



## Support Staff Vacancy Details

The Park is one of two 11-16 comprehensives in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1472 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us.

This role is critical to the smooth running of the school day and supporting the needs of our community users who use the facilities during the evening and at weekends. It involves a wide range of tasks across a large campus, so if you like to be busy, are physically fit and like working as part of a team, this could be the role for you. All essential training can be provided for the right candidate.

The school is a founding member of The Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. TLP is also the employer of staff in both the Devon Primary SCITT, a partner dedicated to primary school teacher training.

TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. Park also has strategic alliances with the North Devon Academic Board, and is a member of Dartmoor Teaching School Alliance and the North Devon Teaching School Alliance. This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. All successful applicants will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

**Job Title:** Senior Science Technician

**Contract Term:** Permanent, subject to successful 6 month probationary period

**Vacancy Closing Date:** 9am on 12th December 2024

**Interview Date:** w/c 16th December 2024

### How to Apply

Please visit: <http://www.theparkschool.org.uk/working-for-us> to download the relevant application form. If you would like to discuss any aspects of the vacancy in advance of applying please contact 01271 373131 or email [hr@theparkschool.org.uk](mailto:hr@theparkschool.org.uk).

Please note we do not accept Curriculum Vitae.



## Job Description

**Job Title:** Senior Science Technician

**Responsible to:** Head of Science and SLT Link for Science

**Work Pattern:** 8am to 4pm Monday to Friday with 30 minute unpaid break. 37.5 hours per week over 38.8 weeks. Term time only.

**Grade:** NJC Pay Scale Grade E Scale Points 16 - 22 (£29,572 - £32,654). **Actual starting salary £25,649 per annum, including holiday pay.**

### Principal Accountabilities:

The main purpose of the job is to lead and manage the Science Technician team, helping and supporting the Science teaching staff, enabling efficient and effective lessons to be prepared and packed away by producing the equipment, materials and resources they require.

The postholder should be keeping this equipment in clean, good order, appropriately stored and available on request, with appropriate associated recording and logging.

### Shared Responsibilities with other Leadership Team members:

1. Liaise with TLP, service providers, schools and colleges
2. Work to strengthen and enhance The Park Community School's values and culture
3. Safeguarding and promoting the welfare of children and young people.

### Key Responsibilities

#### **1. Supervision and Management:**

The Senior Science Technician is responsible to the School Business Manager through the Head of Science for work in the Science Department. He/she is responsible for the leadership and management, including the allocation of and checking of the work of the other two Science Technicians, ensuring that the team works as a coherent whole with the flexibility and collaboration of each technician to assist in all areas of the department as directed.

#### **2. Creativity and Innovation:**

- Devising solutions to issues of equipment and resources required by the Science staff, including research and contact with suppliers: leading and managing the Science technicians beyond the purely routine, including:-
  - maintaining storage and inventory systems, updating associated databases;
  - researching and resourcing experiments/activities to fit new Schemes of Work, ensuring all CLEAPSS safety guidelines are adhered to, providing links for teaching staff to access;
  - creating, making and testing apparatus for practical work, including examination/assessment activities;
  - full adherence to safety rules and procedures, including PAT testing of electrical items and biological/chemical safety
- Deployment and allocation of the team to tasks to ensure maximum effectiveness of support for the teaching staff.
- Providing advice and support to members of the team.

### 3. Links with Other Officers and Service Users:

- Working to the School Business Manager if involvement in wider school issues becomes necessary, briefing and leading the team to secure effective outcomes.
- Contact with suppliers and others, providing resources to the department, researching equipment and resources, ordering and checking of deliveries: utilising appropriate technical and/or specialised knowledge and the ability to communicate requirements to others with awareness of appropriate quantity, quality and assurance standards, safeguarding essential health and safety robustness.
- Liaison with external contractors, where appropriate, exercising appropriate sensitivity and discretion to enable outcomes that enable the maintenance and servicing of essential services and supply procurement.

