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|---|--|
| 4. | To prepare materials and kits of components and resources to staff requirements for use by students in the classroom. |
| 5. | To manage stock control of materials for the department and liaise with the Head of Faculty to place requisitions. |
| 6. | Under the supervision of the teacher, to work with pupils on practical work in lessons, this could be helping them prepare products for their coursework. This might be an individual student or with a small group of students needing technician input. |
| 7. | To ensure machine Maintenance is completed regularly and maintenance logs are completed. Carry out routine checks on workshop machinery, tools and engineering equipment to ensure it is safe and operational. |
| 8. | To be responsible for Health and Safety documentation and keeping it up to date, including risk assessments, method statements and COSHH documentation. You will prepare risk assessments for equipment in the department and ensure they are kept up to date and that staff are informed of the risk assessments along with any changes, as well as delivering training on the safe use of equipment. |
| 9. | To complete the DATA (Design & Technology Association) Health and Safety Training for schools. |
| 10. | Keep updated the current maintenance log for all equipment to log all servicing and maintenance to ensure compliance with Health and Safety Requirements to maintain all equipment. |
| 11. | To keep the workshop organised and in safe working condition. To maintain machine areas including removing dust, waste and any obstruction on a weekly programme. |
| 12. | To prepare sample pieces / moulds / jigs. |
| 13. | To manage PPE stocks. |
| 14. | To partake in extra-curricular activities such as preparing equipment and props for exhibitions. |
| 15. | To set up any computing equipment needed for the CAD (computer-aided design) elements of the course, including the 3D Laser printer. |
| 16. | To fit out teaching and resource areas, i.e. putting up shelving notice boards whiteboards constructing benches for computers and other equipment, e.g. fitting vices. You will use problems solving skills to support design solutions for storage and working situations. |
| 17. | To carry out repairs and adaptations to machines and items of equipment where possible to prolong their useful life. To maintain hand tools in good working order including sharpening when required. To also recommend when engineers are required. |
| 18. | The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the schools, as your employer and you as an employee of the school. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy. |
| GENERAL: | |
| The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School and before and after the school day. | |

DIMENSIONS: All sections should be completed – if there aren't any state 'none'

- 1. Responsibility for Staff:**
To work in close communication with other Instructing Technicians
- 2. Responsibility for Stakeholders/Clients:**
Under the direction of the Teacher/Senior Leader, responsibility for an identified group of pupils.
- 3. Responsibility for Budgets:**
None.
- 4. Responsibility for Physical Resources:**
Safe use, moving and storage of all equipment used in the course of the role. All technical equipment in Engineering and CADM area. Fixed and portable storage of materials and equipment in all rooms.

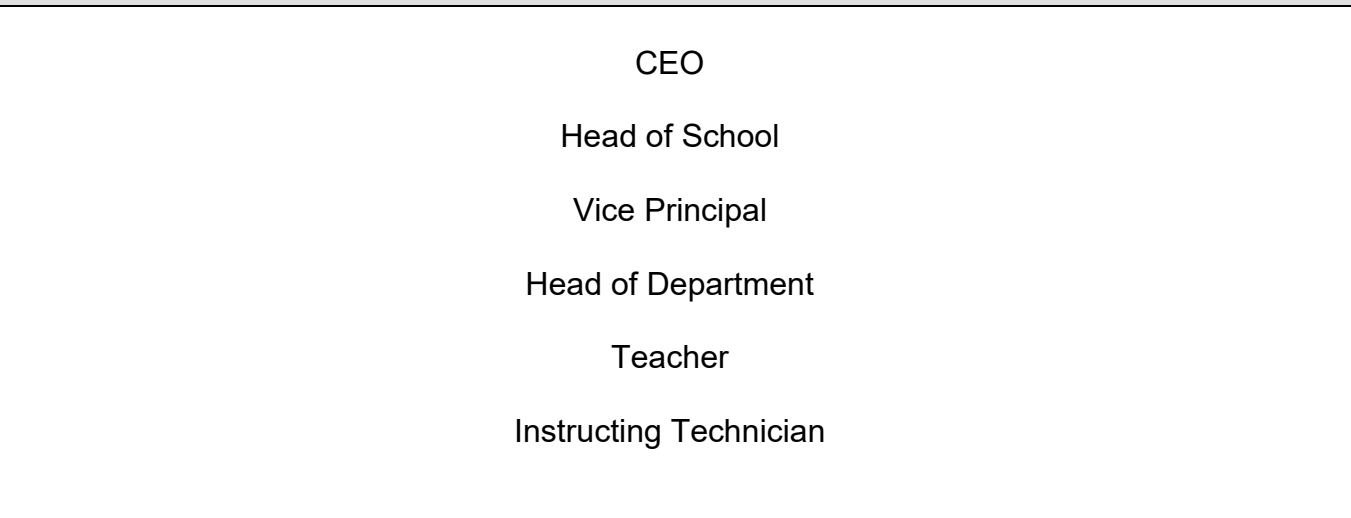
DECISION MAKING: These decisions should relate specifically to the principal accountabilities.

- 1. Routine decisions in line with good practice
- 2. When to involve senior member of staff
- 3. Decisions on implementing risk assessments and ensuring machinery complies with the required standard and that staff are trained in the safe use of equipment.
- 4. Advise teaching staff on the correct procedures to follow to ensure equipment is used safely by students.

