

# Information for Applicants

Science Technician

Grade D – Scale Point 4 – 6

Permanent – Term Time Only

Full Time Hours

Required from April 2023

Sherburn High School  
Garden Lane  
Sherburn In Elmet  
Leeds, LS25 6AS

Tel: 01977 682442  
Email: [admin@shs.starmat.uk](mailto:admin@shs.starmat.uk)

Headteacher: Ms Miriam Oakley

Dear Applicant,



Thank you for your interest in the post of: **Science Technician**

I am delighted that you are interested in joining “Team Sherburn” as a member of our Support Team.

Teaching is at the heart of what we do and it is essential that all applicants share our passion for teaching and learning. For us, school improvement takes place through every interaction and the very best place to implement and embed positive change is in the classroom.

We strive to be open, honest and up for the challenge! We don't claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

With under a 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2021 were oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk). and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'. The signature is written in a cursive style with a long, sweeping tail on the letter 'y'.

Miriam Oakley  
Headteacher

## THE SELECTION PROCESS



If you wish to apply for the post of Science Technician, then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
  - Experience
  - Skills and Knowledge
  - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.



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## Timeline for the Selection Process

Closing time/date for applications	21st March 2023 12:00 Noon
Shortlisting	22nd March 2023
Invitation to interview by telephone/ Confirmation by email	23rd March 2023
Interview day	27 <sup>th</sup> March 2023

If you are interested in applying for this post please click the link below to complete our online application form.

[Support Staff Application](#)

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job Description and Person Specification for the role of Senior Science Technician
<b>3</b>	Science Department Team Information
<b>4</b>	Whole school Information
<b>5</b>	Local Area Information



## Appendix 1: The School Visions and Values Statement

### Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>• Physically and mentally healthy</li> <li>• Informed risk takers, problem solvers and critical thinkers</li> <li>• Articulate communicators</li> <li>• Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerant and respectful of others: different people, places and cultures</li> <li>• Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>• Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Develop mathematical fluency and essential literacy skills</li> <li>• Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>• Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>• Opportunities to take part in sport, performance and other creative activities</li> <li>• Careers education and guidance</li> </ul>



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## Appendix 2a: Job Description

<b>JOB TITLE:</b>	Science Technician
<b>GRADE:</b>	Grade D (Point 4 – 6), term time only
<b>HOURS PER WEEK:</b>	37 hours per week
<b>WORKING PATTERN:</b>	To be confirmed
<b>RESPONSIBLE TO:</b>	Curriculum Leader for Science
<b>JOB PURPOSE:</b>	To work, under the direction of the curriculum leader to coordinate the use of practical resources and facilities and provide assistance and advice in the practical needs of the curriculum

<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>● Planning and organisation of equipment for the specialist technical area</li> <li>● Give technical advice to teachers, technicians and student.</li> <li>● Offer professional guidance, assistance and support to pupils &amp; teachers on the practical aspects of the curriculum which may include assisting with demonstrations, to support the development of pupils</li> <li>● Record observations in an appropriate manner</li> <li>● Support and promote the development of pupils</li> <li>● Liaise with all areas of the school and outside organisations</li> <li>● Keep up to date with current procedures and practices through continuing professional development</li> <li>● Appreciate that others may not have the same understanding of professional terms and may interpret language such as acronyms differently</li> <li>● Carry out risk assessments for technician and classroom activities</li> <li>● Undertake record keeping as required</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>● Know that communication is a two-way process and develop and use effective communication systems appropriate to the audience.</li> <li>● Communicate effectively with all pupils and colleagues</li> <li>● Remember and understand the procedures and legislation relating to confidentiality issues that apply to your role</li> <li>● Interact with pupils in a supportive way to aid the development of their ability to think and learn</li> <li>● Listen to concerns; recognise and take account of signs of change in attitudes and behaviour</li> <li>● Have the ability to use clear language to communicate information unambiguously to others including children, young people, their families and carers</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>● Share information confidentially about young people with teachers and other professionals as required.</li> <li>● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> </ul>
	<ul style="list-style-type: none"> <li>● Understand that different confidentiality procedures may apply in different contexts.</li> </ul>

<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>Administration/ Other</b>	<ul style="list-style-type: none"> <li>● Meet the practical needs of the science curriculum by organising the technical support team in: servicing, construction and repair</li> <li>● Design, construct, and modify apparatus/equipment</li> <li>● Checking, cleaning, maintenance, testing and repairing of equipment to the required standard</li> <li>● Assist in monitoring, controlling and keeping financial records of the departmental expenditure in accordance with the school's policy</li> <li>● Ensure the availability of suitable materials and equipment and suggesting alternatives for suitability and economy</li> <li>● Ensure the availability of suitable materials and equipment and suggesting alternatives for suitability and economy</li> <li>● Maintaining filing systems for worksheets and instruction manuals</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment</li> <li>● Contribute to the assessment, monitoring and review of both health &amp; safety procedures and information resources through a process of self-evaluation</li> <li>● Ensure the healthy, safe storage and accessibility of equipment and materials.</li> <li>● Ensure the safe treatment and disposal of used materials, including hazardous substances and responding to actual potential hazards</li> <li>● Assisting the first aider with the treatment of minor laboratory injuries.</li> <li>● Inspecting and arranging for repairs to laboratory furnishings, equipment and services.</li> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Promote inclusion and acceptance of all young people and staff.</li> <li>● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human</li> </ul>

