# **APPLICANT’S INFORMATION PACK**

## C O N T E N T S

1. Letter from the Headteacher
2. Application and Selection process and timescales
3. Whalley Range 11-18 High School Profile
4. The Education and Leadership Trust Information
5. The Education and Leadership Trust Professional Offer
6. Child Protection Policy
7. DBS Information Sheet
8. Application Form
9. Location Map
10. Job description
11. Person specification

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For more information please visit the School’s Website:

www.wrhs1118.co.uk

### **APPLICATION PROCESS**

1. Please complete the enclosed application form.
2. Please return the application form on or before the closing date of 12 noon on Monday, 24th January 2022. Faxed applications accepted, if necessary. Please bring a hard copy to the interview.

### **INTERVIEW PROCESS**

1. If your application is successful, you will be notified by telephone and confirmation will be sent in a letter.
2. You will not be informed immediately of the final choice of candidate and, therefore will be free to leave the school after the interview.

### **FORMAT FOR SELECTION**

1. Application Form
2. An interview

**DATA PROTECTION STATEMENT**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and form the basis of your personnel record. Information provided on the Diversity Monitoring Form will be used to monitor the school’s equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 2018.

**WHALLEY RANGE 11-18 HIGH SCHOOL**

**A MEMBER OF THE EDUCATION AND LEADERSHIP TRUST**

**SCHOOL PROFILE**

Whalley Range 11-18 High School is a popular high performing, multi-cultural inner-city girls’ comprehensive school, with a thriving Sixth Form, close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. The school has 1580 students on roll with 230 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching.

Whalley Range is part of the Education and Leadership Trust, with Levenshulme High School and The East Manchester Academy. The co-operative values underpin our work across the Trust.

At Whalley Range, our exam results show a rising trend and match or exceed those of girl’s nationally across a wide range of subjects. Attainment has risen in every aspect of the work of the school and students make exceptional progress from Key Stage 2 to Key Stage 4, with a progress 8 score of well above national average. The ethos and atmosphere is conducive to learning. ‘A’ Level courses and vocational courses from Levels 1 to 3 are offered in the Sixth Form and are extremely successful.

The school is a vibrant and lively community. We work hard to maintain a high-quality learning environment. The school has ICT rich, state of the art facilities, including a Virtual Learning Environment (VLE) to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

We have a system of vertical tutor groups, which are grouped into a House system. This allows us to monitor every child’s achievement and progress more closely. It also promotes a sense of belonging to a smaller community within our school. Student Leadership in all aspects of our work has made a significant contribution to our improvements. We have created a school where girls are happy, enjoy their learning and become confident citizens. We challenge and support students to achieve their best in all aspects of their academic work and personal development.

The school places great value on the need to work together as a team. Teams of teaching and support staff are all focused on ensuring every child achieves and develops the necessary skills and attitudes they need to thrive in the world. All staff are encouraged to develop their professional skills and leadership opportunities are available to all staff. Please visit our website ([www.wrhs1118.co.uk](http://www.wrhs1118.co.uk)) or follow us on twitter ([www.twitter.com/wrhs1118](http://www.twitter.com/wrhs1118)) to learn more about our mission statement, our Ofsted report and recent events in school.

The school is at the forefront of innovative and challenging educational ideas and methods and is keen to continue to lead the field. The school works in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post at the school sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**THE EDUCATION AND LEADERSHIP TRUST**

The Education and Leadership Trust is an established multi-academy trust in South Manchester. There are currently 3 schools in the Trust as follows:

**Whalley Range 11-18 High School** is a popular high performing, multi-cultural inner-city girls’ comprehensive school close to the heart of the Manchester city centre, bordering Moss Side, Hulme, Withington and Chorlton. We have created a school where girls are happy, enjoy their learning and become confident citizens. We enjoy excellent facilities for learning. The school has 1,580 students on roll with 230 students in the Sixth Form. There are currently 200 staff employed at the school, both teaching and non-teaching. We are committed to developing and sharing leadership skills and cooperative values.

**Levenshulme High School** is a popular, outstanding, 11-16 inner city girls’ comprehensive school in south Manchester, with a similarly diverse community. The school enjoys excellent facilities and beautiful grounds. Co-operative values underpin our work as a school and will continue to do so in the new Trust. We are forward looking and want to prepare our young women for active leadership roles in their family, their community and our wonderful city.

The school has 1,000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

**The East Manchester Academy** is a vibrant 11-16 secondary school serving families in the local community. We joined the Education and Leadership Trust in 2016, alongside Whalley Range High School and Levenshulme High School. As such we share a firm belief in the co-operative values co-operation, self-reliance, team work as absolute keys to success. The school has 1000 students on roll, and there are currently 150 staff employed at the school, both teaching and non-teaching.

