Senior Science Technician

December 2019

Salary Negotiable Dependent on Experience
Part time/Term time only
BACKGROUND INFORMATION

Blenheim has been under new leadership since April 2017. The school became Surrey’s most improved secondary school in the 2017-18 academic year, was categorised as ‘good’ in all areas in May 2019 and attained its best GCSE results in the summer of 2019. A number of comprehensive measures have been put in place. These have improved the consistency of teaching, the quality of assessments and the impact of feedback, so that all students now make good or better progress. At the heart of the school’s recent successes has been the comprehensive and consistent implementation of formative assessment across the curriculum.

Blenheim is a dynamic, exciting and supportive environment in which to work. The school opened in September 1997 with one year group and has grown to its current size of 1275 students on roll including 200 in the Sixth Form. Blenheim is a mixed comprehensive and our reputation in the community is excellent and as a result the school is very popular. The intake comprises of students from all surrounding areas with ability levels being favourable; over 50% of all students have high prior attainment at the end of Key Stage 2. Recruitment of students into Year 7 has increased by 22% since September 2017, as detailed below:

<table>
<thead>
<tr>
<th>Year</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Year 7 Students</td>
<td>188</td>
<td>209</td>
<td>230</td>
</tr>
</tbody>
</table>

Blenheim revolves around a growth mindset where all members of the school community are expected to value and develop the characteristics of hard work, resilience, innovation and improvement. Since April 2017, there has been significant change to the school’s structures and systems, including:

- New Headteacher
- New Leadership Team compromising one Deputy Headteacher and ten Assistant Headteachers
- An extended day for Year 11 and Year 13 students
- A comprehensive Easter revision programme for students in Years 11, 12 and 13
- A three-year Key Stage 4
- A six-period school day compromising of an increased number of double periods
- An alternative pathway for vocational Key Stage 4 learners providing high quality vocational provision
- A Chelsea FC Girls’ Sixth Form Football Academy
- An extra fortnight’s holiday with a two week October half term and a seven week summer holiday.

In May 2019, Blenheim was characterised as a ‘good’ school following a Section 5 Ofsted inspection. Please click here to read the Ofsted Report. Ofsted commented that the vast majority of the school’s previous weaknesses had been rectified and that the school now had excellent capacity to continue improving. The Headteacher, Mr A A Bodell, has made a long term commitment to Blenheim.

Blenheim converted to Academy Status in March 2012 and has developed many community and primary school links. Blenheim is a well–resourced school and is fortunate to have outstanding facilities including large grounds, grass football and rugby pitches and an artificial pitch. The school has a significant capital reserve with complete autonomy to invest. Together with a very supportive governing body the school has been able to ‘move quickly’ and invest significantly in several areas, not least in the appointment of high-quality teachers and site infrastructure. Our buildings are modern and this summer received an internal £500,000 face lift. Visitors now comment on the calm, purposeful learning environment that pervades.

Blenheim has an iPad for learning scheme under which all students have access to an iPad with the overwhelming majority having their own personal device and, naturally, teaching staff need to be willing to engage with new technologies and to want to develop themselves.
BLENHEIM GCSE RESULTS 2018 & 2019

2018 and 2019 has seen a significant increase in Blenheim’s GCSE results. A combination of well-researched teaching and learning practices, rhythmical assessment and feedback, frequent reporting, well-timed interventions and consistent monitoring of student performance has led to increases in almost all areas of GCSE performance. This improved performance compares favourably with both Blenheim’s 2016 & 2017 GCSE results and 2018 & 19 National GCSE results.

In 2017, apart from Maths and English, grades were attributed A* - G grades with A* - C being considered ‘higher’ grades or passes. By 2019, all subjects (bar a minority) were attributed 9 – 1 grades with 9 – 4 being considered ‘higher’ grades or passes.

