Candidate Information

Senior Science Technician
“Education is for improving lives and for leaving your community and world better than you found it”

Dear Applicant

Senior Science Technician at The Telford Priory School

Thank you for acquiring details of this exciting opportunity to join this wonderful new school for Telford. We are all exceptionally proud of the staff and young people at the school as they settle into new ways of working, form new powerful professional partnerships, make new friends and together achieve more than they ever thought possible.

The Telford Priory School joined our Trust officially on 1st November 2015, however we have been working with the leadership since well before this date. Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. Both of these schools were judged outstanding by OFSTED within the last 3 years. The Trust has grown since 2012 and now comprises five secondary schools and nine primary schools in Warwickshire, Staffordshire and Telford. Other schools are currently consulting on joining our Trust.

We are proud of our community school based origins and organize ourselves so that schools operate locally, sharing resources and excellent practice with other CAT schools that are geographically close. The Telford Priory School is in our Telford Hub that consists of two further secondary schools and a primary school.

Our Trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. As a high performing sponsor, the Trust has a track record of improving schools and if successful you will be an important leader significantly influential on the journey of school improvement.

Your professional development is crucial to us and you will be well supported both by colleagues in The Telford Priory School and others across Telford and the wider Trust. This is a wonderful opportunity for an ambitious teacher. The opportunities for further professional progression and enrichment are significant and enhanced by our proactive approach to the support and development of our staff.

Our website describes the Trust and our work in more detail –
www.communityacademiestrust.org

Good luck with your application. I look forward to meeting you.

Chief Executive Officer

October 2018
Dear Applicant

These are exciting times for us all at The Telford Priory School as we move into year 4 and look to the future with continued energy, commitment and a passion for developing our students and staff.

At The Telford Priory School, we want to ensure that we embed the core values of the Community Academies Trust in everything that we do in our bid to Ensure Excellence.

We believe in the power of education and the endless possibilities which education can provide. Every day at TPS is a chance to transform lives and open doors for the young people we work with.

We value every child at TPS and welcome parents to talk to us about how best to support their child. Our half termly Parent Focus group sessions in particular are an opportunity to work with us to help develop our school.

We have high standards at TPS and insist on a professional look for our staff and students helping to create a core sense of learning and pride in everything that we do. All members of our community are dedicated to supporting one another to be the best that we can be.

We have high expectations for behaviour at TPS and expect our students to be excellent role models for one another. As part of our House system, students in our school work together for charity events and other community engagement projects.

We see TPS as being at the centre of this community whereby we provide opportunities for all to benefit from our beautiful new building and facilities including our 3G pitch, our theatre and our extensive ICT facilities.

We look forward to meeting you and welcoming you to our school.

Stacey Jordan
Headteacher

Imran Iqbal
Deputy Headteacher

We welcome visits to the school.
If you would like any further information or to arrange a visit please contact us or email TPS.HR@taw.org.uk
Values & Ethos - Anyone can be a hero

At The Telford Priory School, we believe that everyone can be a hero in their own way. We believe that the small things that we do can make a positive difference to someone’s life and we encourage and celebrate the achievements of staff and students both inside and outside of school. We believe that it is the duty of everyone to keep learning and growing together to become the very best that they can be.

TPS is sponsored by The Community Academies Trust and as such our core values are underpinned by a set of principles that shape and define the way we work with the students in our care and the community we serve.

Our three main types of achievement are:

**Academic** - where students are challenged to achieve more than they ever thought possible. We aim to create learners who succeed regardless of their socio-economic background. We believe that all students who enter our school should be able to access quality learning which enables them to succeed and be prepared for the next step of their education and life.

**Relationships** - where excellent relationships for learning form the basis for all types of achievement. Relationships at The Telford Priory School are founded upon a mutual trust and respect between all members of our community where high standards and expectations of oneself and each other are the norm. We expect all members of our school community to be courteous, polite and treat others as they expect to be treated.