All three schools are vibrant and lively learning communities. We work hard to maintain a high- quality learning environment. The schools have well-developed VLEs to enrich and extend learning. Expectations of attainment and behaviour are high and all relationships are based on mutual respect. Innovative ideas, energetic and imaginative approaches all contribute to the high quality of education we provide.

The schools are at the forefront of innovative and challenging educational ideas and methods and are keen to continue to lead the field. The schools work in partnership with businesses, sport and community organisations, local schools, colleges and universities to provide many exciting and varied opportunities for learning and achievement. It is essential that anyone applying for a post within the Trust sees their role as more than just a job and appreciates the great privilege of providing young people with the best education possible and a positive start to their lives.

**Safeguarding Children**

Education and Leadership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**The Education and Leadership Trust Professional Offer**

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies and health and safety.

**Expectations**

* All staff respect and promote the Trust’s co-operative values.
* All staff respect and promote British values.
* All staff are committed to continually improving their teaching or professional skill set.
* All staff engage positively in training and support programmes.
* All staff read and follow the policies and procedures in the Staff Handbook.
* All staff recognise we work together as a team to enrich students’ learning and improve outcomes.

**The Trust Offer**

**NQTs**

* A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines.
* A subject mentor and a House mentor to offer direct and practical support.
* A programme of ongoing training and support throughout the year, becoming more personalised after Christmas, led by an experienced member of staff.
* Opportunities for observing more experienced colleagues as well as peer observation.
* A residential with other NQTs from within Manchester, paid for by school.
* Access to the whole school training programme and learning opportunities.

**RQTs**

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

* A planned programme until Easter with regular meetings led by an experienced member of staff.
* A Lesson Study project to enhance classroom skills and practice.
* Opportunities for observing more experienced colleagues and peer observation.
* A personalised plan linked to their appraisal needs.
* Access to the whole school training programme and learning opportunities.

**All teaching staff**

* A range of bespoke training across the Trust to meet individual need
* A personalised plan linked to their appraisal needs which may include coaching on identified areas of practice
* Opportunities for observing others
* Job shadowing to support career aspirations
* TeachMeets– the opportunity to share and learn with colleagues from across the Trust.
* Special interest working groups – the opportunity to share and develop practice in a particular strand
* Voluntary CPD sessions which occur through the year.
* Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague.
* Using data - this may be through faculty or team meetings as well as additional opportunities for drop-in training
* Using the VLE– each faculty has a VLE Champion, who can be approached for individual advice and support in addition to opportunities for drop-in training.
* External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, the Manchester Schools Alliance or the collegiate. It will depend on their role, the school need and staffing needs.

For all staff who consistently teach Good or Outstanding lessons there are a range of leadership and management courses, both in-house and external. These may be run in one school or run with a combined group of staff from across the Trust.

**Support staff**

There is a wide range of support staff roles in both schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. It is important that line managers identify the training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust.

An annual appraisal programme will contribute to determining needs.

**CHILD PROTECTION POLICY**

**AIMS:**

* To establish a safe environment in which children can learn and develop.
* To ensure we practice safer recruitment in checking the suitability of staff and safeguard students when deploying volunteers to work with children.
* To raise awareness of child protection issues and equip children with the skills needed to keep them safe.
* To develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse.
* To support students who have been abused in accordance with his/her agreed child protection plan.

**WE WILL:**

* Follow guidance on procedures and practice set out by Manchester City Council and the DfE and respond to relevant legislation.
* Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
* Ensure children know that there are adults in the school whom they can approach if they are worried.
* Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
* Ensure we have a designated member of the Senior Leadership Team responsible for child protection (the Designated Safeguarding Lead – DSL), who has received appropriate training and support for this role.
* Ensure we have a nominated governor responsible for child protection.
* Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
* Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection, and are aware of the procedures to be followed.
* Ensure Child Protection procedures are included in the Staff Handbook and that every member of staff, teaching and support will be given a copy of this document.
* Undertake Child Protection training as part of the induction process for all new staff appointed to the school.
* Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
* Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
* Keep written records of concerns about children, even where there is no need to refer the matter immediately.
* Ensure all records are kept securely; separate from the main student file, and in locked locations.
* Follow procedures where an allegation is made against a member of staff or volunteer.
* Ensure safer recruitment practices are always followed.

**DISCLOSURE**

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| **Post: Senior Science Technician** |

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| **Level of Disclosure Required** | **Enhanced** |

The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service before the appointment is confirmed.