<table>
<thead>
<tr>
<th>Maths and English results averaged over 2018 &amp; 19 compared to National average</th>
<th>Blenheim 2018 &amp; 19</th>
<th>National 2018 &amp; 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 + 9 – 4 or A*- C incl. Maths &amp; English</td>
<td>65%</td>
<td>58%</td>
</tr>
<tr>
<td>Maths 9 - 4</td>
<td>76%</td>
<td>60%</td>
</tr>
<tr>
<td>English Language 9 - 4</td>
<td>75%</td>
<td>62%</td>
</tr>
<tr>
<td>English Literature 9 - 4</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>English 9 – 4 (best of Lang or Lit taken)</td>
<td>79%</td>
<td>75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9 – 7 and 9 – 4 Grades averaged over 2018 &amp; 19 compared to National average</th>
<th>Blenheim 2018 &amp; 19</th>
<th>National 2018 &amp; 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 – 7 grades</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>9 – 4 grades</td>
<td>74%</td>
<td>67%</td>
</tr>
</tbody>
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</thead>
<tbody>
<tr>
<td>English 9 – 5</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Maths 9 – 5</td>
<td>58%</td>
<td>39%</td>
</tr>
<tr>
<td>English (best of Lang or Lit taken) 9 – 4</td>
<td>79%</td>
<td>65%</td>
</tr>
<tr>
<td>Maths 9 - 4</td>
<td>76%</td>
<td>70%</td>
</tr>
<tr>
<td>The English Baccalaureate pass</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Combined Science (Double Science)</td>
<td>64%</td>
<td>49%</td>
</tr>
<tr>
<td>Biology 9 - 4 or A*- C</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>Chemistry 9 - 4 or A*- C</td>
<td>91%</td>
<td>83%</td>
</tr>
<tr>
<td>Physics 9 - 4 or A*- C</td>
<td>91%</td>
<td>81%</td>
</tr>
<tr>
<td>Geography 9 - 4 or A*- C</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>History 9 - 4 or A*- C</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>French 9 - 4 or A*- C</td>
<td>84%</td>
<td>72%</td>
</tr>
<tr>
<td>German 9 - 4 or A*- C</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>Spanish 9 - 4 or A*- C</td>
<td>78%</td>
<td>73%</td>
</tr>
<tr>
<td>Computing 9 - 4 or A*- C</td>
<td>70%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Achievement across a range of subjects

Blenheim’s 9 – 4 pass rate was 72%. In Computing, Dance, Drama, DT Textiles, English Language & Literature, French, Geography, German, Mathematics, Music, RS, Sciences and Spanish over half of all grades were 9 - 5. In Technical awards, Blenheim achieved a 100% pass rate (Pass to Distinction*) in Level 2 Child Development, Health and Fitness and Travel and Tourism.

English and Mathematics

Results in these core subjects remained well above the national average for Blenheim students in 2019 with 77% gaining the 9 - 4 GCSE grade in Mathematics, 77% in English Language and 74% in English Literature, with 12% of grades being the highest GCSE grade of 9 - 7 in English and 21% in Mathematics.

GCSE grades 7 to 9

17% of all our entries were awarded 9-7 grades, 34 students achieved average grades of 7 or higher, and 7 students achieved an average of grade 8 or higher. Our top performing student secured all grade 9s and a Distinction* in Health & Fitness.

Success in Triple Science

In Biology, Chemistry and Physics over 90% of entries gained a grade 4 or higher with 35% of grades being 9 - 7, 2% higher than in 2018.

<table>
<thead>
<tr>
<th>Key Measures</th>
<th>Blenheim 2019</th>
<th>Blenheim 2018</th>
</tr>
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<tbody>
<tr>
<td>5 + 9 – 4 or A*- C incl. Maths &amp; English</td>
<td>65%</td>
<td>64%</td>
</tr>
<tr>
<td>9 - 4 English (best)</td>
<td>83%</td>
<td>75%</td>
</tr>
<tr>
<td>9 - 4 Mathematics</td>
<td>77%</td>
<td>74%</td>
</tr>
</tbody>
</table>
JOB PROFILE

To support the academic staff in the delivery of the Science curriculum, ensuring Health & Safety responsibilities are met.

Accountable to:
- Head of Science.

Supporting roles
- The school secretariat, teaching staff, members of the department and other Blenheim colleagues.

Key Responsibilities:
- To be responsible to the head of science in coordinating the use of, and development of, practical resources and facilities, including the provision of guidance and support in meeting the practical requirements of the science curriculum, including liaising with all areas of the school and outside organisations.
- To have overall responsibility for the promotion and observance of a healthy & safe working environment for the technical support service by:
  1. Actively leading and coordinating the assessment, monitoring and review of both health & safety procedures and information resources;
  2. Keeping up-to-date with current procedures and practices through continuing professional development;
  3. The provision of technical advice on health & safety issues to teachers and technical support staff;
  4. The safe treatment and disposal of used materials, including hazardous substances and responding to actual or potential hazards;
  5. The healthy & safe storage and accessibility of equipment and materials.
- To ensure that the technical team is resourced, organised and developed to meet the performance standards required by the department.
- To take a lead role in the design, development and maintenance of specialist resources and/or long-term projects and offer professional guidance, assistance and support to pupils & teachers on the practical aspects of the curriculum.
- To be responsible for setting up and monitoring systems used in the management and control of practical resources including: Leading on stock control, compiling orders, liaising or negotiating with suppliers and maintaining appropriate records; Monitoring, controlling and keeping financial records of the departmental expenditure in accordance with the school’s policy; Ensuring the availability of suitable materials and equipment and suggesting alternatives for suitability and economy.
- To undertake the lead role within the science department on both routine and non-routine checking, cleaning, maintenance, calibration, testing and repairing of equipment to the required standard.
- Lead the organisation of whole school Science events E.g. Stemfest.
• To contribute to the development of effective subject links with partner schools and the community, attending where necessary events in partner schools.

