

Information for Applicants

Design & Technology Technician

Grade C – Point 2 – 4

Permanent – Term Time Only

15 Hours per week

Required July 2022

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

Tel: 01977 682442
Email: admin@shs.starmat.uk

Headteacher: Ms Miriam Oakley

Dear Applicant,



Thank you for your interest in the post of: D&T 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 expect 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. and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'.

Miriam Oakley
Headteacher

THE SELECTION PROCESS



If you wish to apply for the post of Design and Technology 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.



Timeline for the Selection Process

Closing time/date for applications	Friday 9th September 12.00pm
Shortlisting	Monday 12th September
Invitation to interview by telephone/ Confirmation by email	Monday 12th September
Interview day	Thursday 15th September

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.



Achievement for all

Appendices

1	The School Vision and Values Statement
2	Job Description and Person Specification for the role of D&T Technician
3	Creative Department Team Information
4	Whole school Information
5	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"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance



Appendix 2a: Job Description

JOB TITLE:	Design & Technology Technician
GRADE:	Grade C, Spinal Point 2 to 4
HOURS PER WEEK:	15 Hours per week - Term time only
WORKING PATTERN:	To be confirmed
RESPONSIBLE TO:	Curriculum Leader for Creative
RESPONSIBLE FOR:	Workshop and Machinery
JOB PURPOSE:	To be responsible for the day to day maintenance of the workshop and DT machinery, including the preparation of materials.

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
General Responsibilities	<ul style="list-style-type: none"> ● Maintenance of the workshop, machinery and materials to a safe and well maintained standard. ● Accountability for the effective use of resources made available for the job responsibilities. ● Ensuring the 'ready' state of the workshop(s), maintenance of machines and ancillary equipment necessary on a regular basis to ensure minimum breakdown and proper standards of guarding and operational safety. ● Grinding, sharpening and other maintenance of cutters for machine tools and of hand tools and equipment. ● Minor repairs to machine and hand tools which will sometimes require replacement parts to be made or purchased from manufacturers. ● Safe storage of tools and materials including manufacture of racks and other equipment to maintain an ordered working environment. ● Cleaning of equipment used by teaching staff, and by pupils if it is difficult, specialised or dangerous. ● Inspecting workshop furnishings, equipment and services, and reporting the need for any repairs or renewals. Particularly where items are power driven or connected to mains gas, electricity or water supplies. ● To support with Health and Safety audits ● To support the Curriculum Leader in ensuring risk assessments and Health and Safety procedures are followed.
Communication	<ul style="list-style-type: none"> ● Communicate effectively with the school community

Sharing information	<ul style="list-style-type: none"> ● Share information confidentially about young people with teachers and other professionals as required. Completing daily records and target sheets. ● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> ● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.
Administration/Other	<ul style="list-style-type: none"> ● Initial preparation of materials from stock both for group work with young pupils and project work at a more senior level. ● Preparation of materials, special equipment, jigs and other items for examinations. ● Construction and preparation of equipment for and setting up of demonstrations to be conducted by teaching staff. ● Testing new practical processes and assisting in devising new practical work. ● Setting up machines for pupils particularly where dismantling has been necessary at the end of a previous lesson to allow use of the equipment by others. ● Assisting with the construction and preparation of visual aids including mounting and display work. ● Operating an efficient system for stocking, storing, transporting and distributing all items used in practical subjects, operation of loan system for AV equipment, maintenance of siling systems for instruction manuals etc. ● Operating workshop documentation systems including stock, books and lists, cataloguing, filing worksheets etc ● Liaising with the Curriculum Leader around stock, orders and delivery
Health & Safety	<ul style="list-style-type: none"> ● Inspection, maintenance and correct use of safety equipment. ● Assistance with safe storage of dangerous materials and disposal of waste materials. ● To carry out electrical testing and certification of equipment as directed by the school's Health and Safety coordinator ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial

	<p>health and safety responsibilities as defined in the Health and Safety policy and procedure.</p> <ul style="list-style-type: none"> • Work with colleagues and others to maintain health, safety and welfare within the working environment
Data Protection	<ul style="list-style-type: none"> • To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all young people and staff. • 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.
Customer Service	<ul style="list-style-type: none"> • The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • 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.