**Letting your light shine** - where all the young people in our care can achieve something they can and should be proud of every day, in addition to their academic achievement. We believe that all students need to find their passion and be supported to excel in these areas. All students and staff should be able to grow within our school and become the absolute best that they can be.
Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and can be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.
RESPONSIBLE TO: Head of Science

RESPONSIBLE FOR: Science Technicians

WORKING PATTERN: Term time plus 2 weeks

MAIN PURPOSE:
To provide comprehensive technician support service to staff and students undertaking the science curriculum, including coordinating the use of and development of practical resources.

SPECIFIC RESPONSIBILITIES
Main Duties:
- Oversee the general running of the science teaching and preparation areas
- Manage and lead the science technician team
- Develop and maintain effective systems for the science technician team
- Manage departmental equipment and materials and ensure appropriate stock levels are maintained
- Ensure efficient preparation and organisation of equipment for lessons
- Carry out risk assessments
- Administer first aid
- Keep up to date with current procedures and practices through continuing professional development
- Ensure technician team keeps up to date with health and safety requirements
- Ensure safe storage of equipment and materials and chemicals are labelled correctly using COSHH regulations
- Clean equipment and laboratories after lessons and any chemical spillages when they occur
- Undertake as and when required those duties which are normally the responsibility of science technicians

Resources
- Ability to work professionally and remain courteous with a calm approach in difficult and high pressure situations
- Manage and process confidential documentation
- Provide advice and guidance to staff and others on appropriate issues

Other
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to overall ethos/work/aims of school
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and GDPR, reporting all concerns to an appropriate person

Complexity
The post holder will deal with some complexity around schools procedure and policy requiring skills and a high level of confidentiality. This is an important role with high levels of contact on a daily basis with competing pressures on deadlines whilst needing to ensure compliance with school policies.

Safeguarding Children
CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.
Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ – beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement – Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition – ambition not only for themselves but for the communities in which they live and work.

Achievement – ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement – relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other – they are part of a team that ensures our schools are among the best in the country.
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<th><strong>Essential</strong></th>
<th><strong>Desirable</strong></th>
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<td>Qualifications</td>
<td>Radiation Protection Supervisor training</td>
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<tr>
<td>▪ 5 A*-C GCSE’s including science</td>
<td>▪ Experience of working/providing support in an educational setting</td>
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<td>▪ A-level Science qualification</td>
<td>▪ Experience of line management</td>
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<td>Experience, Skills and knowledge</td>
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<td>▪ Experience of working in a laboratory environment</td>
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<td>▪ Knowledge of relevant policies/codes of practice/legislation</td>
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<td>▪ Knowledge and experience of CLEAPPS guidelines in all matters relating to risk assessments and Health &amp; Safety</td>
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<td>▪ Understanding health and safety and welfare regulations and best practice</td>
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<td>▪ Ability, knowledge and enthusiasm to work in subject/technical area</td>
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<td>▪ Identify own and others training and development needs and cooperate with appropriate individuals to address these</td>
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<td>▪ Excellent communication skills, written and verbal and able to develop and maintain good relationships with colleagues</td>
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<td>▪ Work constructively as part of a team, understanding school roles and responsibilities and your own position within these</td>
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<td>▪ Ability to relate well to students and adults</td>
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| Personal Qualities                               |                                                   |
| ▪ Able to work to strict deadlines and under pressure |                                                   |
| ▪ Able to maintain confidentiality at all times     |                                                   |
| ▪ Ability to develop good working relationships with others by behaving with integrity, treating people with respect and leading by example |                                                   |
| ▪ Ability to inspire students                      |                                                   |
| ▪ Can use own initiative, solve problems and prioritise workload in a busy environment, working to deadlines |                                                   |
| ▪ Hardworking and a positive attitude              |                                                   |
| ▪ Reliable, trustworthy and punctual               |                                                   |
| ▪ Commitment to own development with a willingness to attend training sessions, meetings and keep up to date with all professional developments |                                                   |

| Other                                            |                                                   |
| ▪ Commitment to safeguarding and promoting the welfare of young people |                                                   |
| ▪ Willingness to undergo appropriate checks, including enhanced DBS checks |                                                   |
| ▪ Motivation to work with young people            |                                                   |
| ▪ Ability to form and maintain appropriate relationships and personal boundaries with young people and colleagues |                                                   |