

**Part A - Grade & Structure Information**

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| **Job Family Code** | **6OS** | **Role Title** | **Science Technician – Level 2** |
| **Grade** | **P6** | **Reports to (role title)** | **Lead Senior Science Technician** |
| **JE Band** | **192-227** | **School** | **The Howard Partnership Trust** |
| **Date Role Profile created** | **February 2020** |
| **Part B - Job Family Description**  The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis. | | | |
| **Role Purpose**  including key outputs | | The Science Technician Level 2 will either lead or work as part of a team of technicians servicing laboratories, preparing materials and equipment for demonstrations and practical lessons as requested by teaching staff.  They will provide technical support including Health & Safety guidance to pupils and experienced and trainee teachers including whilst assisting in practical classes and carrying out demonstrations.  They may also participate in a Duty Rota to supervise students as required and trial new required GCSE practicals. They will dispose of waste materials safely, carry out safety checks on equipment e.g. Bunsen Burners and construct apparatus and repairing damaged equipment.  They will liaise with staff over the use of equipment and stock, monitor stock levels and purchase sundries where required.  They may carry out administrative tasks such as keeping records, collating reports, updating lists, despatching coursework and creating displays of information and students' work as required.  They will also carry out relevant tasks that may be requested by the Senior Technician or Head of Department from time to time. They will attend courses and maintain an up to date knowledge of technical activities, development and Health & Safety regulations. | |
| **THPT Work Context and Generic Responsibilities** | | Maintain confidentiality in and outside of the workplace.  Be pro-active in matters relating to health and safety and report accidents as required.  Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance.  Uphold and support the School’s Policies and procedures on the Safeguarding of young people. | |
| **Line management responsibility**  if applicable | | N/A | |
| **Budget responsibility**  if applicable | | N/A | |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | | **Planning & Organising**  • Assist with the delivery of relevant schemes.  • Support more senior officers to deliver initiatives and projects as required.  • Deliver a range of operational services in support of existing systems or processes to agreed standards, to maximise service quality and continuity.  **Policy and Compliance**  • Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements.  **People & Partnerships**  • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service.  • May be required to assist in the recruitment, selection and supervision processes, or appointment of contractors, to ensure high standards of team delivery.  **Resources**  • May be required to raise invoices and manage payments.  **Analysis, Reporting & Documentation**  • Provide and manipulate data for statistical and other report and run and present standard reports.  • Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information.  • Prepare and despatch a range of correspondence/documents connected with the defined area of activity.  **Duties for** all  Values: To uphold the values and behaviours of the organisation.  Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.  Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.  To have regard to and comply with safeguarding policy and procedure as appropriate. | |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | | • Minimum 5 GCSEs at Grade C or above, or equivalent, or able to evidence ability at an equivalent level.  • An understanding of Health and Safety requirements.  • Experience repairing simple electrical equipment.  • Good written and oral communication skills with the ability to build sound relationships with customers.  • Some posts require a technical qualification related to the role.  • Ability to work with others to improve customer service.  • Good administrative, analytical and organisational skills.  • Competent in a range of IT tools.  • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative.  • Ability to guide and support less experienced or more junior colleagues.  • Typically, previous relevant work experience in a similar service environment supporting staff and/or public.  • Some roles may require work out of office hours and physical effort. | |
| **Details of the specific qualifications and/or experience if required for the role in line**  **with the above description** | | The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | |
| **Role Summary** | | Roles at this level typically provide a practical support service as part of a specific service or service team. They will carry out a range of practical tasks using knowledge of general site  routines and procedures, together with a broad understanding of the specific work of the service area. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales,  usually reacting to clear deadlines or processes. They support more senior staff by executing the detailed processes in specific aspects of the service area and will be fully versed in all the  procedures of their specialism. They may be involved in guiding/supervising the work of more junior staff. | |

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