



## **JOB DESCRIPTION – FOOD, ART AND DT TECHNICIAN**

**RESPONSIBLE TO:** Head of Design and Technology

**GRADE:** NJC Level 2 Points 4-5

**CONDITIONS:** 37 hours per week; Term-time only

**PURPOSE OF POST:** To provide practical assistance in all the Design Technology areas. 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, processes and materials to support teaching and learning including setting up and cleaning up equipment and materials safely before and after lessons.
2. Advise and support teaching staff in the safe and proper use of equipment and contribute to demonstrations.
3. Ensure the maintenance of the learning environment, materials and equipment are in a clean, safe and tidy condition at all times.
4. Assist with the storage and control of stock in accordance with health and safety guidance and school policies.
5. Support the teacher by:
  - a. assisting in the preparation of practical resources for the lessons
  - b. personalising resources for an individual or a small group.
  - c. Work with small groups to assist with paperwork tasks as directed by the class teacher.
  - d. Assist with displays of students' work; display mounting and support with exhibitions, parents evenings and open days/evenings.



6. Bring any foreseen shortfalls in stock levels or repairs needed to the attention of the Line Manager.
7. Supervise whole school internal and external examinations as required.
8. Any other ad hoc duties requested by the line manager.

**GENERIC RESPONSIBILITIES TO ALL STAFF:**

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



**DIMENSIONS:**

<b>Supervisory Management:</b>	N/A
<b>Financial Resources:</b>	N/A
<b>Physical Resources:</b>	Classroom materials, equipment and resources
<b>Other:</b>	N/A
<b>Physical Effort:</b>	The job is likely to involve some lifting of stationery stocks and equipment on a regular basis. The job will require the postholder to operate and supervise machinery in the DT workshops. Training will be provided.
<b>Working Environment:</b>	Workshop, classroom and office environment.

**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.

**DBS**

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

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 Authority.

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

*'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'.*

**Person Specification: Food, Art and DT Technician**

This acts as a 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 <u>essential and desirable</u> criteria.					
Attributes		Essential	How Measured	Desirable	How Measured
<b>Experience</b>			1,2	• Experience of working in an educational setting	1,2
			1,2	• Experience of using machinery to prepare materials	1,2
<b>Skills / Abilities</b>		• Excellent verbal and written skills in order to communicate effectively	1,2		1,2
		• Ability to work without supervision and as part of a team	1,2		1,2
		• Able to use initiative to prioritise and organise workload to meet conflicting deadlines	1,2		1,2
		• Able to keep accurate records and use these to inform judgements	1,2		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		1,2
		• Able to demonstrate appropriate motivation to work with young people and form professional relationships with young people.	1,2		1,2
		• Emotional resilience in working with challenging behaviours.	1,2		1,2
			1,2		



		<ul style="list-style-type: none"> <li>• Appropriate attitudes to use of authority and maintaining discipline.</li> </ul>			
<b>Equality Issues</b>		<ul style="list-style-type: none"> <li>• Able to demonstrate an understanding of equality principles in service delivery and employment.</li> </ul>	1,2		
<b>Specialist Knowledge</b>		<ul style="list-style-type: none"> <li>• Demonstrable knowledge of relevant ICT systems including word processing.</li> <li>• Knowledge of Word and Excel.</li> <li>• Principles of Health &amp; Safety.</li> </ul>	1,2,3 1,2,3 1,2,3	<ul style="list-style-type: none"> <li>• Knowledge of SIMS</li> </ul>	1,2
<b>Education and Training</b>		<ul style="list-style-type: none"> <li>• Evidence of personal development.</li> <li>• Basic literacy and numeracy skills.</li> </ul>	1,2,4 1,2,4	<ul style="list-style-type: none"> <li>• First aid certificate, or willingness to train.</li> </ul>	1,2,4
<b>Other Requirements</b>		<ul style="list-style-type: none"> <li>• Willing to be responsive to the demands of a changing environment.</li> <li>• Willingness to undertake further work related training.</li> </ul>	1,2 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 post.

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

- .Equal Opportunities
- i.Health and Safety
- ii.Data Protection Act (2018)

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.

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