The Trust is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE TRUST CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The Trust will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Trust’s full Policy on Employment of Ex-Offenders is included in the Trust’s Recruitment Policy. The Code of Practice issued by the Disclosure & Barring Service, which guides the Trust’s use of Disclosures in Recruitment, is available from the HR Office upon request.



**Application for Employment**



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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Vacancy details** | | | | | | Post: | Senior Science Technician | | Where did you see this post advertised? | | | Closing date: | **12 Noon on Monday, 24th January 2022** | | | **Personal Details**  Please ensure these are accurate as it is the only way we have to get in touch with you. It is important that you supply a National Insurance Number. | | | | | | Title: Mr/Mrs/Miss/Ms:  Forename(s): | | Surname:  Former Names:  (if applicable) | | | |  | | | | | | Present address: | | | | | | Postcode: | |  | | | | Telephone No. (Home): | | Telephone No. (Work): | | | | Mobile No: | | Email: | | | | NI Number: | | Preferred form of contact: | | | |  | | | | | | **References** | | | | | | Please give details of two people who have agreed to act as referees; one of which should be able to comment on any employed work with children, if applicable. **One must be your current or most recent employer, and if the reference is from a school; it must be from the Headteacher**. References will not be accepted from relatives or from people writing solely in the capacity of friends. Referees of short-listed candidates will be approached prior to interview.   |  |  | | --- | --- | | Name | Name | | Position | Position | | Organisation | Organisation | | Address | Address | | Postcode | Postcode | | Telephone | Telephone | | Email address | Emails address | | *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | *Please tick here if you do not wish this*  *referee to be contacted at this stage:* | | | | | | | Are you currently (or have previously been) employed by the Education & Leadership Trust?  Yes  No | | | | | | Are you a qualified teacher Yes  No  *If Yes please supply the following information:*  DfE No  QTS Registered Yes  No | | | | | | **Employment** | | | | | | Please give details of your current or previous work (if applicable), starting with the most recent. This can be paid work, voluntary work or work from home.CVs will only be accepted with a fully completed application form. Unexplained gaps in your employment or education history may lead to your application being rejected.   |  |  |  | | --- | --- | --- | | **CURRENT EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving:  Notice period: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | **PREVIOUS EMPLOYER** | | | | From (MM/YY)  To (MM/YY) | Name of Employer: | | | Post Held: | | Salary/Grade: | | Responsibilities: | | | | Reason for Leaving: | | | | | | | | | *Please continue on a separate sheet if necessary*  If there are any gaps in your education or employment, please explain them here, specifying the dates/period covered. Unexplained gaps in your employment or education history may lead to your application being rejected.   |  |  | | --- | --- | | **Date** | **Reason** | |  |  | |  |  | |  |  |   **Qualifications** | | | | | Please give details of your academic and/or vocational qualifications relevant to the post applied for. If offered a post, you will be asked for original evidence of your qualifications on appointment, and the School reserves the right to approach education providers to verify qualifications stated.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Date** | **Level** | **Qualification** | **Grade** | **Where obtained** | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   *Please continue on a separate sheet if necessary* | | | | | **Training** | | | | | Include any short courses that you have undertaken in the past 5 years.   |  |  |  | | --- | --- | --- | | **Date** | **Level** | **Qualifications** | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   *Please continue on a separate sheet if necessary* | | | | |  | | | | |  | | | |   **Access to work**  If you are a disabled applicant, you may be entitled to aids and adaptations to assist you in the working environment. Access to work is available to help overcome the problems resulting from disability. Practical advice and help is offered in a flexible way that can be tailored to suit the needs of an individual in a particular job. If you require information on this service, please contact your local Jobcentre Plus.   |  | | --- | | Are you related to any member of the Education & Leadership Trust, Governor or Director/Trustees? Yes  No  If ‘yes’, please give name(s) and relationship:  *NB the canvassing of any Members or Officers/Employees of the Trust in connection with this appointment will disqualify your application for this post.* |  |  | | --- | | **Information in support of your application** | | Please provide any additional information that will enable the recruitment panel to decide whether you could be a successful member of our organisation in this role. They will be looking not only at the competencies and expectations of the role, but also to what extent you would be the right fit for our organisation and its values and the team you would be joining. | |  |   **Please continue on a separate sheet if necessary. Limit to 2 pages of A4 in font Ariel 11**   |  |  | | --- | --- | | **Data Protection** | | | I consent to the information contained in this form, and any information received by or on behalf of Education and Leadership Trust relating to my application, being processed by them in administering the recruitment process and fulfilling their safeguarding obligation towards students. I understand that to knowingly give false information, or to omit any relevant information, could result in the withdrawal of any offer of appointment, or my dismissal at any time in the future, and possible criminal prosecution.  **Yes  No** | | | **Disclosure and Barring/Rehabilitation of Offenders Act** | | Education and Leadership Trust is legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts. The DBS check will reveal both spent and unspent convictions, cautions, and bind-overs as well as pending prosecutions, which are not “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.  As the position you are applying for gives you privileged access to vulnerable groups, you are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a “protected” conviction/caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013) and, therefore, not subject to disclosure.  Failure to disclose any disclosable criminal convictions could lead either to your application being rejected or, if you are appointed, to summary dismissal if it is subsequently discovered that you have had any criminal convictions and a referral to the Police may be made.  The information will not be used to discriminate unfairly against those with convictions which we consider unrelated to working with vulnerable groups. We ask for this information in order to facilitate an honest and open dialogue with prospective employees and we encourage all prospective employees to provide contextual information regarding any convictions disclosed. Having a criminal record will not automatically bar you from employment with us.  **A separate disclosure form will be sent to you if you are shortlisted for an interview.** Please refer to <https://www.nacro.org.uk/criminal-record-support-service/> for independent advice and guidance.  I declare that the information given is complete and accurate.  **Signed:** **Date:**  (Typing your name on the signature line will be regarded as signing this form)  **Print Name:** | |

