



## **JOB DESCRIPTION**

<b>Post Title:</b>	<b>Design &amp; Technology Technician</b>
<b>Responsible to:</b>	<b>Subject Leader: Design &amp; Technology</b>
<b>Grade/Scale:</b>	<b>Scale 3/4 (sp 14 – 21)</b>
<b>Hours:</b>	<b>36 hours a week, 8am – 4pm, Monday to Thursday, 8am – 3.45pm Friday,(45 minutes lunch break), term time plus 2 weeks</b>

### **Key Responsibilities**

The Design & Technology Technician is responsible to the Design & Technology Subject Leader for ensuring all equipment and tools are organised and maintained in good working order and used in accordance with Health & Safety Regulations. The Design & Technology Technician provides an effective support to the teaching staff within the subject area of Design & Technology, operating both independently and as part of a team, within agreed procedures and timescales, and forming good working relationships with both staff and pupils.

### **Curriculum**

- Give support and supervision to classes as required by the Design & Technology Subject Leader.
- Design and produce prototype apparatus for use by both teaching staff and pupils.
- Prepare materials needed by teaching staff and pupils for use in the Design & Technology subject area.

### **Stock**

- Responsible for the ordering and receipt of tools, equipment, materials and other items required for the teaching of Design & Technology, whilst liaising with the Design & Technology Subject Leader on budgetary considerations.
- Responsible for recording, maintaining in good order and storing all stock, equipment, books, materials and projects used in the Design & Technology subject area.
- Maintain an up-to-date inventory of equipment for annual auditing.
- Maintain stocks of learning materials required by Design & Technology staff.

### **Health & Safety**

- Service and maintain machinery, tools and equipment and advise on safe working practices.
- Demonstrate technical processes to pupils and staff with regard to safe working practices.
- Instruct staff within the Design & Technology subject area on techniques and the range of operations on existing and new machinery and equipment.
- Perform electrical testing on a range of equipment in the Design & Technology subject area to ensure health and safety regulations are met.
- Organise annual Health & Safety tests.

### **Whole School**

- Assist with whole school projects, as required, such as making scenery for school productions.

## **PERSON SPECIFICATION DESIGN & TECHNOLOGY TECHNICIAN**

### **ESSENTIAL CRITERIA**

1.	Educated to GCSE level (or equivalent) with 5 GCSEs including English and Maths.
2.	Good literacy and numeracy skills.
3.	Computer literate with knowledge of Microsoft applications.
4.	Experience of working in a workshop or technical industrial setting.
5.	Ability to operate CAD/CAM computer based systems including laser cutter to produce products in wood, plastic and card (or willing to learn how to operate).
6.	Good planning and organisational skills and a flexible approach to managing own work load.
7.	Good communication skills with a people at all levels.
8.	Ability to maintain calmness whilst working under pressure.
9.	Presentation of an appropriate professional image in order to adhere to the school's Dress Code for staff.
10.	Ability to foster good working relationships with staff and pupils at all levels.
11.	Ability to work as part of a team as well as on own initiative.
12.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
13.	Appreciation of the issues of confidentiality.
14.	Commitment to equal opportunities.
15.	Willingness to participate in, and show commitment to, own continuing professional development.

### **DESIRABLE CRITERIA**

16.	Experience of working in a school environment.
17.	Knowledge of construction and engineering industry skills.

Candidates will be shortlisted against the above essential criteria. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

## DESIGN & TECHNOLOGY DEPARTMENT



Design & Technology at Glenthorne High School offers a number of different opportunities for pupils to access and develop skills in different disciplines including Design & Technology, Product Design, Food Preparation & Nutrition and Textiles.

In Years 7 and 8 pupils study D&T on a rotation system. They are taught to develop their designing and making skills using a range of materials, specialist techniques and processes in the following areas: Design & Technology, Textiles and Food Preparation & Nutrition.

At Key Stage 4 pupils follow the GCSE syllabus. They can choose from one of the following areas: Design & Technology (AQA), Food Preparation and Nutrition (AQA) or Textiles (AQA).



