

ART TECHNICIAN

Responsible to: Teaching and Learning Leader of Art

Grade: NJC L2 (points 4-5)

Hours/Weeks: 32.5 hours per week / 39 weeks per year (08:30-15:30)

PURPOSE OF POST:

To ensure the provision of a high-quality service to support the delivery of the art curriculum.

To contribute to high quality learning and teaching which impacts positively on pupil attainment, achievement and experience through an active contribution to the School Improvement Plan, supporting the ethos, aims and vision of the school.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Provide and prepare all equipment, materials, and creative processes to support teaching and learning—leveraging technical art knowledge to advise staff, assist with practical demonstrations, and safely set up/clean up studio equipment and materials before and after lessons.
2. Create, monitor, and regularly update departmental risk assessment and health and safety documentation, ensuring the learning environment, tools, and equipment remain safe, clean, and compliant at all times.
3. Maintain and keep the department handbook up-to-date, handle general administrative tasks with confidence, using Google Workspace (Docs, Sheets, Drive) and school MIS administrative systems.
4. Keep accurate track of departmental budgeting and expenditures, monitor stock levels, manage inventory control, and coordinate the timely ordering or repair of resources and equipment.
5. Support teaching staff by preparing bespoke practical resources such as cutting materials to size, preparing visual aids, or personalising resources for individual students or small groups.
6. Assist with the setup and supervision of internal and external art examinations and displays as required.
7. Undertake any other ad hoc duties consistent with the post as requested by the line manager.
8. Provide technical guidance in digital art media, displaying confidence in using Adobe Photoshop to assist staff and students with image editing, project preparation, and software troubleshooting.

Generic Responsibilities of all staff

1. To consistently uphold the school's aims and strive to attain school targets.
2. To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
3. To work with students within the framework of the school in a courteous, positive, caring and responsive manner
4. To take an active and positive role in the school's commitment to the development of staff and review procedures.
5. To seek constantly to improve the quality of the school's provision.
6. To present oneself in a professional way that is consistent with the values and expectations to the school.
7. To be responsible for promoting and safeguarding the welfare of children and young persons.

The Chiltern Learning Trust are committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

DIMENSIONS:

Supervisory Management: N/A

Financial Resources: N/A

Physical Resources: Classroom materials, equipment and resources

Safeguarding Children

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs and would be involved in promoting the acceptance and integration of pupils with English as a second language.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

Disclosures are handled in accordance with the DBS Code of Practice, which can be accessed via www.disclosure.gov.uk

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in schools.'

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This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D): - useful for choosing between two good candidates

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Experience of working in arts and art preparation	2,4	Experience of working in an educational setting	1,2
Skills/Abilities	Basic literacy and numeracy skills	1,2,4,5	Ability to use Microsoft packages and the internet.	1,2
	Have excellent verbal and written skills in order to communicate effectively	1,2	Ability to use Google software	1,2
	Ability to work without supervision and as part of a team	1,2	Ability to work within health and safety guidelines	1,2
	Able to use initiative to prioritise and organise workload to meet conflicting deadlines.	1,2,5		
	Able to keep accurate records and use these to inform judgements Able to work Accurately	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
Competencies	Able to demonstrate appropriate motivation to work with young people	1,2		
	Ability to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to use of authority and maintaining discipline	1,2		
Equality Issues	Able to recognise and act upon common forms of discrimination.	1,2		
	Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2		
Specialist Knowledge	Knowledge of Health & Safety	1,2	An appreciation of the ways in which children learn	1,2
Education and Training	Willing and able to undertake training and development activities as required.	1,2		

Other Requirements	Willing to liaise with companies online in ordering materials	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the posts.

The Job-holder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.