	<p>rights and working with others to keep vulnerable people safe from abuse and mistreatment</p> <ul style="list-style-type: none"> <li>• The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

**SIGNED** ..... **POST HOLDER**

**NAME & DATE** .....

**SIGNED** ..... **LINE MANAGER**

**NAME & DATE** .....

Revised March 2023

## Appendix 2b: Person Specifications

Job Title: Science Technician



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CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and Training</b>		
<ul style="list-style-type: none"> <li>NVQ Level 3 or equivalent in a relevant subject</li> </ul>	x	
<ul style="list-style-type: none"> <li>Appropriate first aid training</li> </ul>		x
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Appropriate experience of working in a school department relevant to the role</li> </ul>		x
<b>Skills and Knowledge</b>		
<ul style="list-style-type: none"> <li>Good written and verbal communication skills:</li> </ul>	x	
<ul style="list-style-type: none"> <li>Ability to communicate effectively and clearly with a range of staff, pupils and parents.</li> </ul>	x	
<ul style="list-style-type: none"> <li>Good literacy and numeracy skill</li> </ul>	x	
<ul style="list-style-type: none"> <li>Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable time frame</li> </ul>		x
<ul style="list-style-type: none"> <li>Knowledge of specialist equipment and materials</li> </ul>		x
<b>Personal Qualities</b>		
<ul style="list-style-type: none"> <li>Demonstrable interpersonal communication skills</li> </ul>	x	
<ul style="list-style-type: none"> <li>Ability to work successfully in a team</li> </ul>	x	
<ul style="list-style-type: none"> <li>Able to exercise discretion &amp; judgement</li> </ul>	x	
<ul style="list-style-type: none"> <li>Self-motivated to complete the required duties</li> </ul>	x	
<ul style="list-style-type: none"> <li>Confidentiality</li> </ul>	x	
<ul style="list-style-type: none"> <li>Good time management skills</li> </ul>	x	
<ul style="list-style-type: none"> <li>Flexibility</li> </ul>	x	
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>Enhanced DBS clearance</li> </ul>	x	
<ul style="list-style-type: none"> <li>Commitment to the school's policies and ethos</li> </ul>	x	
<ul style="list-style-type: none"> <li>Commitment to Continuing Professional Development</li> </ul>	x	
<ul style="list-style-type: none"> <li>Motivation to work with children and young people</li> </ul>	x	

<ul style="list-style-type: none"> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	x	
<ul style="list-style-type: none"> <li>Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.</li> </ul>	x	
<b>Equal Opportunities</b>		
<ul style="list-style-type: none"> <li>To assist in ensuring the STARMAT Equalities policy is considered within the school's working practices in terms of both employment and service delivery.</li> </ul>	x	



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## **Appendix 3: Science Department Information**

### **Introduction**

The Science team consists of six teaching staff and two supporting technicians who are looking to secure high levels of success for their students and raise the profile of the subject within the school community. The successful candidate will work closely with the existing team and curriculum leader in driving the development of the department towards outstanding. The successful candidate will have a key role in shaping the future of the department.

### **Key Stage 3**

All staff within the department teach students at Key Stage 3 based on a scheme designed by AQA to provide a strong foundation for starting their GCSE in year 9. The majority of the course is delivered in Years 7 and 8. In Years 8 and 9 students are taught in groups which are banded according to their attainment. In Year 9 students are taught the first units of the AQA GCSE course.

### **Key Stage 4**

In Years 10 and 11 students are set according to their overall ability in Science. It is important to us that our portfolio helps all individuals to become scientifically literate members of society and as such we have chosen to follow the AQA Trilogy specification. There are currently 5 classes in each cohort and where the timetable allows students are taught by subject specialists.

### **Post-16**

The Department currently offers three Sciences at 'A' level: Edexcel Physics, Edexcel (Salters Nuffield) Biology and AQA Chemistry. Starting in September 2021 the Science department will be offering AQA Applied Science to post 16 students.

### **Accommodation and resources**

The Science Department has seven fully equipped laboratories. There are two laboratories specifically equipped for teaching Physics, two for Chemistry and two for Biology. Six of the labs have been refurbished and the department is well equipped to deliver all the courses at both GCSE and A level.

For further information contact Chris Hampton (Curriculum Leader for Science) on:  
[chris.hampton@shs.starmat.uk](mailto:chris.hampton@shs.starmat.uk)

## Appendix 4: Whole School Information



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### **Teaching and Learning**

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

### **Assessment, recording and reporting**

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

### **Care, Support and Guidance**

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our RSHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

### **Curriculum**

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning.

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

## **Provision for students with Special Educational Needs**

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

## **Sixth Form**

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

## **Facilities**

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

## **Extra Curricular Activities**

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a "Language Immersion" trip near Paris, water sports in the Ardeche, survival skills at the Bush craft camp trip and Skiing trip.

## **Professional Support and Development**

We believe that the school's greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team.

## **Administration Team**

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, ParentPay, school finance, HR and payroll.

## **Safeguarding Children**

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk).

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

## **Examination Results**

We are very proud of our students' achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on [www.dcsf.gov.uk/performance](http://www.dcsf.gov.uk/performance) tables as well as on our website.

## Appendix 5: Local Area Information



### Local History

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmet) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

### The Area

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.