

Science Technician Grade E



**The Swinton High School
a High Performing Specialist School
Start date: 1st September 2009**

Pack prepared June 2009

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SECTION 1

The Swinton High School

A High Performing Specialist School for the Arts.

Context

Swinton is situated on the outskirts of Salford, bordering Bolton, Bury and Trafford. It is well served by the motorway networks, M6, M60 and M62 giving access to the surrounding countryside of Cheshire, Lancashire, The Lake District and Derbyshire national parks. The school is within easy reach of the rail network into Manchester City Centre. Swinton rail station is two minutes' walk from the school and serves the Southport, Wigan, Bolton, Manchester line. The regeneration of Manchester city centre, Salford Quays and the Trafford Centre gives a wide diversity of theatres, clubs, cinemas, restaurant and shopping opportunities.

The Swinton High School, an 11-16 comprehensive is one of 14 high schools in the Salford Local Authority.

Accommodation

The school came into existence in September 1988 when Wardley High School and Pendlebury High School merged to form a single 11-16 comprehensive school on one site, located half a mile from the Swinton town centre. Whilst the buildings vary considerably in age and appearance, internal refurbishment of existing facilities has provided a generally pleasant working environment. A new maths suite, refurbished science labs, an ICT resource area comprising 5 computer rooms together with a further two elsewhere, a new design technology block and refurbished art and library facilities have improved the teaching environment. In the last five years all seven science laboratories have been completely refurbished in a refurbishment programme costing well over £500,000. Improvements to the school environment have been substantial over the last few years and are continuing. We regard the environment as an important factor in encouraging students to learn and every effort is made to maintain high standards.

ICT

We have recently completed a £500,000 investment programme in ICT which will give every pupil access to a tablet PC every day. Every teacher currently has their own laptop computer and all staff who wish to have an interactive whiteboard in their classrooms do so.

Students

We have an 8 form entry and the Standard Admission Number is 210. The school is popular with a rising roll, which attracts pupils across the full ability range, and has at present 1000 children between the ages of 11 and 16 years on its roll. Our pupils are drawn mainly from the Swinton, Clifton, Pendlebury and Wardley areas of Salford. At present 29% of our pupils are eligible for Free School Meals; there are 10 students with statements of special educational need.

Pastoral Organisation

We believe that the success of our pupils is founded on high expectations, on good teaching and a solid partnership between school and home. The pastoral system underpins the ethos of the school. It is based on the Year Group principle led by a Pupil Progress Co-ordinator (a qualified teacher) with a full time year manager in assistance. The Pupil Progress Co-ordinator reports to the line manager Assistant or Deputy Head-teacher. All staff are committed to this pastoral ethos, both as a form tutor and in their working relationship with the pupils. All staff are expected to support the maintenance of high standards of behaviour, discipline, appearance and uniform, upon which the school places a high priority. The school places emphasis on personal, social and health education. There is a Student Forum with representatives from each year group, including the Head Boy, Head Girl and a senior member of staff. This meets to discuss issues raised by pupils at form and year level. There is a planned form tutor programme, organised by the Pupil Progress Co-ordinator.

Each pastoral team rotates on a five year cycle staying with their year group of some 200 pupils.

Academic Organisation

The school has a staffing complement of some 116 full and part-time members, including teachers, support assistants, site, secretarial and administrative/reprographic staff, technicians and midday supervisors. The academic structure of the school is based on a system of eight Faculty Leaders each led by a Director of Learning (Communications, Mathematics, Science, ICT, Creative Design and Technology, Performing Arts, Humanities and Special Educational Needs), reporting to their respective Deputy Head or Assistant Head Line Manager. We fully implemented a teaching and support staff restructuring following the introduction of Teaching and Learning Responsibilities (TLRs) in September 2006 and are now on our second restructuring which creates a core senior leadership team and an extended leadership team incorporating all Directors of Learning.

There are regular Curriculum, Pastoral, School Group Management and Senior Leadership Team Meetings. The school places high emphasis on staff development both for school improvement and personal professional development. There is a successful Induction programme for new staff, which has been praised by OFSTED. The school had a successful Ofsted inspection in May 2007 ("a good and rapidly improving school") and is recognised as a High Performing Specialist School by the DCSF, Specialist Schools and Academies Trust, staff, pupils, parents and the community.

