

Technical Support Staff Application Pack



West London District



Welcome To Space Studio West London

From the Principal – Andrew Morgan

Space Studio West London will eventually cater for 300 students aged 14-18 years and specialises in Space, Aerospace, Science, Engineering and Mathematics. The Studio School offers students the opportunity for students to work with local, national and international experts in the field and some exciting employers including The National Space Centre, UK Space Agency, European Space Agency, and the aerospace industry around Heathrow. Space Studio West London opened in September 2015 and places are available for students to join us this September in Years 10, 11, 12 and 13.

The Studio School is non-selective and open to students from anywhere, and the 75 students in each year group are mostly drawn from the growing population in the Feltham area but also from further afield, including West London and the Home Counties. Transport connections to Feltham are excellent. The location of a Studio School related to aerospace technologies in West London is unique and world leading.



We are looking for highly motivated and enthusiastic support staff who embody high aspirations and are committed to the highest standards of supporting teaching and learning. Our ambition is for Space Studio West London to be a world demonstration site for raising the aspirations of the entire community and for raising levels of achievement beyond excellence.

Teaching and learning at Space Studio West London will be primarily focused on Project Based Learning. In addition, since the Studio School has a small intake we are able to be flexible with working hours.

Are you committed to raising student's aspirations? Do you thrive on challenge and high levels of expectation? If you can honestly say yes, then we are interested in hearing from you.

Yours Faithfully,

Andrew Morgan

Closing Date: Friday 21st October 2016.

Interview Date: w/c Monday 31st October 2016.

Please send completed application forms with a covering letter to:

Aaron Barringer, Support Manager, Space Studio West London

Email: abarringer@spacestudiowestlondon.org

Tel: 020 3696 8140

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Laboratory Technician

Term Time (41 working weeks per year) 36hrs per week - Salary Scale 3, £18,045 - £19,182 pro rata (actual gross salary c. £16,173 - £17,192).

Or, Senior Laboratory Technician post available for a suitable candidate - Term Time plus two weeks (43 working weeks per year) 36hrs per week -- Salary Scale 6, £24,990 - £26,541 pro rata (actual gross salary c. £23,491 - £24,949).

We are seeking a friendly and enthusiastic **Laboratory Technician** or **Senior Laboratory Technician** for our newly opened school. The role is expected to develop over time so, as well as Laboratory Technical skills, an enthusiastic, flexible and proactive approach to work is essential. An important part of the Senior Technicians' duties will be to set-up the initial science laboratory systems for the school.

Main duties and responsibilities

- To ensure that equipment, chemicals and specimens are prepared for practical lessons, including constructing and setting up equipment as required.
- Working under the instruction/guidance of the teacher to support and supervise pupils during lessons.
- To ensure that laboratories and equipment are kept clean and tidy and that laboratory safety regulations are met, including checking equipment for safety, cleaning and sterilising equipment and apparatus and advising students on safety aspects of particular experiments.
- To dispose of harmful chemicals, petri-dishes and biological Specimens, observing appropriate safety and environmental considerations.
- To make up and ensure adequate supplies of standard solutions and other agents.
- To monitor supplies of stock and inform line manager when further supplies of apparatus or materials are required; check goods delivered against orders and storing appropriately ; carry out stock taking and inventory checks; to purchase and collect local materials for use in the School, as required.
- To enter records of poisons, inflammable liquids, alcohol and radio- active materials, in accordance with school policy and statutory requirements and ensure all materials are correctly labelled.
- To record breakages and loans, in accordance with school policy, and assist with department filing, including maintenance of up to date catalogues and price lists.
- To assist teaching staff with the design and construction of apparatus for practical activities and demonstrations.
- To assist staff and students in the laboratories, including demonstrating equipment and experiments as required.
- To maintain a valid First Aid at Work certificate appropriate for a school Science Block setting and to deliver first aid care when required
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential and sensitive information.
- To undertake any other duties of a similar level of responsibility as may be required.

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Laboratory Technician Person Specification

	Technician	Senior Technician
Qualifications	Essential/Desirable	Essential/Desirable
GCSE or equivalent in Science	E	E
Good standard of literacy and numeracy		
NVQ level 3 in relevant subject or equivalent	D	E
Experience, Motivation, Knowledge & Skills		
Minimum of 6-12 months experience of work in a laboratory	E	E
Experience of working with children in a school setting	D	E
Ability to plan and regulate workload	E	E
Ability to assist the planning of educational activities	E	E
Ability to work without supervision	E	E
Willingness to work as a member of a team or on own initiative	E	E
Working knowledge of COSHH	E	E
Ability to use ICT in a classroom setting	D	E
Willingness to be flexible	E	E
Willingness to undertake further training	E	E
A commitment to equality principles and practices	E	E
Ability to perform all the physical duties and responsibilities of the post	E	E
Willingness occasionally to adjust working arrangements to meet emergencies/changed circumstances	E	E
Willingness to undertake First Aid training	E	E
Current First Aid Certificate	D	D
Other		
D1 Driving License	D	D
Flexible approach to work	E	E

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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, 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 and 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.











