**Data Protection Act 1998.  This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes.  At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development  Processing of information includes storage of records electronically and in hard copy format.  Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.**

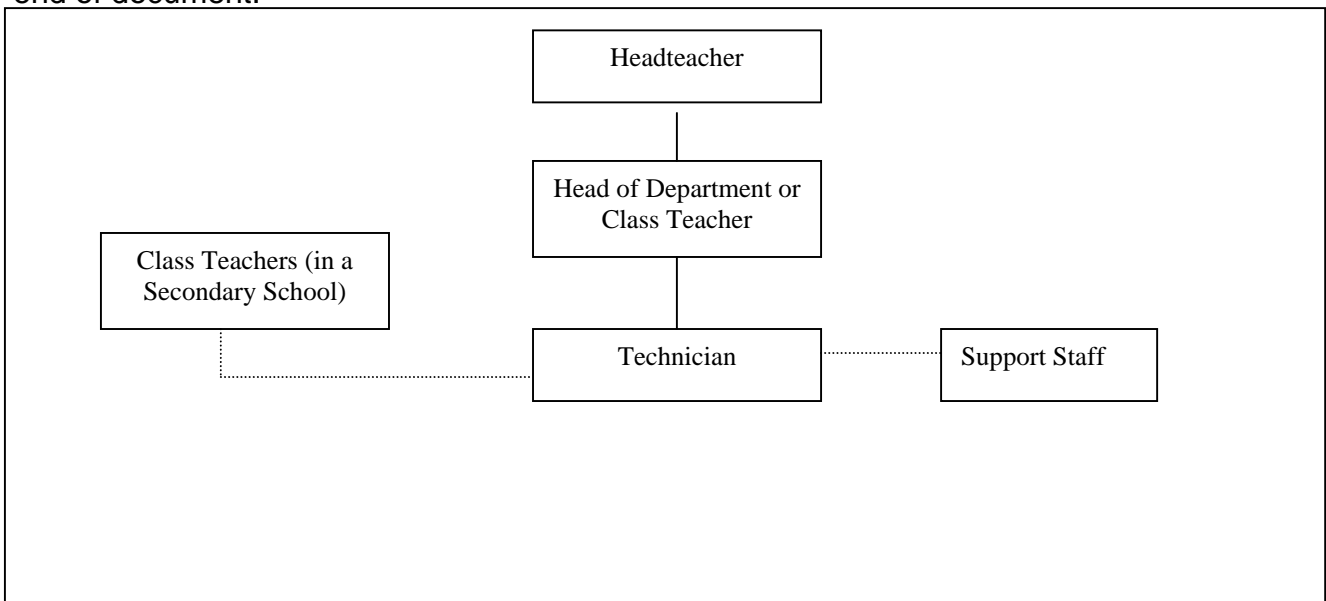<div align="center">

**ROLE PROFILE FORM**

</div>

### Section A

| | |
|---|---|
| **Role profile ref no** | 01532 |
| **Department/Section:** | Education - Schools |
| **Role Title:** | Technician |
| **Reports To - (Supervisor/manager's role title) :** | Head of Department in a Secondary School, or Class Teacher in a Primary/Special School |
| **Role Purpose:** (why the role exists) | To prepare, organise and maintain materials and equipment for classroom use, to enhance pupil learning. |

### Section B  Organisation

*Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).*

*An alternative organisation chart, which reflects practice in some schools, is attached to end of document.

```
                          ┌─────────────────┐
                          │  Headteacher    │
                          └────────┬────────┘
                                   │
                          ┌─────────────────┐
                          │ Head of Department or
                          │   Class Teacher │
                          └────────┬────────┘
  ┌──────────────────────┐        │
  │ Class Teachers (in a │        │
  │  Secondary School)   │        │
  └──────────┬───────────┘        │
             ┊             ┌───────────────┐      ┌──────────────┐
             ┊┈┈┈┈┈┈┈┈┈┈┈┈│   Technician   │┈┈┈┈┈│ Support Staff │
                           └───────────────┘      └──────────────┘
```

**Section C**
**ROLE REQUIREMENTS**
*This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.*

| Accountabilities | Accountability Statements | % of Time |
|---|---|---|
| **Setting up classroom equipment, materials and demonstration experiments** | Preparing and setting up classroom equipment for practical lessons or school based drama productions, based on teacher requirements.<br><br>Preparing and collating teaching materials and resources for use in practical lessons/productions, based on teacher requirements.<br><br>Videotaping of television programmes or recording radio programmes as appropriate for the Line Manager.<br><br>During lessons, remaining on stand-by in classroom, laboratory or preparation room to be available to support teacher and assist with materials and demonstration experiments when needed.<br><br>Preparing appropriate resources for examinations.<br><br>At the end of lessons/productions, clearing away and cleaning equipment and materials as required. | 60 |
| **Ordering and stock control** | Identifying when stocks are running low and ordering new stock, based on minimum requirements set the Line Manager, in order to ensure materials and equipment are always available.<br><br>Keeping appropriate databases up-to-date.<br><br>Checking, recording and storing supplies when received at the school. | 10 |
| **Maintenance and care of stock and equipment** | Regularly ensuring that materials and equipment are in good and usable condition, identify problems and resolve appropriately, carrying out minor maintenance and obtaining replacements where appropriate (where not appropriate, liasing with relevant contractors).<br><br>Overseeing the safe storage of equipment and hazardous materials (eg. labelling boxes) and maintaining appropriate records.<br><br>Maintain the teaching rooms, ancillary rooms and storage facilities in a tidy state, according to the requirements of the relevant Line Manager.<br><br>Conducting periodic safety checks on equipment and materials, and where appropriate, carrying out electrical testing of equipment. | 10 |