The school provides a wide range of extra-curricular activities, which are well supported by students and staff. These provide opportunities for students to follow their interests and talents in drama, sport, music and dance. The school's musical activities have an excellent reputation and the Steel Pans have performed in a wide variety of locations.

Study Support is an emerging feature of the school. A Numeracy Summer School was held on site in July/August 2000, a Literacy Summer School in August 2001 and a Gifted and Talented Summer school every year for the past eight years. All have been extremely successful.

Community Links

The school has developed outstanding links with the local community through community placements including local nurseries and old people's homes, Year 10 Work Experience and the local Education Business Partnership.

Termly concerts are a regular feature of the school calendar, which are well supported by staff, parents, governors and pupils.

All faculties have developed links with feeder Primary Schools and post 16 educational establishments. There is a senior member of staff responsible for transition between Key Stage 2 and Key Stage 3. This is an extremely successful programme recognised as such in our 2003 and 2007 Ofsted inspection reports. At Key Stage 4 the Careers Connexions Service gives guidance to all students. The school is a member of CAMPUS - The Campaign to Promote the University of Salford. In addition to this, local and national charities are well supported.

Future Developments

As part of wave 3 of the Building Schools for the Future (BSF) programme The Swinton High School is expected to amalgamate with Moorside High School in a new school building in September 2012.

We became a specialist school for the arts in September 2004; the first performing arts school in Salford LA and we were invited by DCSF to become a High Performing Specialist School on redesignation in September 2008.

Our GCSE examination results have improved for the seventh successive year and we expect further progress in the coming years. Our 5 A*-C grades have trebled in the last five years and more than doubled in the last two years. In summer 2008 we achieved 82% 5A* - C grades and our pupils make outstanding progress. Raise Online consistently shows us to be in the 3rd or 2nd percentile.

The school has established a detailed development planning cycle aimed at fostering a shared determination to develop an already good school into a better school. Monitoring and Evaluation of teaching is incorporated into the school calendar. Performance Management is thriving. As an Excellence in Cities school there is development work being undertaken which fits in with existing work already being done to support pupil learning. This includes:

1. Able, Gifted and Talented pupils - to provide curricular enrichment activities for all years and a specific mentoring programme in Years 10 and 11. An evaluation of its impact on school achievement forms part of the examination review. In English, maths and science Able, Gifted and Talented pupils are taught in classes of 20 and an additional class has been created. Such pupils are given priority access to the banks of laptops situated in maths (90 laptops), English (60 laptops) and science (60 laptops).

2. Five year managers and a half time learning mentor to support learning for children by providing a complementary service to existing staff, external agencies working within the school and links with parents, with an aim to assist in improving attendance and academic attainment of targeted children. The Learning Mentor also provides post school study support.
3. The Key Stage 3 Learning Support Unit (LSU) aims to support pupils predominantly with emotional and/or behaviour difficulties who are at risk of exclusion and/or underachievement. The staff responsible for the Key Stage 3 work with children both in the LSU and in main-stream. This has been recognised as good practice in the authority by HMI November 2005 and by Excellence in the Cities (EiC) inspectors in July 2006.
4. Retreat - a unit which supports pupils who may need a 'cool down' period during the school day.
5. Retreat+ an effective alternative to fixed term exclusion where pupils have an on site personalised learning programme.
6. Nurture group – A supportive facility for those vulnerable pupils particularly in years 7 and 8.

The school is part of the Secondary Strategy and is currently developing teaching and learning strategies to improve Literacy, Numeracy, Science, thinking skills and ICT in Years 7-9. A full programme of staff INSET is integral to its success.

Culture

Our school Motto 'Strive to Achieve' is the foundation on which the educational philosophy is built. We are seeking to establish a culture in which learning is pre-eminent, which is ultra professional and efficient, which is inclusive and participatory and which is prepared to undertake radical change in the pursuit of a quality education for our pupils. We aim for a culture of achievement, which is based on rewards, not punishment, which encourages individual growth, shares the common value of RESPECT and the concept of a 'common good'. We value our pupils' views and there is a thriving student forum.