### 4. Levels of Responsibility:

- Prioritising own workload.
- Organising a schedule for Risk Assessments and safety assurance.
- Responsibility to develop and ensure an effective support to all within the department, both the routine and the more innovative.
- Responsible for the effectiveness of the Science Technicians, their management and ensuring a reliable team approach throughout the department.
- Contact with suppliers, researching alternatives, placing orders, checking deliveries and stock checks.
- Supervising distribution of cover work for absent teaching staff.
- Promotion of Health and Safety.
- General Routine Duties:  
Laboratory and Preparation Room maintenance including:
  - a) Switching on/off mains services in laboratories without an assigned teacher;
  - b) Testing RCCBs;
  - c) Keeping the area clean (in conjunction with cleaning staff);
  - d) Keeping the equipment clean
  - e) Keeping the area safe and tidy (in conjunction with assigned teacher), including: cleaning sinks, cleaning spillages, keeping cupboards and doors closed, appropriate storage of chemicals and other materials;
  - f) Arranging safe disposal of chemical and biological waste;
  - g) Constructing and maintaining apparatus.
- Other routine duties including:-
  - a) Cleaning goggles;
  - b) Cleaning safety goggles;
  - c) Taking stock of equipment;
  - d) Updating 'needs' book, maintain stock book of consumables and inventory;
  - e) Advising Head of science about stock needs and organisation;
  - f) 'Costing' suggested purchases, writing orders and checking invoices.

### 5. Effects of Decisions:

- Ensure the effective support for all Science Teachers to enable effective teaching and learning.
- Enable effective budget management in procurement decisions.
- Ensure the Science Technician Team is appropriately deployed and efficient in developing an effective service.
- Safeguarding via Risk Assessment and safety provisions.

### 6. Resources:

Responsibility for the effective and efficient storage, retrieval and deployment of all equipment and learning resources

throughout the department, including all inventories, stock books and working schedules to secure an effective team approach.

Care and maintenance of equipment and preparation of specific lesson materials:-

- a) Collecting apparatus from storage;
- b) Preparing solutions;
- c) Checking apparatus in and out of storage;
- d) Arranging availability of other apparatus, e.g. worksheets, books, audio visual/IT equipment;
- e) Preparing experiments for class practical and teacher demonstration;
- f) Offering advice associated with apparatus;
- g) Promoting Health and Safety;
- h) Collecting materials;
- i) Returning materials to storage;
- j) Cleaning equipment, including washing glassware;
- k) Arranging for the repair of apparatus;
- l) Maintenance of equipment and of living resources, including watering plants

### **Safeguarding Level B:**

This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check.

To be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil.

### **Personal Specification:**

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no 'perfect' candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice.

Category	Requirement	Essential / Desirable
<b>Qualifications, Education and Training</b>	Good standard of GCSEs (or equivalent) - Maths, English and Science grade C or above	E
	Science based A-Levels	E
	IT Literate (Microsoft Office)(Google Apps)	E
	Willingness to undertake training and self-development	E
	NVQ3 or equivalent qualification	D
<b>Professional Knowledge and Experience</b>	Experience in a laboratory environment, ideally with some management responsibility	E
	Some appropriate experience in a school laboratory settings	D
	Knowledge of computer based information management systems	E
	A high level of understanding of scientific processes and a willingness and ability to learn new skills and knowledge.	E
	Knowledge of Safeguarding	E
	Knowledge of Data Protection	E
	Confident verbal and excellent written communication skills	E
<b>Skills and Attributes</b>	Ability to communicate with colleagues effectively.	E
	Able to address straightforward challenge and problems and be able to manage your own time and work effectively	E
	Show initiative and resourcefulness, a team player	E
	Ability to lead, manage and motivate others within a coherent team approach.	E
<b>Attitudes</b>	Risk averse	E
	Empathetic	E
	Enjoys working as part of a team as well as able to work under own initiative and independently	E
	Able to reflect and learn from experience	E
	Resilient and able to function well under pressure	E
	Propensity for attention to detail/accuracy	E
		E