Aspirations Academies Trust
in association with AUI and QISA

RiversAcademy
West London
an Aspirations Academy

Senior Science Technician

Application Pack

Welcome to Rivers Academy West London

Thank you for your interest in the post of **Senior Science Technician** at Rivers Academy West London.

All staff at Rivers Academy share a common drive to equip students with the qualifications, qualities and skills to reach their personal ambitions.

We have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform tremendously well in external examinations in both Year 11 and Year 13.

We are seeking to appoint a highly motivated and enthusiastic technician with a strong commitment to securing the best possible outcomes for the students for whom we work. We are the one chance of success for our students and we are persistent and resilient in overcoming obstacles which our students may face.

We are looking for someone who is passionately in this post and who will share our drive to achieve the very best education for students at Rivers Academy.

To learn more about us visit www.riversacademy.org
or to find out more about the **Aspirations Academies visit: www.aspirationsacademies.org**

Closing date for applications: Friday 1 September 2017

Yours faithfully

Andria Singlehurst
Principal

Job Description:

Post Title	Senior Science Technician
Salary/Grade:	SO1 Scale points 29-31 £27,801-£29,517 per annum pro rata; (Actual Salary £26,741.78–£28,392.40)
Academy:	Rivers Academy West London
Reporting To:	Science Coordinator
Responsible for:	Science technicians
Disclosure Level:	Enhanced
Hours of Work:	36 hours a week term time based plus 5 weeks (44 weeks per year) 0.9619 FTE

Core Purpose:

The core purpose of the role is to support the Science team with the delivery of practical work and other resources. As the Senior Science Technician you will be expected to lead the other technicians, coordinate the operations within the preparation room, keep all records updated and liaise with the Science Coordinator.

Main Duties:

Maintain the delivery of resources to the Science Department, including:

Ensuring the maintenance of a system for notification of practical requests, with appropriate notice periods and feedback to teachers on availability.

To prepare and set up equipment and materials for any of the three subject areas ready for use in accordance with manufacturer's instructions and the requirements of teaching staff in the appropriate laboratory.

To prepare and make resources, teaching aids and demonstration models for use in the teaching areas, including all aspects of any new Schemes of Work.

To provide technical advice and assistance to teachers and to assist teaching staff with the general running of practical work sessions in a non-teaching capacity.

To ensure that all equipment and materials are stored safely and to dispose of used chemicals in a safe manner as well as ensuring that hygiene and health and safety standards are maintained in the laboratory and preparation areas.

To undertake basic maintenance and cleaning of equipment and to assist in organising its servicing and repair as required in accordance with manufacturer's instructions.

To operate a safe and secure system for the storage and racking of equipment and materials ensuring that they are maintained in good condition and readily available for issue.

Administration of capitation with Science Coordinator.

To monitor levels of stock and re-order stock as appropriate. Oversee ordering of all equipment and materials and checking of deliveries in accordance with the schools financial procedures.

To maintain inventories of equipment and materials as required in particular with regard to COSHH regulations.

To assist in maintaining appropriate records, statistics and filing systems in accordance with stated requirements.

To keep up-to-date with curriculum developments within the Science area

To undertake safety checks as required and comply with the requirements of Health and Safety, COSHH and other relevant legislation and school documentation and keep records of checks carried out by all departmental staff.

To clean and make safe spills, breakages and related incidents that requires careful handling.

To remove all used/broken glassware from laboratories and ensure that equipment trollies are fully stocked with clean equipment.

To support the Science department with ensuring resources are prepared for all assessments and lessons.

To carry out specific tasks as directed by the Science Coordinator during the school holidays.

To ensure all laboratories are clear at the end of the school day and are prepared for the first lesson the following next day.

To provide supervision and guidance to the other science technicians within the department, including:

Develop systems within the preparation room to ensure the Science department are fully supported.

Ensuring the efficient deployment of science technicians throughout the department in order to provide an effective service to teaching staff.

Providing advice and guidance to other science technicians within the department.

Setting standards of work and monitoring the standard and quality of work of the technicians to ensure support is of a high standard.

Reporting any difficulties to the Science Coordinator, as appropriate.