SECTION 2

The Post, Person Specification and Job Specification

The Post

Title: Science Technician
Salary: Grade E point 11-19 36 hours per week full time all year round
Date of Appointment: 1st September 2009

The school is continually striving for excellence. The Science faculty is a key contributor to successful external examination results. The post would suit either an experienced technician or new to the field technician seeking a stimulating, supportive working environment. The person appointed will be, or have the capacity to become an excellent technician, able to engage and support students to enable them to achieve their best.

Function of the Post

To provide effective and efficient support to the science faculty. To work under the direction and instruction of teachers to help organise, deliver and develop technical services in order to support and enhance the teaching of a range of science subjects.

Main tasks and responsibilities

Please see job description.

The Science Faculty

The science faculty works as a team to provide the best chances of success for the pupils. The team is staffed by ten specialist science teachers, two technicians and a cover assistant. Some teachers have commitments outside of Science but all are key members of the team. This combines to give a wealth of experience and expertise. Most teachers are based in their own laboratory around a central preparation room.

Key Stage 3

The faculty follow a two year KS3 curriculum created by the staff. It supports the whole school KS3 curriculum. In year 7 this is a themed curriculum, one theme per half term and in year 8 a broader curriculum based around the curriculum dimensions of the new KS3 programme.

The results at KS3 improve year on year and they are close to meeting FFTD targets. Assessment procedures are currently under review in order that continued robust and accurate judgements can be made of pupil progress.

Key Stage 4

The faculty offers AQA Science and AQA Additional Science to all pupils with the separate sciences offered through the option process to pupils at level 6 or above. Our curriculum choices will continue to develop so that all pupils have access to the most appropriate course of study.

The results at KS4 also continue to improve. Science matched FFTD in 2007 and exceeded them in 2008.

General

The faculty meets regularly and there is an on-going programme of developmental work and training to keep abreast of current requirements.

The faculty uses ICT to track pupil progress through a computer generated database. Every teacher has their own laptop, projector and where possible an interactive whiteboard with a wide range of software to support the curriculum. The faculty has a bank of 30 laptops for use by the pupils.

An extra group in each year in science has been created to address the needs of our able, gifted and talented pupils thus reducing the group size and benefiting all other groups.

The successful candidate will have the opportunity to gain a range of experience in a large supportive and fun faculty, while contributing creatively to the challenges of providing the best in science teaching and learning for our students.

JOB DESCRIPTION

SCHOOL:	The Swinton High School
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JOB DETAILS:	
Job Title:	Science Technician
Grade:	Grade E
Directly responsible to:	Head of Science faculty
Directly responsible for:	
Hours of Duty:	36 hours full time all year round (holidays must be taken in the school holiday periods with the exception of 5 x days)
<p>Salford City Council is currently in the process of undertaking a job evaluation exercise as part of its commitment to achieve an equitable grading system for its staff. It is envisaged that this system will be ready for implementation for the budget year 2007/08. It is inevitable as a consequence of this that the grade of some jobs will change. Implementation will be phased over a period of up to 3 years at the conclusion of the process and in consultation with our Trade Union colleagues. Progress in respect of the job evaluation exercise will be communicated to all staff via regular newsletters and briefings as appropriate.</p> <p>Primary purpose of the job: To provide effective and efficient support to the science faculty. To work under the direction and instruction of teachers to help organise, deliver and develop technical services in order to support and enhance the teaching of a range of science subjects.</p>	

Main Duties and Responsibilities/Accountabilities:	
1.	Provision of support services to the teaching staff in organising requirements for their work.
2.	Preparation of materials to exact specification from stock as directed and clearing away equipment.
3.	Assistance to teaching staff with demonstration lessons and practicals as required.
4.	Oversight of specialised teaching areas, stores and or preparation rooms.
5.	Set-up and try out experiments before lessons, assessments and examinations to ensure that they work.
6.	Maintain equipment and ensure that everything is kept in working order, arranging repairs if necessary,
7.	To assist in the maintenance of safety standards in the department.
8.	Maintain adequate stock levels.
9.	Keep an inventory of all equipment and materials, and breakage records.
10.	Assist in the annual audit of stock.
11.	Collect materials from school grounds and local suppliers.
12.	Prepare and make teaching aids as required.