**Application for Employment**

***DIRECTIONS TO THE SCHOOL***

***BY ROAD***

***FROM THE NORTH***

Aim for the M60 then leave the motorway at Jct.5, following the signs for Manchester City Centre (A5103 – known as ‘Princess Road’).

\*Stay in the centre lane until you have crossed ‘Barlow Moor Road’ when you should take the left hand lane. When you reach the traffic lights at ‘Mauldeth Road’ go straight on and then take the next left turn onto ‘Wilbraham Road’. Our school is immediately on your left and the entrance is on the left leading to the car park.

**FROM THE SOUTH/WEST**

Aim for the M56 Northbound and look for Jct.3 where the road becomes the A5103 ‘Princess Road’

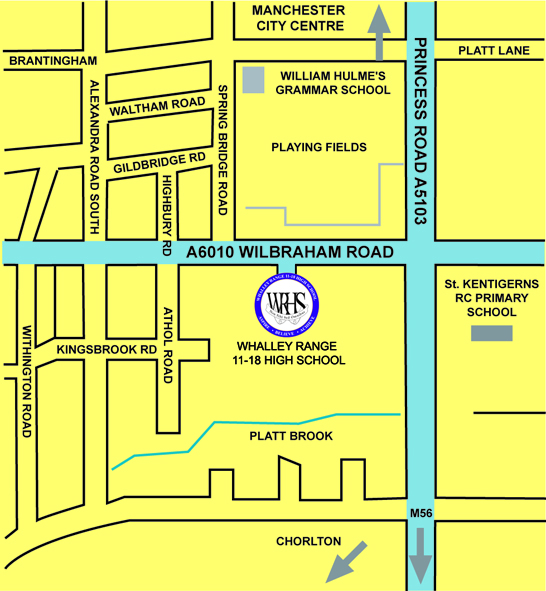
Now follow the ‘From the North’ directions after the\*

**FROM THE EAST**

Aim for the M60 then leave the motorway At Jct.5, following the signs for Manchester City Centre, (A5103 – known as ‘Princess Road’).