Other general responsibilities:

- To work flexibly - this may include evenings, open days, parents' evenings and possibly weekends. This may also involve cover across the wider team in times of need.
- To be available to assist and undertake break duties.
- To participate fully in Staff Appraisal according to the Academy requirements.
- To participate in training and other learning activities and performance development, as required.
- To work safely, consider the safety of others and work within the guidelines stated in the Academy Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory

requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.

- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.
- To contribute to the overall ethos/work/aims of the Academy and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification

Assessed by application (A)
Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications and Education		
A good standard of education, e.g. 5 GCSEs at A*-C including English and Maths, or equivalent.	A	
Experience		
Experience in the management of a successful scientific practical environment		AR
Experience of prioritising workloads, time management and dealing with conflicting priorities for themselves, and others on occasion	AR	

Criteria	Essential	Desirable
Experience of working in a school, academy or other educational based background.		AR
Skills and Abilities		
The ability to provide technical support to the Science department	AR	
The ability to set up practical equipment to support the Science department	R	
Competent in use of IT, in particular telephony and emails	R	
High level of accuracy in written work and data entry	AR	
High level of accuracy when preparing practical resources	R	
The ability to produce clear and concise reports	AR	
Flexible, proactive, positive approach to work	R	
The ability to lead a team successfully	AR	
Ability to demonstrate a high level of trust and integrity and deal sensitively and appropriately with confidential, personal information	R	
Knowledge		
Knowledge of child safeguarding procedures		R
Knowledge of schools and education		R
Knowledge of legislation regarding health and safety procedures		AR

The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Active Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

MY VOICE
aspirations survey

THE 8 CONDITIONS THAT MAKE A DIFFERENCE

The 8 Conditions That Make a Difference® need to be in place if students are to strive for, and fulfill, their academic, personal, and social promise.

SELF-WORTH

Belonging
Feeling like you are part of a group, while knowing you are special for who you are.

Heroes
Having someone who believes in you and who is there when you need them.

Sense of Accomplishment
Being recognized for many different types of success, including hard work and being a good person.

ENGAGEMENT

Fun & Excitement
Enjoying what you are doing, whether at work, school, or play.

Curiosity & Creativity
Asking "Why?" and "Why not?" about the world around you.

Spirit of Adventure
Being excited to try new things, even when you are not sure if you will be good at them.

PURPOSE

Leadership & Responsibility
Making your own decisions and accepting responsibility for those choices.

Confidence to Take Action
Setting goals and taking the steps you need to reach them.