13.	Deal with emergencies in class, breakages, spillages of chemicals.
14.	To ensure that Health & Safety policies are adhered to.
15.	To be responsible for the safe storage and disposal of chemicals and apparatus.
16.	To undertake safety checks as required and comply with the requirements of health & safety, COSHH and other relevant legislation and to keep up-to-date records of all checks carried out.
24.	To undertake first aid duties as required.
25.	To undertake exam invigilation as required.
26.	To undertake such additional duties as are reasonably commensurate with the level of this post.
The postholder must carry out their duties with full regard to the City Council's Equal Opportunities, Health and Safety and Community Strategy Policies.	
To contribute and demonstrate a commitment to the City Council's Crime and Disorder Reduction Strategy.	
<p>Review Arrangements:</p> <p>The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.</p>	

Date Job Description prepared/revised:	June 2009
Prepared by:	C. Robinson
Agreed by Postholder	

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of shortlisting and ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criteria in your application.

<u>Criteria</u>	Essential	<u>Desirable</u>	<u>To be measured by</u>
Qualifications	<ul style="list-style-type: none"> • Good level of General Education 	<ul style="list-style-type: none"> • ONC/HNC science or equivalent 	<ul style="list-style-type: none"> • Application Form & Interview
Skills	<ul style="list-style-type: none"> • Be able to work on your own initiative • Demonstrate practical knowledge and problem-solving strategies in relation to Science • Excellent communication skills both written and verbal • Ability to be flexible and adaptable • Computer literate • Ability to prioritise • Ability to work as part of a team 	<ul style="list-style-type: none"> • Aptitude in Science • Knowledge of working in a science laboratory/prep room either in a school, or a similar environment • • • • • 	<ul style="list-style-type: none"> • A, I • A, I • A, I • A, I • A, I • A, I • A, I
Experience	<ul style="list-style-type: none"> • To have experience of supporting pupils or staff • Experience of providing technical assistance in science/school or similar environment • Experience of liaising with a wide range of people 	<ul style="list-style-type: none"> • Experience of a, school or similar working environment • • 	<ul style="list-style-type: none"> • A, I • A, I • A, I

SECTION 3

Arrangements for the Application

Application details:

Please apply by submitting to the Headteacher Mr John Biddlestone at the school:

A completed application form.

Closing date

9.00 am Thursday 16th July 2009

Interview date

TBA in July 2009

Candidates called for interview may be contacted by telephone or in writing.

SECTION 4

School Aims and Philosophy

MISSION STATEMENT

Preparing for tomorrow's challenges
by achieving excellence in a well-disciplined
and supportive environment.

VISION

In five years time we will have established
a high quality and purposeful environment
and raised academic achievement

SCHOOL AIMS AND OBJECTIVES

1. To give every pupil an equal opportunity to fulfil his or her potential, personally, socially and academically, within a rewarding and stimulating school environment by:

- a) grouping pupils in a manner which enables the needs of all to be recognised and provided for;
- b) presenting a differentiated curriculum;
- c) ensuring that no person is disadvantaged by virtue of colour, creed or gender, utilising the school system of monitoring and evaluation;
- d) maintaining a support system providing for special educational needs and talents of all;
- e) providing a curriculum which is broad and involves experience in areas of:

- | | |
|-----------------------------|-----------------------------------|
| <i>(i) mathematical</i> | <i>(vii) spiritual</i> |
| <i>(ii) aesthetic</i> | <i>(viii) physical</i> |
| <i>(iii) pre-vocational</i> | <i>(ix) ethical/ moral</i> |
| <i>(iv) linguistic</i> | <i>(x) scientific</i> |
| <i>(v) technological</i> | <i>(xi) personal & social</i> |
| <i>(vi) cultural</i> | <i>(xii) creative</i> |

- f) encouraging all subject areas to develop a skills/process approach which gives consideration to:

- | | |
|---------------------------------|---|
| <i>(i) communication skills</i> | <i>(v) study skills</i> |
| <i>(ii) numeracy</i> | <i>(vi) decision making & problem solving</i> |
| <i>(iii) practical skills</i> | <i>(vii) information technology</i> |
| <i>(iv) social skills</i> | |

- g) ensuring a balanced curriculum provision;
- h) encouraging differentiation to match pupils' abilities and aptitudes;
- i) providing an information technology capability;
- j) promoting a school homework policy;
- k) developing inter-departmental collaboration;
- l) ensuring compatible departmental aims by maintaining a staff awareness of the school curriculum policy;
- m) resourcing the curriculum adequately.

