



**Application Pack for the position of
Science Technician**

Glenthorne High School

Required from September 2021

www.glenthorne.sutton.sch.uk

PACK CONTENTS

Department Science	3
Job Description	4 & 5
Person Specification	6
Information for applicants	7 & 8
Guidance to applicants	9 & 10
Dates for your diary	11

DEPARTMENT: SCIENCE

The Science department at Glenthorne is a successful and dynamic department. All laboratories and classrooms are very well resourced and there are two preparation areas and three experienced technicians who support staff alongside a dedicated TA team.

Students are taught in ability groups from Year 7 to Year 11. We have established an accelerated KS3 programme with an emphasis on developing practical scientific skills. In year 9 the most able students start to study towards their separate science GCSEs while the other students study the skills and content required for the Combined Science GCSE.

In Years 10 and 11, we follow AQA Science which is taught as Combined Trilogy or Triple science GCSEs. Post 16 is a very popular area with Biology, Chemistry and Physics being offered at Advanced Level with many candidates attending prestigious Russell Group universities. The excellent results at each Key Stage are a reflection of the hard work and dedication shown by the Science Team. The results for 2019 at GCSE show the outstanding commitment of the Science team: 9-4 grade percentage of 98% in Biology, 100% in Chemistry and 98% in Physics. At A level in 2019 there was a 100% pass rate for A Level Biology, Chemistry and Physics.

Working together as a team, we meet regularly to formalise aims and discuss how to implement them effectively. We work together to develop teaching and learning and share good practice.

The Science Department at Glenthorne is rapidly expanding and two new labs will be ready for September. The new initiatives presently being implemented and those planned for the coming year make it an exciting and dynamic place to work.



JOB DESCRIPTION

POST TITLE: Science Technician
RESPONSIBLE TO: Senior Science Technician
GRADE/SCALE: Scale 1c3
HOURS: 36 hours/week 39 weeks/year
8.00am – 4.00pm (3.45pm Friday)
With 45 minutes for lunch each day

Key Responsibilities:

- To provide an effective technical support service to the Science Department.

Main Tasks

- Prepare lessons as requested by teaching staff and ensure that:
 - * All equipment provided is clean, safe and complete.
 - * Any worksheets/tests required for the lesson are provided.
 - * Any chemicals used are labelled and any hazards clearly indicated.
 - * Ensure Ipads are charged, delivered and retrieved from science lessons.
- Clear practical lessons after completion and ensure that:
 - * All equipment is cleaned thoroughly.
 - * All worksheets/tests are returned to the department filing system.
 - * Any chemicals/waste are disposed of in accordance with health & safety guidelines.
 - * Ensure that laboratories and preparation rooms are kept tidy and organised.
- Liaise with Senior Science Technician and Director of Science to ensure all key stage science lessons are resourced.
- Carry out any other such duties, under the direction of the Senior Science Technician or SLT, to ensure effective resourcing and support for science lessons.
- Adhere to school policies and procedures to ensure the safety, welfare and discipline of pupils.

Additional Responsibilities for Specific Subject (ideally Chemistry)

- Test new experiments and develop equipment to ensure practical lessons are delivered effectively.
- Liaise with teaching staff to ensure practical lessons are appropriate and effective
- Set up and test demonstration experiments and help teaching staff in practical lessons, if required.
- Purchase consumables when required for practical lessons.
- Assist with stock control and record keeping of equipment and resources
- Inform relevant staff of any damage or repairs necessary in the Science department.
- Ensure health & safety guidelines are followed at all times.

- Assist with yearly inspections of laboratories and inform Senior Science Technician of repairs that need to be made and classroom resources that need to be replaced.
- Ensure any safety issues within labs are reported to the Senior Science Technician and site staff the day of identification.
- Liaise with Department Heads to assessment tasks are trialled and resources purchased at the start of the academic year.

The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.



PERSON SPECIFICATION

SCIENCE TECHNICIAN

ESSENTIAL CRITERIA

1.	Educated to GCSE level (or equivalent) with 5 GCSEs including English, Maths and Science.
2.	Good literacy and numeracy skills.
3.	Computer literate with knowledge of Microsoft applications.
4.	A good working knowledge of health and safety issues, ideally COSHH and CLEAPSS regulations.
5.	Good planning and organisational skills and a flexible approach to managing own work load.
6.	Good communication skills with a people at all levels.
7.	Ability to maintain calmness whilst working under pressure.
8.	Presentation of an appropriate professional image in order to adhere to the school's Dress Code for staff.
9.	Ability to foster good working relationships with staff and pupils at all levels.
10.	Ability to work as part of a team as well as on own initiative.
11.	Understanding of safeguarding responsibilities and the need to work within the school's Safe-guarding & Child Protection procedures.
12.	Appreciation of the issues of confidentiality.
13.	Commitment to equal opportunities.
14.	Willingness to participate in, and show commitment to, own continuing professional develop-ment.

DESIRABLE CRITERIA

15.	A level or degree in a Science subject, ideally Chemistry.
16.	Experience of working in a school science department or similar.

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

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 with Aragon and Abbey Primary Schools.

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 Hub incorporating specialist classrooms and a state-of-the-art Library. Our current project is the construction of two new science classrooms and a connecting corridor between buildings to improve circulation due to be completed Summer 2021.

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 National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2017. The SCITT comprises over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. 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, including CPD for staff on every other Wednesday afternoon, known as CPD Wednesdays.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at:

37% of entries obtained A*/A grades or 9-7 grades	(2019 – 30.9%)
86% of pupils gained at least a standard pass in English and Maths	(2019 – 82%)
65% of pupils gained at least a strong pass in English and Maths	(2019 – 61%)
91% of pupils achieved at least a standard pass in English Language or Literature	(2019 – 91%)
78% of pupils achieved at least a strong pass in English Language or Literature	(2019 – 78%)
90% of pupils achieved at least a standard pass in Maths	(2019 – 85%)
71% of pupils achieved at least a strong pass in Maths	(2019 – 67%)
49% of pupils achieved the E-Bacc with a standard pass	(2019 – 42%)

A Level results:

100% Pupils achieved A*-E	(2019 -100%)
10.5% Pupils achieved A*	(2019 - 8%)
31.4% Pupils achieved A*/A	(2019 - 28.1%)
63.7% Pupils achieved A*-B	(2019 - 56.9%)
94.1% Pupils achieved A*-C	(2019 - 88%)

The curriculum at Glenthorne is organised into 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. 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", "Billy Elliot" and "We Will Rock You". 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. We 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 (ten in Y7) 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.



For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare. We also offer the cycle to work scheme to all staff.

Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

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 e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. 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.

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 e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

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, Trustees 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 CEO, 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 CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **10am , Thursday 3rd June 2021**

JOINING DATE: 1st September 2021