

Job Description

POST: Design & Technology and Food Technician

RESPONSIBLE TO: Head of Art Design & Technology and Food

SALARY: Grade 3 - SCP 3-4

LOCATION: The Wilnecote School

WORKING PATTERN: 32.5 hours per week Term Time Only

<i>Monday</i>	<i>8 am until 3pm</i>	<i>6.5hrs</i>
<i>Tuesday</i>	<i>8 am until 3pm</i>	<i>6.5hrs</i>
<i>Wednesday</i>	<i>8 am until 3pm</i>	<i>6.5hrs</i>
<i>Thursday</i>	<i>8 am until 3pm</i>	<i>6.5hrs</i>
<i>Friday</i>	<i>8 am until 3pm</i>	<i>6.5hrs</i>
Total:		32.5 hours

DISCLOSURE LEVEL:

Enhanced DBS

KEY RELATIONSHIPS:

Art Design & Technology and Food Department

Site Team

All school staff including both teaching and support staff.

Student body.

RESPONSIBLE FOR:

To work under the direction and instruction of senior staff to provide support to the Art, Design & Technology and Food Department.

MAIN PURPOSE:

- Support teaching staff in organising requirements for their lesson delivery in Art, Design and Technology and Food lessons,
- Preparation of materials to exact specification from stock as directed and clearing away equipment. This will include use of machinery and equipment in all areas of the Art Design and Technology Dept.
- Assist teaching staff with demonstration lessons and practical lessons in Art, Design and Technology and Food.
- Oversight of specialised teaching areas, stores, and preparation room and arrangements for service, repair and maintenance of equipment and work areas.

- Preparing ingredients for pupils, assisting with food shopping and deliveries, ensuring the Food Room is maintained in line with Health & Safety legislation, keeping the room organised and lesson-ready
- Supporting the writing of Risk Assessments,
- Maintaining COSHH compliance across all departments.
- Assistance with maintenance of safety standards in the departments including checks of machinery, LEV's and co-ordination of annual inspections of equipment.
- Maintenance of stock and breakage records, catalogues and user manuals.
- Ordering, receiving and accounting for new stock and equipment.
- Assist with the development of resources by
 - (i) Making models and fixtures
 - (ii) The design and making of the jig, fixtures, racks, tool trays.
- Prepare and make teaching aids as required.
- Tool maintenance - familiarisation with competence in:
 - (i) Sharpening Techniques for edge and point cutting and marking tools e.g. wood planes, chisels, twist drill etc.
 - (ii) Routine maintenance of hand and machine tools, including adjustment to wear and tear

Professional Accountabilities

- The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition, they are to contribute to the achievement of the school's objectives.

Financial Management

- Work with the Head of Department who is personally accountable for delivering services efficiently, within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

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.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

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.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ▪ NVQ Level 2 or equivalent qualification or experience in relevant discipline. 	<ul style="list-style-type: none"> ▪ DATA Training
Experience, Skills and knowledge	<ul style="list-style-type: none"> ▪ Good numeracy and literacy skills. ▪ Good standard of practical knowledge. ▪ Experience in a related discipline ▪ Good understanding and ability to use relevant machinery/equipment. ▪ Effective use of ICT to support learning. ▪ Ability to use relevant equipment/resources. ▪ Knowledge or relevant policies/codes of practice and awareness of relevant legislation. ▪ Ability to work constructively as part of a team. ▪ Ability to relate well to children and to adults. ▪ Ability to direct other adults. ▪ Good interpersonal skills ▪ Good organising, planning and prioritising skills. ▪ Methodical with a good attention to detail. ▪ Experience of working to support children's learning gained in a relevant environment. 	<ul style="list-style-type: none"> ▪ Understanding of library systems inc galaxy. ▪ Understanding of academic use of libraries. ▪ Working in a school library.

Personal Qualities	<ul style="list-style-type: none"> ▪ Student focused. ▪ Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. ▪ Open, honest and an active listener. ▪ Takes responsibility and accountability. ▪ Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. ▪ Demonstrates a “can do” attitude including suggesting solution, participating, trusting and encouraging others and achieving expectations. ▪ Is committed to the provision and improvement of quality service provision. ▪ Is adaptable to change/embraces and welcomes change. ▪ Acts with pace and urgency being energetic, enthusiastic and decisive. ▪ Communicates effectively ▪ Has the ability to learn from experiences and challenges. ▪ Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	
Other	<ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children and young people ▪ Willingness to undergo appropriate checks, including enhanced DBS Checks ▪ Motivation to work with children and young people ▪ Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	