2. To have (or develop) an atmosphere of RESPECT in order to allow all individuals to achieve their full potential in a safe, happy and stimulating environment by:

- a) ensuring that the school encourages and supports equal and challenging opportunities for all and a positive and ordered environment where the individuals develop self-esteem and independence, learn to respect and co-operate with others and are encouraged to exercise responsibility in the school and community;
- b) developing a secure, caring and supportive atmosphere which fosters stimulating learning opportunities within a moral and spiritual framework;
- c) consistently applying a negotiated code of behaviour which encourages individuals to take responsibility for their own actions and exercise self-discipline;
- d) providing advice, guidance and counselling throughout all stages of education;
- e) recognising and preserving the rights and responsibilities of all individuals, thus fostering co-operation, empathy, respect and the resolution of conflict through consensus and support;
- f) acknowledging and valuing the partnership between home and school.

3. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills by:

- a) creating a stimulating environment conducive to pupil progress;
- b) encouraging discussion across the curriculum;
- c) utilising all forms of media available to us;
- d) promoting active and experiential methodology.

4. To develop all pupils as individuals, each valued in his or her own right and to promote for each pupil a positive self-image by:

- a) maintaining the awards system;
- b) providing pupils with the opportunity to speak or perform publicly;
- c) encouraging pupils to take responsibility for themselves and their activities and providing opportunity for residential experience;
- d) providing access to a pastoral team who are sympathetic to their needs both in and outside school;
- e) encouraging special talent development.

5. To help pupils to use language and number effectively by:

- a) promoting language and number as basic tools required across the curriculum;

- b) presenting pupils with situations which they recognise as enriching their experience and desire to communicate to others.
- 6. To help pupils to care about other people, to be capable of forming relationships and accept responsibilities for the welfare of others. This will include developing the values of empathy, tolerance and understanding by:**
- a) involving all pupils in community service activities;
 - b) giving a responsibility to the school forum to consider the needs of pupils;
 - c) maintaining a community action group with pupils represented;
 - d) operating a prefect system;
 - e) developing personal skills in the personal and social education course.
- 7. To help the pupils understand that there are legal, ethical and socially acceptable forms of behaviour by:**
- a) creating an atmosphere in which children will work willingly and freely with a self-discipline;
 - b) maintaining codes of conduct agreed through the behaviour policy which are seen to protect the interests of all parties;
 - c) teaching pupils politeness, good manners and consideration for others by example;
 - d) using the system of positive sanctions.
- 8. To help the pupils understand themselves and the world in which they live, including social, political, technological, economic and environmental aspects by:**
- a) encouraging active learning to enable pupils to develop inter-personal skills;
 - b) providing opportunities for community service;
 - c) establishing opportunities for work experience;
 - d) facilitating residential experience;
 - e) supporting field work activities;
 - f) striving to establish a sense of wonder of the universe and reverence for life and help pupils to appreciate human achievements and aspirations;
 - g) initiating shared activities between the school, community and the employer.
- 9. To develop a respect in all pupils for religious and moral values and an understanding of other races, religions and ways of life by:**
- a) creating a school which is a caring, supportive community where life is enjoyable and where there is equal provision and opportunity for each student;
 - b) supporting the development of personal and social education;
 - c) implementing a pastoral curriculum;
 - d) organising school assemblies;
 - e) celebrating festivals as a school within the local community.

10.To present the school to the local community as a worthwhile place of education and learning by:

- a) encouraging the community to use the facilities of the school;
- b) publicising the achievements of the school and its pupils;
- c) supporting community projects which encourage pupils to be caring and able to accept responsibilities for the welfare of others;
- d) developing links with industry resulting in opportunities for work experience and school based industrial/commercial processes and shared activities;
- e) striving to improve lines of communication between parents and school;
- f) encouraging community links which enable this resource to support curriculum activity;
- g) establishing liaison links which ensure continuity of provision between phases of education.