WORKING RELATIONSHIPS: All sections should be completed – if there aren't any state 'none'

- 1. Within Service Area/Section:**
Colleagues within the school. Interacts with all members of the teaching staff in both Design Technology and Art in order to discuss and take responsibilities for tasks.
- 2. With Any Other Areas (where applicable)**
Educational support staff and educational support services.

ORGANISATION CHART:



| | <i>Tick relevant level for each category</i> | | | | | | Supporting Information (if applicable) |
|---|--|-----|----------|------|-----------|---------|--|
| | Not applicable | Low | Moderate | High | Very High | Intense | |
| PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment). | | | ✓ | | | | |
| WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment). | | | ✓ | | | | |
| EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment. | | ✓ | | | | | |

| PERSON SPECIFICATION | | Tick relevant column | | List code/s* |
|---|--|----------------------|-----------|----------------|
| The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation | | Essential | Desirable | How identified |
| 1. Qualifications: | | | | |
| 1.1 | GCSE English and Maths Grade A-C (or equivalent – eg Certificate in Adult Literacy / Numeracy Level 2) | ✓ | | AF/CQ |
| 1.2 | Health and Safety at Work Certificate | ✓ | | AF/CQ |
| 1.3 | Safeguarding Level 1 | ✓ | | AF/CQ |
| 1.4 | Bespoke training relevant to role, including First Aid | | ✓ | AF/CQ |
| 1.5 | Woodworking machinery certificate | | ✓ | AF/CQ |
| 2. Relevant Experience: | | | | |
| 2.1 | Able to work with a range of materials i.e. timbers, metals and plastics associated with workshop processes. | ✓ | | AF//R |
| 2.2 | Ability to conduct risk assessments, ensuring compliance. | ✓ | | AF//R |
| 2.3 | Mechanical experience in order to use machines safely and confidently. | ✓ | | AF/I |
| 2.4 | Engineering or construction working background | ✓ | | AF/I |
| 2.5 | Working in a school in a similar role | | ✓ | AF/I |
| 3. Skills (including thinking challenge/mental demands): | | | | |

| PERSON SPECIFICATION | | Tick relevant column | | List code/s* |
|--|---|-----------------------------|--|-----------------------|
| <p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p> | | Essential | Desirable | How identified |
| | | 3.1 | Motivation to work with children and young people in education | √ |
| 3.2 | Ability to work constructively, positively and proactively as part of a team. | √ | | AF/I |
| 3.3 | Ability to form and maintain appropriate relationships and professional boundaries with children and young people. | √ | | AF/R/I |
| 3.4 | Patient and confident in working with young people | √ | | AF/R/I |
| 3.5 | Strong practical skills – Joiner/Engineer based trades or training background | √ | | AF/R/I |
| 3.6 | To train others on the use of machines and carry out basic service repairs. | √ | | AF/R/I |
| 3.7 | Excellent organisation skills, with ability to prioritise and plan ahead to meet deadlines/teaching requirements. | √ | | AF/R/I |
| 3.8 | Excellent creative skills to support students learning. | √ | | AF/R/I |
| 3.9 | To be able to learn and operate software to operate and test machines such as laser cutters. | √ | | AF/R/I |
| 4. | Knowledge: | | | |
| 4.1 | Understanding of child development and how children learn | | √ | I |
| 4.2 | A knowledge and commitment to safeguarding and promoting the welfare of children and young people | √ | | AF/R/I |
| 4.3 | Knowledge of Health and Safety and compliance requirements | √ | | AF/R/I |
| 5. | Interpersonal/Communication Skills: | | | |
| | Verbal Skills | | | |
| 5.1 | Proactive in approach using initiative and flexibility. | √ | | AF/R/I |
| 5.2 | Ability to interact well using courtesy, tact and diplomacy and negotiation skills | √ | | AF/R/I |
| 5.3 | Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people. | √ | | AF/R/I |
| 5.4 | Speaks clearly and accurately using grammatically correct spoken English in order to issue clear and concise technical instructions. | √ | | AF/R/I |
| 5.5 | Effective communication skills to model good practice for pupils and stakeholders | √ | | AF/R/I |
| 5.6 | Ability to self-evaluate learning needs and to actively seek learning opportunities | √ | | AF/R/I |
| 6. | Written Skills: | | | |
| 6.1 | Writes clearly and accurately and is able to convey simple instructions/guidance or information. | √ | | AF/R/I |
| 6.2 | Effective use of ICT including Microsoft suite, to complete order forms and use spreadsheets. | √ | | AF/R/I |

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| 7. Additional Requirements: | | | |
| 6.1 | Maintains high levels of confidentiality at all times | √ | R |
| 6.5 | Ability to present a smart professional image in line with the Code of Conduct of the school | √ | R/I |
| 6.6 | Engage in additional training and development including being proactive in identifying own development needs | √ | AF/I |
| Disclosure of Criminal Record: | | | |
| | The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement). | √ | DBS Disclosure |
| | If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record. | √ | AF/EOI (After short listing) |
| | If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only. | | N/A AF/EOI (After short listing) |