• Collaborate with Feeder Primary Schools e.g. Primary school lessons in a box.

• To contribute to the effective promotion of the subject at open days/evenings and other events.

• Support other departments with science based practicals (PE and health and fitness).

Safety and Security

• General maintenance of laboratory to include safe disposable of chemical and biological waste.
• Ensure that all equipment, materials and apparatus including teaching aids are maintained in a serviceable and safe condition.
• Reporting of damage and deterioration to Teaching Staff by undertaking regular checks of all science equipment.
• Removal of any scientific debris or hazardous materials/spills from sinks, bench tops and other areas to provide a safe environment for cleaning staff.
• Ensure gas and water taps are turned off and that electrical connections, chemical solutions and other materials are left stored in a safe and secure condition.
• Maintenance and recording of chemicals in line with Health and Safety regulations.
• To comply and adhere to risk assessments and procedures.

General

• Liaise with Head of Science, Subject Leader and teachers.
• Liaise with external agencies such as suppliers and manufacturers regarding the provision, installation and repair of equipment etc.
• Use ICT.
• Where applicable undertake administrative tasks associated with the post, including stock recording, ordering etc.
• Research and maintain up-to-date knowledge in the field.
• To seek opportunities to develop the role of technician in order to better serve the changing needs of the school.

Additional Responsibilities

• Be responsible for ensuring subject knowledge is developed and participate in staff training and development.
• Following Health and Safety requirements and initiatives as directed including the use of PPE.
• At all times operating within the school’s Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
• To provide support and assistance as and when required.
• To provide whole school support for certain activities.
• To encourage pupils to enjoy Science and to give them confidence in their abilities and subsequent achievements.
• To collect resources and prepare materials from storage and organise for class use.
• To advise teachers of potential problems and also advise on safety matters.
• Liaison with external suppliers.
To assist the training and developing of existing and future staff.

**Person Specification**

- Knowledge of appropriate Health and Safety regulations.
- Evidence of relevant qualifications.
- Grade C or above at GCSE English/Maths/Science or equivalent.
- Experience of managing people
- Ability to offer advice & guidance to Science Technicians and other staff & assist in their development.
- Experience of dealing effectively with parents, staff and students.
- Effective analytical and problem solving skills and the ability to work independently on assigned tasks.
- Excellent verbal and written communication skills.
- Excellent organisational, planning and scheduling skills.
- Excellent interpersonal skills.
- Experience working cooperatively with internal teams and external partners.
- Ability to work independently and be a team player, work professionally with all levels of staff.
- Proficient in using Microsoft Word, Excel, and Outlook.
- Ability to work under pressure, meet strict deadlines and effectively manage time to work on multiple tasks in high pressure and short deadline environment, and to adapt to changes in work load demand and priorities.

**General**

- Demonstrate a keen interest in all aspects of school life.
- To show solidarity by supporting school policy, and the senior leadership team, publicly.
- To constructively challenge school policy, and the senior leadership team, privately.
- Commitment to individual continuous professional development, wanting to ‘get better’ by building on strengths but also recognising development areas and actively seeking to improve them.
- Self-motivation and ability to prioritise a demanding workload.
- To be professionally assertive and clear thinking and able to negotiate.
- To be able to operate as part of a team and on own initiative when required.
- The ability to drive is highly desirable due to the number of external meetings which the successful applicant will be expected to attend off site.
THE APPLICATION PROCESS

Please complete the school’s application form including a Statement of Application outlining achievements to date and detailing why you are the right person for the role given the candidate brief. Please ensure this is no more than two sides of A4.

Please email your completed application to recruitment@blenheim.surrey.sch.uk. Applications should be received by 12.00pm (noon) Friday 29 November 2019 and interviews will be shortly afterwards. The school reserves the right to interview and appoint this position ahead of any advised application closing date should an appropriate candidate be found. Therefore, it is advisable to submit applications as early as possible.

Please be reminded that you are liable to prosecution if you are included in the Disclosure and Barring Service’s/Disclosure Scotland’s Children’s Barred List and engage, or seek or offer to engage, in work which either involves contact with children or provides opportunities for contact with children.