| Demonstrating equipment and techniques | Showing other staff, or assisting teaching staff, with the training of pupils, in how to carry out certain experiments or operate equipment in line with health and safety regulations, where this requires application of acquired technical skills.<br><br>Assisting where required with the development and training of Assistant Technicians. | 5 |
|---|---|---|
| Administration | Carrying out photocopying of resources.<br><br>Assisting with preparation of departmental documentation, eg. collating and distributing handbooks.<br><br>Assisting with preparation of displays of pupils' work.<br><br>Develop, operate and ensure review of an instruction and certification system which will allow users to operate the technical equipment safely in line with health and safety regulations. | 5 |
| Corporate and statutory initiatives - equalities/health and safety/e-government/ sustainability | A range of health and safety responsibilities, including:<br>• collecting materials and equipment from pupils at the end of lessons;<br>• ensuring pupils do not come into contact with materials or equipment outside of designated lesson times, keeping storage units and areas locked and secure;<br>• ensuring machinery is switched off at source;<br>• ensuring equipment and materials are maintained to a safe standard ensuring compliance with all health and safety regulations | 10 |

## Section D - The key decision making areas in the role

Deciding from a range of options which supplies to order, maintaining best value.

When carrying out maintenance and repairs, deciding whether these can be dealt with within the school or if the matter should be referred to contractors.

Deciding which health and safety concerns should be brought to the attention of the Line Manager

Deciding whether equipment/technology should be upgraded, reviewing the options and making recommendations to the Line Manager

## Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

Preparing materials and equipment for typically five or six lessons per day, with an average of 22 pupils per lesson (in a Secondary School)  Requirements vary in a Primary School

Dealing with regular deliveries – a large order at the start of the academic year, thereafter termly and weekly.

## Section F - The main contacts – external/internal customer contacts and purpose

**Teaching staff** – liasing in relation to lesson planning, in order to prepare appropriately, and assisting during lessons as required, on a daily basis.  Undertaking training of teaching and other staff as appropriate.

**Head of Department/Class Teacher** – daily liaison with line manager on practical job-related issues.

**Pupils** – regular contact with pupils in classroom on daily basis (although no direct support or teaching role).

Other school **support staff** and **administration staff**, for example in relation to ordering and other  administrative tasks, on a daily or weekly basis.

**Contractors** and **repairers** – ensuring work is carried out to specification, as and when required, typically on a monthly basis.

## Section G - Working conditions – environment, and physical effort or strain.

Moderate degree of physical effort involved in preparing classroom equipment and maintaining rooms and storage spaces, specifically moving and handling of heavy items.

Occasionally handling and preparing chemicals and hazardous substances.

The role may involve working in an environment which is particularly noisy, hot or dusty or one which requires specific skills such as firing a kiln.

## Section H - Context/additional information

Technicians are based in a variety of departments within a school, some with different specialisms who will be expected to carry out tasks specific to their department.  The role characteristics described on this form are generic and all Technicians will be working within this overall framework.

Specialised Technicians most commonly work in the following areas:

- Audio Visual Communication and Information Technology
- Workshops (woodwork and metalwork)
- Laboratories
- Rural Studies
- Computer Technology / Business and Information Studies
- Drama
- Art / Craft Department
- Design Technology
- Food Technology
- Music

Role holders will occasionally be required to attend training to keep their skills and knowledge up to date.  They are required to participate in the schools' performance review processes.

There is a particular responsibility to maintain high standards of health and safety, in order to ensure that pupils and colleagues are protected from hazards, within the framework of relevant risk assessments.

Role holders are expected to adhere to and support all school published policy statements.

## PROGRESSION IN ROLE

### Section I - Entry: Necessary role-related knowledge, skills and experience at selection

An aptitude for and good working knowledge of subject area.

A relevant qualification (eg. GCSE or A level) in specialised subject area.

Hold relevant technical skills as appropriate to their specialised subject area as required by the school.

Knowledge of health and safety regulations which apply in their specialised subject area.

Suitably qualified to carry out health and safety checks on equipment used in their specialised subject area.

Some knowledge or experience of an educational environment.

### Section J – Initial induction/training required to become effective in the role

**Estimated time to become operationally effective**          1 month

Appropriate health and safety training.

'Work shadowing' as part of induction period to become familiar with main aspects of role.

Familiarisation with the school environment and school policies and procedures.

Familiarisation with relevant curriculum areas.

### Section K – Operationally effective: How would effectiveness in role be demonstrated?

Ability to follow Line Manager's instructions with a minimum of guidance and carry out daily preparation using own initiative.

Taking charge of appropriate stock control and ordering.

Carrying out maintenance without instruction.

Noticing potential hazards immediately and dealing with them appropriately.

**Section L - Adding value: What characteristics will the advanced role holder demonstrate?**

Ability to work effectively and relatively independently without daily supervision.

Working in a way that supports and complements the class teacher, anticipating what steps to take without specific direction from the teacher.

Operating as an 'expert' within the school on resources, technology and equipment within the specific subject area.

Ability to contribute to the ongoing development of the service to staff and pupils.

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              Headteacher
            [Overall Manager]
                   |
          Head of Department
           [Manager's Manager]
          /        |         \
  Senior Technician  Learning Support  Teaching staff
     [Manager]          Staff
      /      \
  Technician   Assistant Technician
 [This role]        [Peer]
```