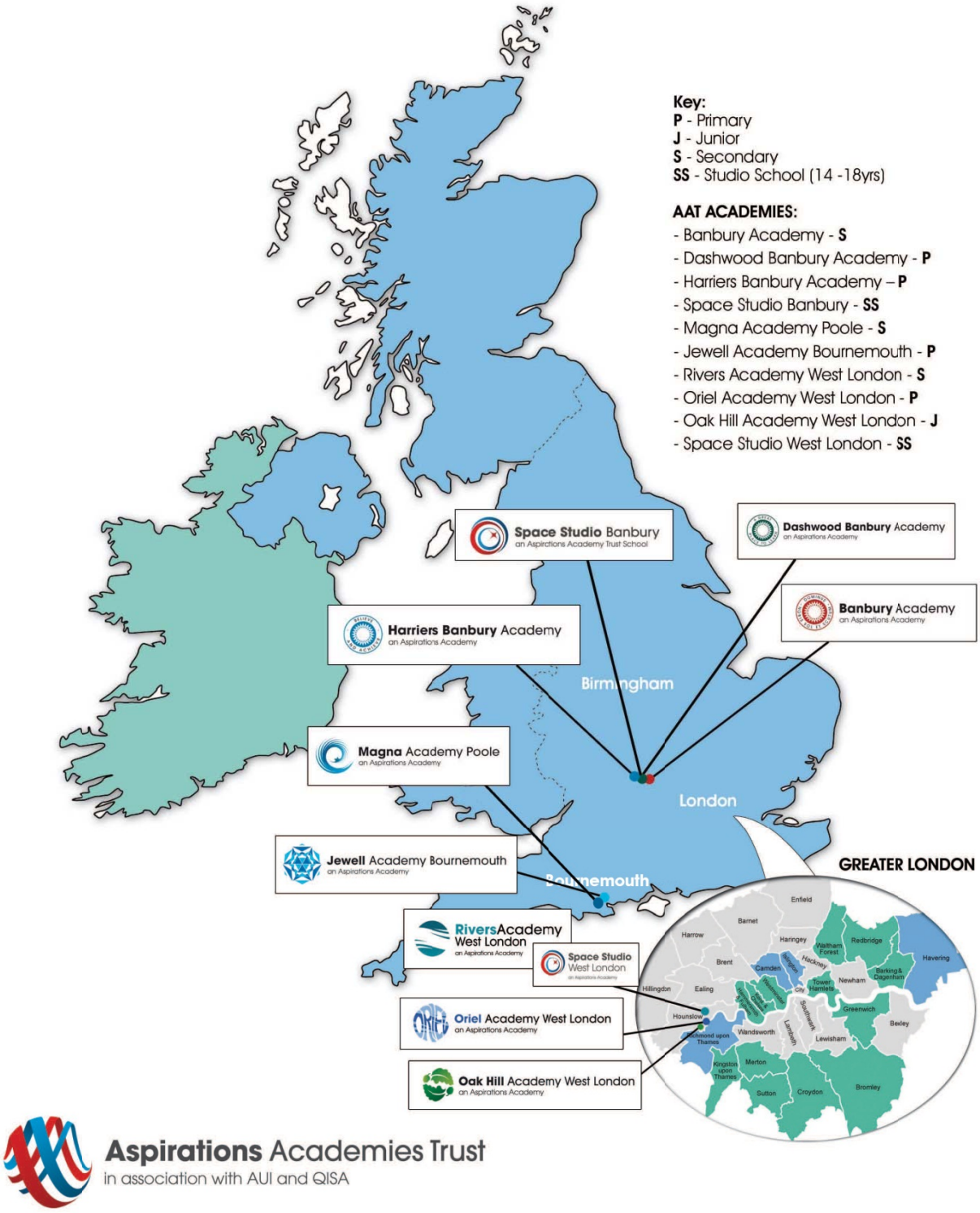
Supporting partners

PEARSON FOUNDATION

QUAGLIA INSTITUTE

myvoice.pearsonfoundation.org

Our Academies



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Continuous Professional Development

We offer unique and bespoke training for staff at all levels. This includes Senior Leadership Training, Aspirations Training – Level 1 & 2, Polishing Pedagogy, Coaching and Mentoring. Staff will be supported to develop a positive orientation to professional learning as reflective practitioners and will be empowered to take ownership and responsibility for their professional learning and development.

We strive to embed the voice of students (for example, through My Voice, iKnow My Class Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.

Promoting Aspirations Project

CPD in AAT Academies will have a research orientation. All staff will be expected to engage annually in a Promoting Aspirations Project and make use of research reports to inform their practice. The Promoting Aspirations Project is undertaken over the course of an academic year. Staff can conduct their Promoting Aspirations Projects alone or in collaboration with a small group of colleagues from within their academy or across Aspirations Academies. Innovation Awards will be given to the best projects and they will be shared with other staff at the yearly forum when all staff from all academies come together for an exciting event.

Unique Resources

Available to our academies are some unique resources that include:

My Voice Surveys are designed to measure the 8 Conditions across an entire school. Available for students, staff, and parents, these online surveys take about 15 minutes to complete and provide survey administrators with real-time reports. By utilizing My Voice Survey Reports, teams of educators and students can work together to develop shared objectives and inspire meaningful improvements within their schools.

iKnow My Class is an online, formative course assessment that helps educators discover students' perspectives about themselves as learners, course content, and instruction. Survey questions are based on more than 20 years of aspirations research, and are designed to help teachers promote the conditions that inspire students to achieve their fullest potential.

My Aspirations Action Plan (MAAP) focuses everything we know about educational "next practices" into an integrated, practical system. This revolutionary, online portfolio provides students with an active voice in their own learning by allowing them to set goals and track their academic achievement and personal growth along the way.

Using progressive gaming and mobile technology, this interactive and engaging platform also invites teacher participation so they can better understand their students' personal and academic aspirations, and guide their progress toward those goals. MAAP additionally allows optional access to parents, and selected students for peer mentoring.

Not just for students. We also have a staff MAAP so you can track your own personal goals and professional development.

Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Longlisted candidates will be subject to a screening interview. Those shortlisted will take part in an in-depth interview process including a lesson observation.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.