



Cheney School

Think for yourself; act for others



JOB INFORMATION PACK

Painting and Decorating Instructor

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves. This is summed up in our motto, "think for yourself; act for others".

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain. The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data;

self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse. In fact, we believe that if we get the first things right, the second will follow.

Rob Pavey
Headteacher





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities



TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”



RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Painting and Decorating Instructor

Contract Terms:

Part-time, 0.2 FTE

Grade:

Unqualified

Accountable to:

Head of Faculty - Vocational training

PURPOSE OF THE POST

To educate students on the skills and knowledge required for the trade, preparing them for a career in the industry. This involves planning and delivering effective lessons, assessing student progress, and ensuring learning experiences are relevant and engaging, ultimately helping students develop their potential as painters and decorators.

KEY RESPONSIBILITIES**Painting and Decorating**

- Plan and deliver lessons on painting and decorating techniques, including preparing surfaces, mixing and applying paint, wallpapering, and using various finishes.
- Evaluate student work and progress, providing feedback and support.
- Foster a positive and enthusiastic learning atmosphere, guiding students to develop their full potential, and practical skills
- To prepare schemes of work and course materials at an appropriate level.
- To equip and advise technical support staff with the necessary information for the purchase of materials and equipment for the running of courses.
- Manage materials as effectively as possible with regard to minimising waste, choice of specification and logistics.
- To administer and review risk management criteria in the practical skills workshops.
- Ensure all painting and decorating activities completed are of a high quality, are compliant and adhere to painting and decorating standards and meet all legislative, H&S and regulatory standards.

Instructor

- To carry out the professional duties of a main grade teacher under the teacher's contract (as defined in the most recent school teachers' pay and conditions document) ensuring the education and welfare of a class/group of pupils having due regard to the school's aims, values and curriculum.
- To be an excellent role model for the school community
- To help promote and safeguard the welfare of all children
- To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them
- Ensure that a high standard of care for all children is maintained
- To develop and implement equality of opportunity effectively throughout the school.
- To fully support the life and work of the school
- To develop and maintain positive and effective professional relationships with colleagues, parents/carers, the local community and Governors
- To provide information to the Governing Body to enable it to meet its responsibilities

- To ensure that parents/carers and children are well informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of children, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager
- To share in the corporate responsibility for the wellbeing and discipline of all pupils.
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

General responsibilities as part of the Trust

- To support teaching and learning by providing high quality support as part of a committed and flexible team;
- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos/work/aims of the River Learning Trust;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

PERSON SPECIFICATION

QUALIFICATIONS

- A Level 2 or Level 3 NVQ in Painting and Decorating.
- Level 3 Award in Education & Training (AET).
- Relevant Health & Safety training certificates.

EXPERIENCE

- Experience of teaching classroom practice.

SKILLS & KNOWLEDGE

- Excellent subject knowledge and desire to learn from new approaches and best practice.
- Trade Expertise: Proven, substantial, and recent practical experience (e.g., 5+ years) as a qualified and practicing professional in painting, decorating, and related finishing trades.
- Health & Safety: Expert knowledge of all relevant COSHH, workshop safety, and site safety regulations specific to the decorating trade.

Practical Instruction: Ability to demonstrate, break down, and clearly explain core techniques:

- Surface preparation (e.g., sanding, filling, washing).
- Application of various paints (e.g., brush, roller, spray techniques).
- Wallpapering (e.g., measuring, cutting, pasting, hanging).
- Use and maintenance of industry-standard tools and equipment.

PERSONAL QUALITIES

- A full understanding and commitment to whole school, local, and national policies and initiatives.
- Excellent interpersonal skills to quickly establish positive relationships with students, promoting respect and a professional workshop environment.
- Patience and Empathy: Must be patient and adept at working with teenagers who may have varying levels of motivation or academic ability.

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation.

Safeguarding Statement

Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the

Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance.

Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



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