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



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Appendix 2b: Person Specification

Job Title: Design & Technology Technician

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training		
<ul style="list-style-type: none"> 5 GCSEs at grades 4 to 9 (A*-C) 		X
<ul style="list-style-type: none"> Appropriate first aid training (dependant on the school's requirements) 		X
Experience		
<ul style="list-style-type: none"> Experience of working with tools, machinery and equipment 	X	
<ul style="list-style-type: none"> Maintenance and repair of tools, machinery and equipment 	X	
<ul style="list-style-type: none"> A background in wood and metal work, or at least one of these 		X
<ul style="list-style-type: none"> Appropriate experience of working with children in a relevant subject area. 		X
<ul style="list-style-type: none"> Appropriate experience of working in a Design and Technology department relevant to the role 		X
Skills and Knowledge		
<ul style="list-style-type: none"> Knowledge and understanding of the agenda for safeguarding and promoting the welfare of children. 		X
<ul style="list-style-type: none"> Awareness of a range of materials and processing techniques for different materials – wood, metal, plastic. 	X	
<ul style="list-style-type: none"> Highly practical with experience of working with band saws, pillar drills, circular saws and other specialist equipment. (Further training available) 		X
<ul style="list-style-type: none"> Ability to fabricate/maintain equipment for the workshop including the storage of equipment and tools. (Further training available) 		X
<ul style="list-style-type: none"> Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers 		X
<ul style="list-style-type: none"> Flexibility to adapt to the different demands and needs of working with teaching staff and students. 	X	
<ul style="list-style-type: none"> Ability to work to a high standard of tidiness and an ability to complete tasks under minimal supervision. 	X	
<ul style="list-style-type: none"> Good ICT/Technology skills to support learning 		X
<ul style="list-style-type: none"> Knowledge of specialist equipment and materials 	X	
<ul style="list-style-type: none"> Knowledge of current Health and Safety regulations including completion of Health and Safety training/awareness 		X

• Knowledge of COSHH and ESCC regulations in relation to the safe handling and storage of chemicals.		x
• Knowledge of safe working practices in relation to the handling and usage of hazardous equipment and tools.		x
• Knowledge of a range of design techniques and experience of undertaking a range of design related tasks.		x
• Use or understanding of CAD/CAM		x
Personal Qualities		
• Demonstrate interpersonal communication skills		x
• The ability to work professionally under pressure to deadlines and operate flexibility within the changing needs of the school is essential.	x	
• Kindness, compassion and a genuine desire to work in a practical environment supporting young people	x	
• Ability to work successfully in a team forging and sustaining relationships across agencies and respecting the contributions of others working with children, young people and families.	x	
• Confidentiality	x	
• Ability to exercise discretion and judgement	x	
• Good time management and organisational skills with the ability to plan, organise and prioritise work	x	
• A genuine enthusiasm for making a real contribution towards the ongoing success of our motto 'Achievement for All'	x	
Other Requirements		
• Enhanced DBS clearance	x	
• Commitment to the school's policies and ethos	x	
• Commitment to own Continuing Professional Development and continued learning	x	
• Motivation to work with children and young people	x	
• Ability to form and maintain appropriate relationships and personal boundaries with children and young people	x	
• Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintain discipline.	x	
Equal Opportunities		
• Commitment to supporting, upholding and implementing the policies of Sherburn High School and the STAR MAT to promote equal opportunities.	x	



Appendix 3: Design & Technology Department Information

The Design Technology and Art Department at Sherburn High School is a successful and innovative department made up of a dedicated team of six staff. One Curriculum leader of Design Technology and Art, 3 full time members of teaching staff (One Food Preparation and Nutrition specialist and two Art and Photography specialists) and 3 technicians (including this post). The department delivers Nutrition, Design and Technology (Product Design - Focus) and GCSE Food Preparation, Art Textiles, Photography and Art. At A level we offer three courses, following the AQA specification - Design and Technology (3D Product Design) Photography and Art.

Our results have consistently been very good with 100% success at grade 4 and above across the different specialisms in the department. The standard of work is very high and a number of 8-9 grades are achieved each year. We host an annual departmental showcase of projects after school and allocate a number of Design Technology and Arts awards at the school awards evening.

All Key Stage 3 & 4 groups enjoy lessons in purpose built classrooms or workshops. There are 2 well equipped Product Design workshops with woodworking and metalworking machinery, a laser cutter, a heat area with brazing and casting facilities. The department also has a dedicated classroom which is used for Design theory and CAD/CAM. This room has a suite of computers attached. There is a dedicated Art Textiles room equipped with sewing machines and other equipment including a CNC embroidery machine. We also have 2 dedicated Food rooms with new cookers and other equipment as well as access to ICT. We have three Art rooms. All major teaching rooms are equipped with digital projectors and document visualizers.

There is a high level of expertise in the department across all teaching staff and technicians, the students benefit as a result. The department is heavily involved in the day to day life of the school.

It is anticipated that the successful candidate will generate enthusiasm amongst the department and students, whilst supporting a range of staff. We are looking for applicants who show initiative and are keen to contribute to the department and whole school life. The successful applicant will work with the Curriculum Leader of Design Technology and Art in the support of the department.

For further information contact Leah Jamieson (Curriculum Leader Design Technology and Art) on: katie.reeder@shs.starmat.u

Appendix 4: Whole School Information



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 SRE/PSCHE 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 as 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, watersports in the Ardeche, survival skills at the Bushcraft 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.

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 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 Elmete) 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.