



## JOB DESCRIPTION

<b>Job Description: Science Technician</b>	<b>Reporting To: Head of Science</b>
<b>Pay Scale: 4</b>	<b>Hours of Work: Up to 37</b>
<p><b>Job Purpose:</b> The purpose of this post is to provide administrative support to the science department, and provide a technical support service to science teaching staff to ensure that all apparatus and equipment is available and set up where necessary to meet the daily timetable requirements covering KS3 to KS4.</p>	
<p><b>Key Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Collating requisition sheets, preparation for all science lessons and liaising with subject teachers, including AV/ICT equipment, special events such as induction day, science week, open evening and extra-curricular activities.</li> <li>• Liaising with external companies to arrange equipment checks and servicing.</li> <li>• Carry out monthly checks on radioactive sources, and support the annual inspection with our external partners.</li> <li>• Preparing basic equipment for practical work, including droppers, delivery tubes and stirring rods.</li> <li>• Maintaining, cleaning, storing and replacing all apparatus, materials, chemicals and tools. Includes all laboratories and preparation areas.</li> <li>• Stock taking and ordering/purchasing to ensure chemicals, stationary and general laboratory equipment levels are maintained (Including checking of invoices). Contacting suppliers when situations arise.</li> <li>• Regular liaison meeting with other technicians across the Trust to discuss sharing of resources.</li> <li>• Arranging safe disposal of biological and chemical hazardous waste through liaison with outside contractors</li> <li>• Cleaning laboratories of those materials and apparatus provided regularly.</li> <li>• Reporting faults and general maintenance to premises manager/ICT manager/external agency as appropriate. Liaising with known specialist repairers to collect and repair broken equipment. This should include organising maintenance of gas taps and fume cupboards as required, arranging for repair/service of equipment (e.g. power packs, microscopes) and keeping simple records of faults reported.</li> <li>• Setting up equipment for demonstrations as requested by staff.</li> <li>• Arranging downloading of relevant educational programmes by AV technician.</li> <li>• Prepare and label chemicals, ensuring that the relevant risk assessment in accordance with COSHH regulations are met. Ensure correct and safe storage of all chemicals.</li> <li>• Provide support/training for other technician(s) in their area of expertise.</li> <li>• Liaise with the Head of Science to keep an overview of invoices/goods received, to pay for or return.</li> <li>• Lifting and carrying equipment / chemicals up and down stairs.</li> <li>• Regularly empty glass bins before they build up into large quantities. Ensuring that it is boxed up securely and disposed of with due regard to Health and Safety issues.</li> <li>• Supervise and support, as requested by line manager, new technicians with little/no experience.</li> <li>• Liaise with, and offer additional support to, ITT students, NQTs and staff with practical lessons / new equipment.</li> <li>• Minor photocopying and organising of some central resources, eg, worksheets.</li> <li>• Working with subject leader to prepare practical elements of new courses.</li> <li>• Trial practicals / demos that have not been done before.</li> <li>• Attention to Health and Safety and COSHH regulations in all of the above.</li> <li>• Use computer to process orders, record stock levels.</li> <li>• Flexibility with hours as needs require.</li> <li>• Provide textbooks for lessons as requested by teaching staff</li> <li>• Undertake first aid training and provide initial first aid response in science department</li> <li>• Attend relevant training courses</li> </ul>	
<p><b>Where time allows</b></p> <ul style="list-style-type: none"> <li>• Assist staff in lessons with practicals and demonstrations.</li> <li>• Assist staff with displays of students work (or posters that have been bought or sent to school) given sufficient notice.</li> </ul>	
<p><b>Specific:</b></p> <p>The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>	
<p><b>The key competencies and behaviours commensurate with this post are identified overleaf.</b></p>	

**General Information:****General Information:**

- The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.
- The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.
- The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR.
- Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).



## Ethical Leadership Qualities Competencies and Behaviours

Competency	We do this by
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> </ul>

	<ul style="list-style-type: none"> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>