**Design & Technology Technician**

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| **Department/Section:** | Design & Technology |
| **Role Title:** | Design & Technology Technician |
| **Reports To - (Supervisor/manager’s role title) :** | Head of Design & Technology |
| **Role Purpose:**  (why the role exists) | To prepare, organise and maintain materials and equipment for classroom use, to enhance pupil learning across all areas of technology including – food and nutrition, product design, resistant materials, textiles, graphics and engineering. |

**ROLE REQUIREMENTS**

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| **Accountabilities** | **Accountability Statements** |
| **Setting up classroom equipment, materials and demonstration experiments** | Preparing and setting up classroom/workshops equipment for lessons based on teacher requirements.  Preparing and collating teaching materials and resources for use in lessons, based on teacher requirements.  During lessons, remaining on stand-by in classroom, to be available to support teacher and assist with materials and demonstrations when needed.  Preparing appropriate resources for examinations.  At the end of lessons/productions, clearing away and cleaning equipment and materials as required. |
| **Ordering and stock control** | Identifying when stocks are running low and ordering new stock, based on minimum requirements set the Line Manager, in order to ensure materials and equipment are always available.  Keeping appropriate databases up-to-date.  Checking, recording and storing supplies when received at the school. |
| **Maintenance and care of stock and equipment** | Regularly ensuring that materials and equipment are in good and usable condition, identify problems and resolve appropriately, carrying out minor maintenance and obtaining replacements where appropriate (where not appropriate, liaising with relevant contractors).  Overseeing the safe storage of equipment (eg. labelling boxes) and maintaining appropriate records.  Maintain the teaching rooms, ancillary rooms and storage facilities in a tidy state, according to the requirements of the relevant Line Manager.  Conducting periodic safety checks on equipment and materials, and where appropriate. |
| **Demonstrating equipment and techniques** | Showing other staff, or assisting teaching staff, with the training of students, in how to carry out certain experiments or operate equipment in line with health and safety regulations, where this requires application of acquired technical skills. |
| **Administration** | Carrying out photocopying of resources.  Assisting with preparation of departmental documentation, e.g. collating and students handbooks.  Assisting with preparation of displays of students’ work.  Develop, operate and ensure review of an instruction and certification system which will allow users to operate the technical equipment safely in line with health and safety regulations. |
| Corporate and statutory initiatives - equalities/health and safety/e- government/ sustainability | A range of health and safety responsibilities, including:   * collecting materials and equipment from students at the end of lessons; * ensuring students do not come into contact with materials or equipment outside of designated lesson times, keeping storage units and areas locked and secure; * ensuring machinery is switched off at source; * ensuring equipment and materials are maintained to a safe standard ensuring compliance with all |

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| **The key decision making areas in the role** |
| Deciding from a range of options which supplies to order, maintaining best value.  When carrying out maintenance and repairs, deciding whether these can be dealt with within the school or if the matter should be referred to contractors.  Deciding which health and safety concerns should be brought to the attention of the Line Manager  Deciding whether equipment/technology should be upgraded, reviewing the options and making recommendations to the Line Manager |
| **The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)** |
| Preparing materials and equipment for typically five lessons per day.  Dealing with regular deliveries – a large order at the start of the academic year, thereafter termly and weekly. |
| **The main contacts – external/internal customer contacts and purpose** |
| **Teaching staff** – liaising in relation to lesson planning, in order to prepare appropriately, and assisting during lessons as required, on a daily basis. Undertaking training of teaching and other staff as appropriate.  **Head of Department/Class Teacher** – daily liaison with line manager on practical job- related issues.  **Students** – regular contact with pupils in classroom on daily basis (although no direct support or teaching role).  Other school **support staff** and **administration staff**, for example in relation to ordering and other administrative tasks, on a daily or weekly basis.  **Contractors** and **repairers** – ensuring work is carried out to specification, as and when required, typically on a monthly basis. |
| **Working conditions – environment, and physical effort or strain.** |
| Moderate degree of physical effort involved in preparing classroom equipment and maintaining rooms and storage spaces, specifically moving and handling of heavy items.  The role may involve working in an environment which is particularly noisy and hot. |

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| **Context/additional information** |

There is a particular responsibility to maintain high standards of health and safety, in order to ensure that students and colleagues are protected from hazards, within the framework of relevant risk assessments.

Role holders are expected to adhere to and support all school published policy statements.

**PROGRESSION IN ROLE**

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| **Entry: Necessary role-related knowledge, skills and experience at selection** | |
| An aptitude for and good working knowledge of subject area.  A relevant qualification (eg. GCSE or A level) in specialised subject area.  Hold relevant technical skills as appropriate to their specialised subject area as required by the school.  Knowledge of health and safety regulations which apply in their specialised subject area.  Suitably qualified to carry out health and safety checks on equipment used in their specialised subject area.  Some knowledge or experience of an educational environment. | |
| **Initial induction/training required to become effective in the role** | |
| **Estimated time to become operationally effective** | 1 month |
| Appropriate health and safety training.  ‘Work shadowing’ as part of induction period to become familiar with main aspects of role. Familiarisation with the school environment and school policies and procedures.  Familiarisation with relevant curriculum areas. | |
| **Operationally effective: How would effectiveness in role be demonstrated?** | |
| Ability to follow Line Manager’s instructions with a minimum of guidance and carry out daily preparation using own initiative.  Taking charge of appropriate stock control and ordering. Carrying out maintenance without instruction.  Noticing potential hazards immediately and dealing with them appropriately. | |

There is a particular responsibility to maintain high standards of health and safety, in order to ensure that pupils and colleagues are protected from hazards, within the framework of relevant risk assessments.

Role holders are expected to adhere to and support all school published policy statements.

**PROGRESSION IN ROLE**

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| **Section I - Entry: Necessary role-related knowledge, skills and experience at selection** | |
| An aptitude for and good working knowledge of subject area.  A relevant qualification (eg. GCSE or A level) in specialised subject area.  Hold relevant technical skills as appropriate to their specialised subject area as required by the school.  Knowledge of health and safety regulations which apply in their specialised subject area.  Suitably qualified to carry out health and safety checks on equipment used in their specialised subject area.  Some knowledge or experience of an educational environment. | |
| **Section J – Initial induction/training required to become effective in the role** | |
| **Estimated time to become operationally effective** | 1 month |
| Appropriate health and safety training.  ‘Work shadowing’ as part of induction period to become familiar with main aspects of role. Familiarisation with the school environment and school policies and procedures.  Familiarisation with relevant curriculum areas. | |
| **Section K – Operationally effective: How would effectiveness in role be demonstrated?** | |
| Ability to follow Line Manager’s instructions with a minimum of guidance and carry out daily preparation using own initiative.  Taking charge of appropriate stock control and ordering. Carrying out maintenance without instruction.  Noticing potential hazards immediately and dealing with them appropriately. | |

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| **Section L - Adding value: What characteristics will the advanced role holder demonstrate?** |
| Ability to work effectively and relatively independently without daily supervision.  Working in a way that supports and complements the class teacher, anticipating what steps to take without specific direction from the teacher.  Operating as an ‘expert’ within the school on resources, technology and equipment within the specific subject area.  Ability to contribute to the ongoing development of the service to staff and pupils. |