Now follow the ‘From the North’ directions after the \*





**PERSON SPECIFICATION**

**POST: Senior Science Technician**

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| **QUALITIES AND ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCED BY** |
|  | | | |
| **KNOWLEDGE/UNDERSTANDING** |  |  |  |
| Knowledge and understanding of one or more of the sciences, with GCSE or A level qualifications in a science subject | ✓ |  | Application |
| A good understanding of Health and Safety requirements including knowledge of COSHH. | ✓ |  | Application/Interview |
| Experience of working within a science laboratory, or within a school science department | ✓ |  | Application/Interview |
| The ability to safely and effectively prepare science practicals for all key stages | ✓ |  | Application/Interview |
| The flexibility to adapt to changing workload demands and new school challenges | ✓ |  | Application/Interview |
| Self-motivation and personal drive to complete tasks to the required timescales and quality standards. | ✓ |  | Application/Interview |
|  |  |  |  |
| **MANAGEMENT** |  |  |  |
| A commitment to raising standards and evidence where this has been achieved | ✓ |  | Application/Interview |
| Evidence of good people management skills | ✓ |  | Application/Interview |
| Excellent organisational and planning skills | ✓ |  | Interview |
| Evidence of leading a team |  | ✓ | Application/Interview |
| The ability to support staff to develop through planning and delivering professional development |  | ✓ | Application/Interview |
|  |  |  |  |
| **GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS** |  |  |  |
| An effective team player, but can think and work independently | ✓ |  | Interview |
| Excellent organisational skills | ✓ |  | Application/Interview |
| Able to motivate students and staff | ✓ |  | Interview |
| Commitment to undertake personal and professional development | ✓ |  | Interview |
| Strong interpersonal skills, with good sense of humour | ✓ |  | Interview |
| Enthusiastic, ambitious and resilient | ✓ |  | Interview |
| An effective decision maker | ✓ |  | Interview |
| Willingness to support colleagues | ✓ |  | Interview |
| Able to work under pressure and meet deadlines | ✓ |  | Interview |
| Commitment to school’s co-operative values | ✓ |  | Interview |
| Behave in a way which will not bring the school into disrepute | ✓ |  | Interview |
| Commitment to staying fully informed of IT developments and their potential for raising standards | ✓ |  | Interview |
| Commitment to the school’s aims and strategies for improving standards | ✓ |  | Interview |

**JOB DESCRIPTION**

**Role: Senior Science Technician**

**Accountable to: Head of Science and Business & Finance Manager.**

**Grade: 6**

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| **PURPOSE** | **To provide professional leadership and management to the faculty as senior science technician. To secure high quality support for the science faculty by sharing good practice and developing effective use of resources. To lead a team of technicians to work with teachers to meet the practical demands of the specification at key stages 3, 4 and 5.** | |
|  | | **Key Standards or KPIs** |
| **Key Performance Area 1** | **Support for students** | |
| * To support students to access learning activities under the guidance of the teacher * To use specialist skills, training and experience to support students in science. * To work with teachers to ensure the health and safety and good behaviour of students and to take appropriate action when required. * To assist with student welfare duties including supervision of students at lunchtimes under the agreed system for the school to ensure the safety and welfare of pupils. * To assist with school administrative duties including exam invigilation as part of the agreed system for the school. |  |

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| **Performance Area 2** | **Support for teachers** | |
| * To create and maintain a safe, purposeful, orderly and productive working environment. * To ensure timely and accurate design, preparation and use of specialist equipment, resources and materials. * To contribute to the planning, development and organisation of systems, procedures and policies. * To be responsible for maintaining records, information and data, and producing analysis and reports as required. * To demonstrate and assist in the safe and effective use of specialist equipment and materials. |  |
| **Key Performance Area 3** | **Support for the curriculum** | |
| * To prepare science practicals for use within classrooms and practical examinations for key stage three, four and five ensuring that all health and safety requirements are met. * To provide practical support to the teachers and pupils within the science faculty by responding efficiently to requests for experiments and resources, ensuring that these meet the required expectations of the teaching staff. * Develop new ways of providing experiments as required by changes in the curriculum, and provide advice on the practical feasibility of requested experiments when appropriate. * To provide specialist advice and guidance as required |  |

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| **Key Performance Area 4** | **Strategic Leadership and Resource Management** | |
| * To undertake personal development to improve own practice, and to coordinate professional development of others within the technical team. * To ensure the smooth running of the science laboratory including the co-ordination and management of the laboratory stock room. * To maintain clean and safe laboratories, ensuring that equipment is cleaned and maintained throughout the school term. * To monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required**.** * To carry out maintenance of specialist equipment and checks in line with quality and safety standards both in term time and outside of term time. * To undertake specialist repairs or modifications in accordance with the required level for the post and arrange for other repairs or modifications to be carried out by others. * To undertake structured and agreed learning activities within the relevant discipline, such as demonstrations under the agreed system of supervision where appropriate. * To be aware of new developments in areas of technology and new equipment and to assist teaching staff in the assessment and evaluation of new equipment needs prior to the developments of new of expanding courses |  |
| **Key Performance Area 5** | **Support for the school** | |
| * To work as part of a team to support colleagues and contribute to the vision and ethos of the school. * To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person as soon as they arise. * To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. * To establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of pupils. * To work with the head of science to manage absence within the technical team * To participate in training and other learning activities and performance development as required. * To recognise own strengths and areas of expertise and to use these to advise and support others. * To assist with line management of technical support staff as appropriate. * To assist with recruitment, induction, appraisal and training of other technical support staff. |  |

**This Job Specification may be reviewed by the Headteacher, as necessary,**

**and may be amended at any time after consultation with you.**