to challenge • Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example • Understand the importance of work/ life balance • Resilient, flexible and hardworking • Interest in the Trust's wider role in the community | E E E E E E E D | Application Interview |
| Personal Circumstances | <ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 | E E | References Interview |

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| | <ul style="list-style-type: none">Flexibility to support out of hours activity on occasion | E | |
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