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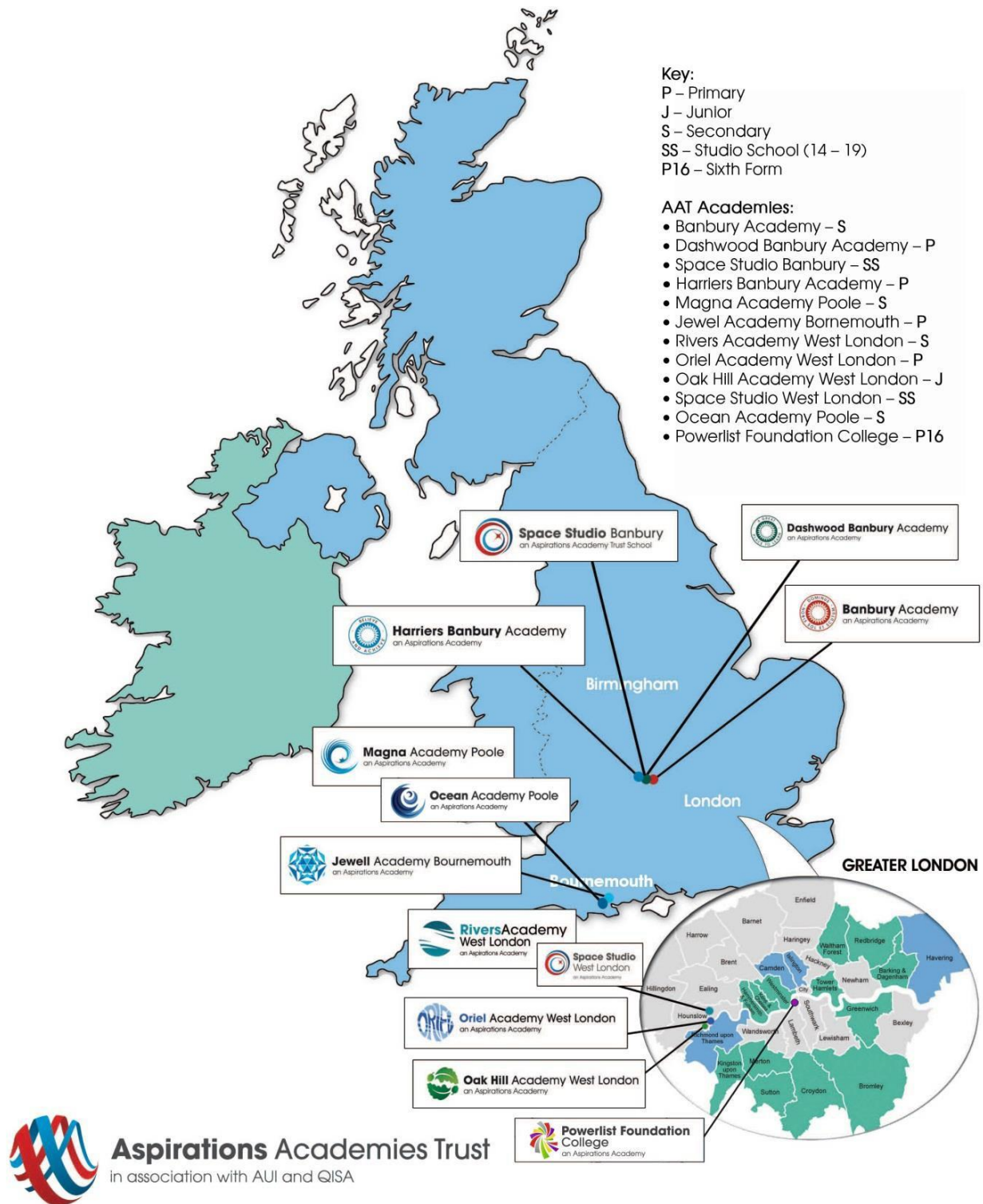


THE 8 CONDITIONS THAT MAKE A DIFFERENCE

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.

 <p>Belonging Feeling like you are part of a group, while knowing you are special for who you are.</p>	 <p>Heroes Having someone who believes in you and who is there when you need them.</p>	 <p>Sense of Accomplishment Being recognized for many different types of success, including hard work and being a good person.</p>
SELF-WORTH		
 <p>Fun & Excitement Enjoying what you are doing, whether at work, school, or play.</p>	 <p>Curiosity & Creativity Asking "Why?" and "Why not?" about the world around you.</p>	 <p>Spirit of Adventure Being excited to try new things, even when you are not sure if you will be good at them.</p>
ENGAGEMENT		
 <p>Leadership & Responsibility Making your own decisions and accepting responsibility for those choices.</p>	 <p>Confidence to Take Action Setting goals and taking the steps you need to reach them.</p>	<p>Supporting partners</p> <div style="display: flex; justify-content: space-around;">   </div>
PURPOSE		
<p>myvoice.pearsonfoundation.org</p>		





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Our Track Record

The Aspirations Academies Trust is led by educators who have achieved, through leadership and management of schools, outstanding levels of success. All Aspirations Academies are all expected to achieve the highest possible results for each and every individual student.

Over the past 15 years the educators who lead the Aspirations Academies Trust have achieved outstanding levels of educational success and outcomes in both secondary and primary schools, including:

Dashwood Banbury Academy was the first of our academies to be inspected by Ofsted in January 2014 and was given a grading of Good in all areas. Rivers Academy West London, Jewel Academy Poole and Magna Academy Poole were inspected in 2015-2016 all attained an overall rating of Outstanding.

Continuous Professional Development

We offer unique and bespoke training for staff at all levels. This includes the Aspirational Senior Leaders Programme. For support staff we offer an Understanding Aspirations Programme. 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.

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Oriol Academy
West London
an Aspirations Academy



Oak Hill Academy
West London
an Aspirations Academy



Rivers Academy
West London
an Aspirations Academy



Space Studio West London
an Aspirations Academy



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.

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Safe Recruitment Procedure

The Aspirations Academies Trust 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 relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Long listed candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

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