At Key Stage 5 students can follow AQA A Level Art & Design Textiles and A Level Design & Technology: Product Design

The Design & Technology Department also offers extra-curricular opportunities for pupils including Photoshop Club, 3D Printing Club, Fashion Design Club and Food Club.

The Department as a whole, is housed in well-equipped accommodation consisting of specialist material rooms, classrooms and includes a computer network room.

We pride ourselves on our supportive teamwork in the Department, gaining and expanding our knowledge from each other.





## **INFORMATION FOR APPLICANTS**

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of the Jubilee Wing incorporating specialist classrooms, a Sixth Form Centre and an ASD Base for pupils with mild ASD, as well as a new Performing Arts Centre and new Dining Hall. A new building project, the Hub, was completed in May 2016. This has provided a new Reception area and Library as well as additional classroom space. Our latest building project was completed in August 2017 and has provided an extension to our Dining Hall.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a Training School in September 2004 in recognition of our expertise in supporting and training staff throughout their careers. We are now accredited as a SCITT and train School Direct candidates through our Teaching School Alliance. The SCITT comprises 15 high-performing local, yet diverse, high schools, all of which have made rapid progress over recent years, have high expectations of students and view training and development of staff as the key to future success.

We have been a Specialist Arts College since September 2002. We are a centre of excellence in the Performing Arts and hold the Artsmark Gold Award. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Professional Development is encouraged at all levels of the school and is supported by Performance Management. We value professional development and there are opportunities to develop subject, pastoral and management skills. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school.

Our priorities are to continue to improve teaching and learning and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at 83% C+/4+ or above and A Level results at 100% with 73% A\*-C grades.

The curriculum at Glenthorne is organised in Subject Areas, each with its own Subject Leader. In Year 7 pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses, some of which are delivered in conjunction with local partnership schools and FE colleges. Pupils in Year 11 also go on one week's work experience. In the Sixth Form we offer academies in Football, Drama, Dance and Music. Most subjects are taught in their own suites of well-equipped classrooms.

Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone" and most recently "Billy Elliot". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. Students receive three hours training from professional coaches a week and play matches on Wednesdays. The remaining time is taken up with studying a range of A level and Level 3 BTEC courses. We hold the Sportsmark Award and run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

All staff are required to conform to the school's No Smoking policy. Employees are not permitted to smoke on the school premises.

There is a staff dress code. Staff are expected to dress in such a way as to project a professional image to pupils, parents and visitors to the school: suit, smart jacket, tailored trousers or skirt, smart dress and jacket, shirt or top which covers the shoulders and midriff, tie (male staff). Denim clothes, leggings and cropped trousers are not acceptable. Jewellery should be sensible and appropriate for working in a school, taking into account a professional image and health & safety issues. Tattoos and piercings (apart from those for one earring in each ear) should not be visible. It is recognised that some staff may wish to wear clothes or insignia appropriate to their own cultural, ethnic or religious background. It is important that this is shared with the Headteacher before you commence your employment.

For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare.

Applicants should be aware that Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

## **GLENTHORNE HIGH SCHOOL GUIDANCE TO APPLICANTS**

Please read these carefully before making your application.

### **The Application Form**

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### **Personal Details**

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### **Career History**

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment eg you may include time spent as a carer for one of your family or a voluntary helper in a school. Please ensure **all** periods not in employment are accounted for.

If the title of the position does not make it clear what work you did eg twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### **Education, Qualifications, Training**

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### **Statement of Suitability**

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability. For example, if the Person Specification says *"Able to organise self and others to complete projects within deadlines"*, you must do more than say *"I am a very organised person and can work to deadlines"*. You should give an example by describing something that you have done which proves that you can do that eg *"I organised a fundraising event for the local playgroup within six months and with a group of five helpers"*.

When reading your application we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we

need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable eg to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You will not be judged on your writing ability or your handwriting. You will probably want to write more than the space allows so continue on another sheet. However, we do expect all candidates to have a good standard of literacy.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### **Referees**

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required. All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

### **Relationships**

We do not have a policy of excluding people who are related to school staff or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

### **Interviews**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

### **Complaints**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the Headteacher, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The Headteacher, or his/her representative, may want to talk to you before confirming the outcome of the investigation.